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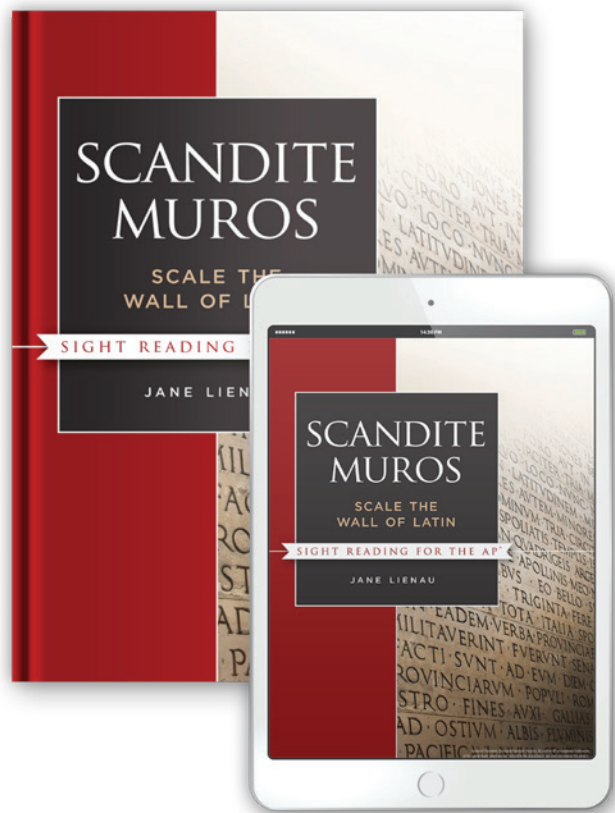
SCALE THE
WALL OF LATIN

SIGHT READING FOR THE AP[®]

JANE LIENAU

...EADDEM·TOTA·ITALIA·SPC
MILITAVERT·VERBA·PROVINCIA
ACTI·SVNT·FVERVNT·SEN
ROVINCIA·AD·EVM·DIEM·C
STRO·FINES·AVXI·GALLIAS
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Scandite Muros

AP® Latin

Jane Lienau

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Scandite Muros provides students with indispensable strategies for improving their sight-reading in Latin. Full of grammar application and translation tips, it fills a niche for advanced Latin students that is not addressed by any other textbook.

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Scandite Muros paves the way for students to apply their Latin grammar knowledge to sight-reading for the AP®. In these pages, the author shares the structure, strategies and features that make this textbook such a unique and sought after resource. Should you be seeking a resource that supports learners in applying grammar concepts to reading and discussion, you’ve come to the right place. Welcome to Scandite.

TABLE OF CONTENTS

The Learning Site® 3

Chapters in Scandite 6

In-Program Resources 9

Chapter Organization 10

Assessment 18

AP® Enrichment 19

Scandite Muros

THE LEARNING SITE®

There is no Scandite Muros without the Learning Site®—an online ecosystem offering everything you need to teach or learn Latin sight reading.



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Step-by-step instructions are incorporated into both the textbook and Learning Site. Support on specialized topics is updated in the Wayside YouTube Channel, Proficiency Talks Blog, and Wayside social media communities. The Instructional Strategy Toolkit boasts 100+ classroom ready ideas sortable by learning style, communication mode, and more!

Gradebook
View and filter by class or individual progress, calendar view of assignments, specific assignments, ready-to-grade status, and more.

Resources
Answer keys, scripts for audios and videos, assessment guidelines, and more

Integrations
Integrations and rostering for easy tracking and course creation

CHAPTERS IN SCANDITE

CHAPTER

I

**Parate Arma Obsidionis:
Prepare the Siege Equipment**
First Steps in Preparing to Sight-Read
STRATEGY 1: Determine the passage’s genre
STRATEGY 2: Learn the passage’s vocabulary
STRATEGY 3: Break the passage into
manageable sections and read aloud
STRATEGY 4: Apply rules of English word order
Putting it into practice
PASSAGE A: Ovid, Metamorphoses, III.1-14
PASSAGE B: Ovid, Metamorphoses, III.15-25
Exercises

CHAPTER

II

Superate Fossas: Surmount the Ditches
All Those Noun and Verb Endings!
Verbs
PASSAGES A & B: Cornelius Nepos,
De Excellentibus ducibus, Lysander I
Nouns
Most Common Mistakes
Numbering
Exercises



CHAPTER

III

Oppugnate Vallum: Attack the Rampart
The Importance of Participles
The Importance of Participles
PASSAGE A: Ovid, Metamorphoses XI.100-120
Ablative Absolutes
Future Passive Participles
PASSAGE B: Cicero, De
Oratore I.V.17
Exercises



CHAPTER

IV

Ascendite Scallas: Climb the Scaling Ladders
Indirect Discourse
Indirect Statement
Tenses of the infinitive in Indirect Statement
PASSAGE A: Caesar, Commentario de Bello Gallico II.3
Indirect Command and Indirect Question
Exercises

From verb endings to participles to subjunctives, each chapter takes on the toughest elements of Latin and makes them accessible through effective learning strategies.

V

Perfringite Munitionem:
Breach the Fortifications

Subjunctives and Imperatives

The Subjunctive Mood: Anticipating forms
according to genre

The Subjunctive Mood: Identifying
subjunctive uses

PASSAGE A: Tibullus, Carmina II.1

PASSAGE B: Caesar, Commentario de Bello Gallico, VII.6

The Imperative Mood

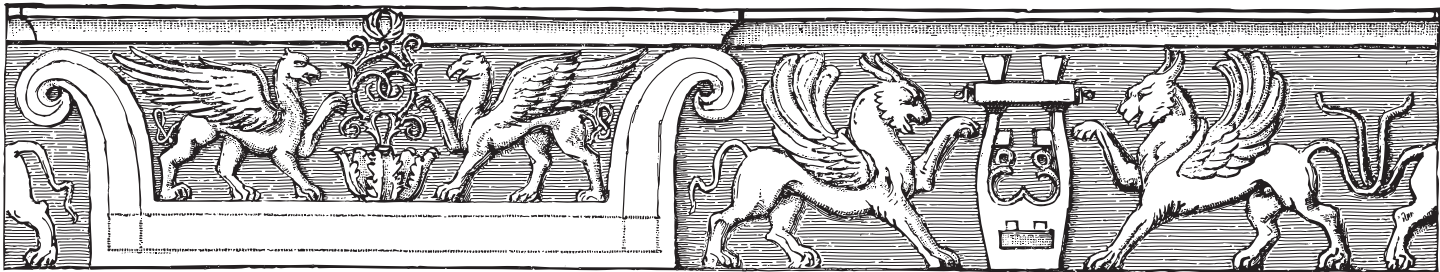
Exercises

VI

Occupate Castra: Take the Camp

Sight-Reading Passages with AP-style Multiple
Choice Questions, Thematically Aligned with
Required AP® Readings

1. Assigned Readings Alignment Chart.....	83
2. Readings and Multiple Choice Questions	84



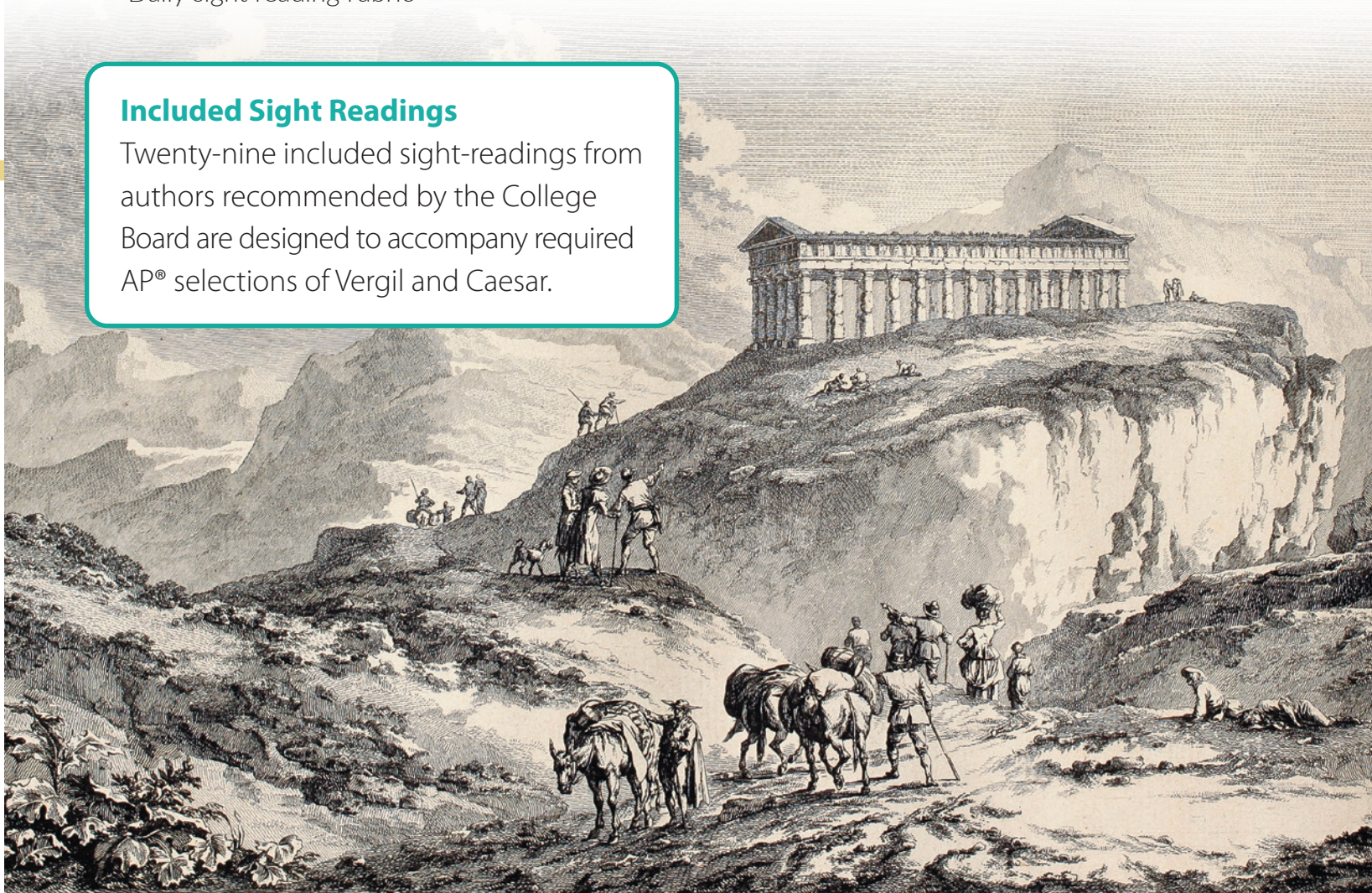
IN-PROGRAM RESOURCES

Support your class’s success with these additional
resources in the print book and FlexText®.

- Passage-specific vocabulary lists
- Explanations on pedagogical and learning strategies
- Icons Legend
- Maps and historic art that connects to selections
- Glossary of running vocabulary, alphabetical
- Daily sight reading rubric
- Additional appendices of words advanced learners likely know, broken down by part of speech
- Literal translations of all passages (teacher’s edition)
- Author facts, essays, and discussion questions
- Credits (citations of all resources utilized)


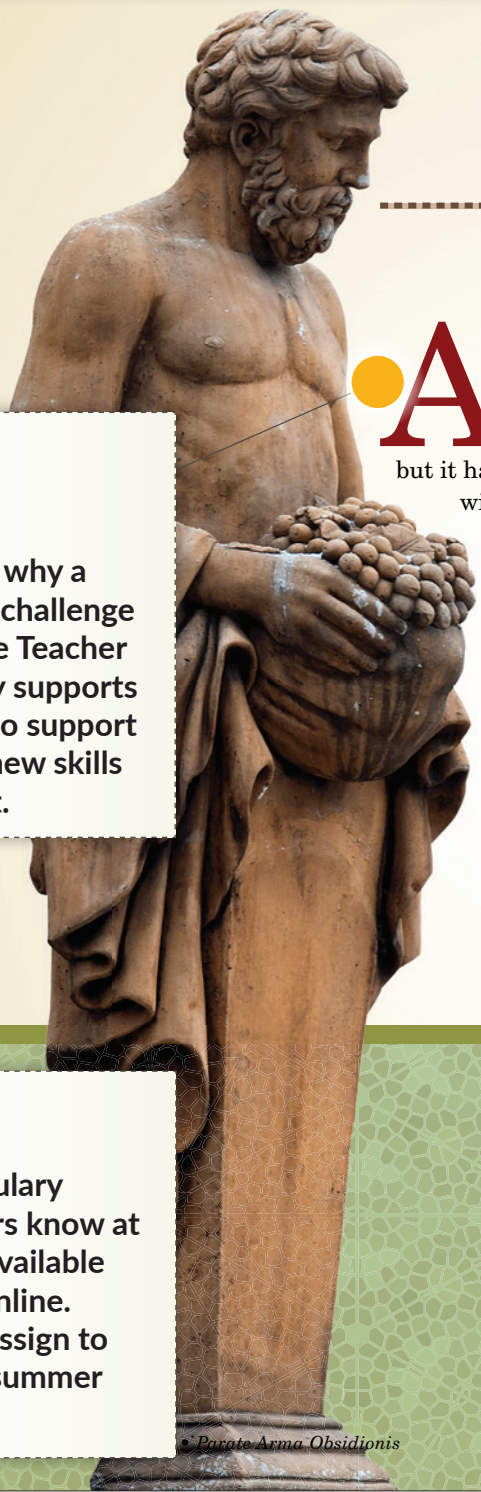
Included Sight Readings

Twenty-nine included sight-readings from authors recommended by the College Board are designed to accompany required AP® selections of Vergil and Caesar.



CHAPTER ORGANIZATION

By the time learners complete Scandite Muros, they will be proficient in genre identification and learning vocabulary specific to a passage.



Chapter 1

After all the work acquiring forms, syntax, and vocabulary, the transition to translating authentic Roman literature can be difficult, but it has been greatly facilitated by the publication of texts with facing-page or same-page vocabulary and notes. Unfortunately, these texts often create a dependency on the part of the student, and when presented with unfamiliar passages to read, many students find the task impossible, as a wall of dense, impregnable Latin looms before them. In this chapter, we will identify ways to begin breaking down this wall.

CHAPTER INTRODUCTIONS

Each chapter discusses why a chapter topic may be a challenge to Latin students. In the Teacher Edition, additional copy supports a teacher in preparing to support learners in diving into new skills with a positive mindset.

MASTERY LIST



A mastery list of vocabulary (words we hope learners know at the start of Latin 3) is available in the print book and online. This can be helpful to assign to incoming students for summer vacation preparation.

Parate Arma Obsidionis:
Prepare the Siege Equipment

First Steps in Preparing to Sight-Read

In this chapter, you will be introduced to four strategies that will start you on the path to independent sight-reading:

1. Identify the piece's genre
2. Learn beforehand text-specific vocabulary
3. Break the passage down into manageable sections and read aloud
4. Consider word order



FIRST STEPS

Learners preview what they will learn and what skills they will hone.

CHAPTER BY CHAPTER

Each chapter targets a skill or grouping of similar skills. In Chapter 1, the purpose is to provide educators and students with a starting place for sight-reading. Four introductory steps support students in getting over that initial difficulty of approaching an unfamiliar text.

Parate Arma Obsidionis

Chapter 1 • Prepare the Seige Equipment 3

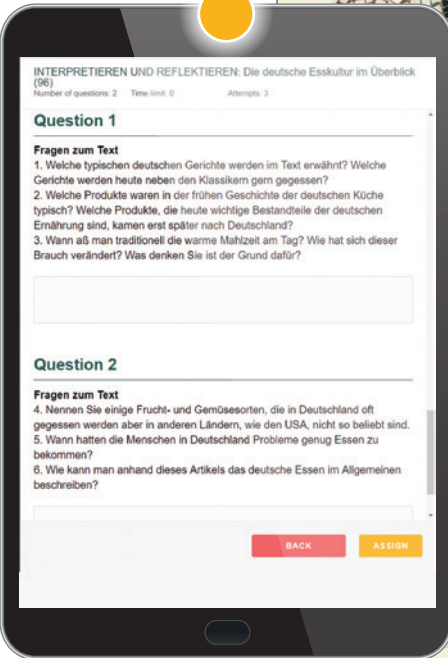
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CHAPTER ORGANIZATION

At the start of each chapter, strategies are provided along with activities and resources in Explorer®. These help you introduce new concepts during class, and support learners outside of class.

LEARNING SITE SUPPORTS

Explorer® Resources for these strategies include a PowerPoint® on identifying genre with group activity, a pdf tutorial, practice activities, and flashcards.



VOCABULARY

Vocabulary lists are printed on pages in the FlexText® and print book. Learners can also free-practice with online flashcards, or you can assign online flashcard practice as homework.

STRATEGY 1

Determine the passage's genre

What can you tell about the passage just by glancing at it?

- If it is poetry, the line length, indentations, and stanzas will help you distinguish between **dactylic hexameter**, **elegiac couplet**, and other **lyric meter**.
- If it is prose, verb tenses may help you distinguish between **history**, a **letter**, and an **oration**.
- Find the first few verbs and identify person and number. "I" and "you" are likely to indicate **lyric** or **elegiac poetry**, a **letter**, or an **oration**, whereas "he" and "they" are more likely in **epic** and **history**. **Satire** may be a mix.
- Notice if the author is named, or whether there are proper nouns which provide clues.

STRATEGY 2

Learn the passage's vocabulary

- Learn the vocabulary for the passage **BEFORE** you begin reading. While it is tempting to write in vocabulary words on the page, or to read with a list beside you, those methods will only hinder you in the long run. Your eyes will be naturally drawn to the English words, rather than closely examining the Latin on the page.
- Memorizing the words will become easier with time, as you become increasingly adept at recognizing roots within compounds.
- It is assumed that students have a solid mastery vocabulary from their earlier years of study (see Mastery List in Appendices), so those words are not included. Vocabulary lists are provided for every passage in this text.
- If reading Latin not in this text, skim the passage for unfamiliar words before reading it, look them up, and memorize them.

STRATEGY 3

Break the passage into manageable sections and read aloud

LISTENING TO LATIN

The sound of Latin being read to you can enhance meaning and offer hints of author tone or intent. Explorer® provides recordings of passages with classical pronunciation (no rolled R's).

- Using punctuation as a guide, find reasonable
- Work with manageable sections: 4–5 lines of prose. The editor has punctuated with English as you go. Recognizing these beforehand will the pieces of the puzzle fit together. Look for the structures:
 - Relative or other subordinate clauses
 - Ablative absolutes or other participles
 - Indirect discourse
- Reading aloud, in addition to being a required Latin curriculum, will force you to absorb each enabling you to recognize case endings, verb tenses, and verbal constructions before you begin translating.

STRATEGY 4

Apply rules of English word order

WORD ORDER SUPPORT

This strategy develops fluency quickly and is supported by a tutorial on word order, and online practice activities based on AP® Curriculum required readings.

- While we are fairly certain that the Romans did not read this way, it is almost impossible for us to read Latin without considering the expected order of English sentences.
- Many basic English sentences follow this pattern: **SUBJECT + VERB + DIRECT OBJECT + OTHER** (prepositional phrases, indirect objects).
- Sentences with passive verbs often look like this: **SUBJECT + PASSIVE VERB + "BY THE AGENT" + OTHER**
- Subordinate clauses that are expressed with ablative absolutes in Latin often begin a sentence, as they frequently make connections with the previous sentence, so translate those first.
- Other subordinations (relative or other subordinate clauses, participial phrases, infinitives) often follow the main verb or clause, or may be attached to an antecedent.

READING ALOUD

Supporting interpretation skills, reading aloud forces an examination of every word. Modern learners read for speed. Paying attention to each part of a word supports a student in identifying differences before translating.

Reading aloud is valued by the College Board. Though it is not assessed on the AP®, Scandite supports College Board recommendations by providing ample opportunities to record in Explorer®.

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CHAPTER ORGANIZATION

As learners proceed through Chapter I, they apply the four strategies they will use throughout the following chapters, and practice with activities and resources in the Learning Site®.

ICONS

Students may interact with passages in each chapter to build their skills. Watch for icons that indicate the mode of communication and activity type.

- Interpretive Print and Audio
- Interpretive Print
- Sight Read
- Presentational Writing
- Vocabulary
- Grammar
- Explorer

PASSAGE SUPPORT

Learners can listen to the passage, read it out loud, or discuss the passage in Classroom Forum in Explorer®.

PASSAGE

A

Now let's apply these strategies to a Latin passage.

Cadmus, exiled by his father after Europa's abduction by Jupiter disguised as a bull, searches for a location to build his own city.

Iamque deus posita fallacis imagine tauri se confessus erat Dictaeaeque rura tenebat, cum pater ignarus Cadmo perquirere raptam imperat et poenam, si non invenerit, addit exilium, facto pius et sceleratus eodem. 5

orbe pererrato (quis enim deprendere possit furta Iovis?) profugus patriamque iramque parentis vitat Agenorides Phoebeique oracula supplex consulit et, quae sit tellus habitanda, requirit. 10

'bos tibi' Phoebus ait 'solis occurret in arvis, nullum passa iugum curvique immunis atratri. hac duce carpe vias et, qua requieverit herba, moenia fac condas Boeotiaque illa vocato.'

Strategy 1:

Genre: it should be apparent that this is not prose, given the shortness of the lines. Both elegiac couplet and other lyric have indented lines, so this is probably hexameter. A quick way to be sure that it is not hendecasyllabic, for example, is to take a line and count syllables. If there are 13 to 17 syllables (watch for elision!), chances are it is dactylic hexameter, which means that you have either satire or epic. The passage is from Book III of Ovid's *Metamorphoses*.

Strategy 2:

Vocabulary: Really learn the vocabulary below; don't just give it a cursory glance, assuming you will be able to refer to it. You want to be armed when you approach the Latin passage, and knowing the vocabulary cold is your best weapon.

Pay close attention to these details:

"Abduction of Europa" by Jean Troy (1679-1752)

"Parate Arma Obsidionis" by Parate Arma Obsidionis

- Compounds and derivatives: The words with a double dagger (‡) are words you might have guessed from a compound or derivative.
- Pay attention to parts of speech, declensions, and principal parts.
- If only two principal parts are provided, you only need to know the verb's conjugation. If all four are provided, you probably have a more complicated form, perhaps a verb. If a principal part is highlighted, you will encounter it in that form using that stem. Make note of deponents.
- When learning proper nouns, be mindful of their declension and whether you are dealing with a person or place.
- Make note of special cases given after verbs, adjectives, and compounds (e.g., + dat., + gen.).

TEACHER EDITION TO THE RESCUE

In addition to online flashcards and activities, The Teacher's Edition includes a desk-free friendly vocabulary review activity.

Vocabulary for Passage A

‡ fallax, fallacis	deceitful, treacherous, false
‡ imago, imaginis	(f) shape, image
taurus, -i	(m) bull
confiteor, ēri, confessus sum	(2 dep) to confess
Dictaeus, -a, -um	of Crete, where Mt. Dicte is
rus, ruris	(n) country, countryside
‡ ignarus, -a, -um	ignorant, unaware
Cadmus, -i	(m) son of Agenor (Agenorides), brother of Europa, founder of Thebes
‡ perquiro, -ere	to search / inquire thoroughly
rapio, -ere, rapui, raptum	to snatch, kidnap (supply eam)
imperat	[usually with ut clause; here with infinitive]
‡ addo, addere, addidi, additum	to add
‡ exilium, -i	(n) exile
‡ pius, -a, -um	loyal, devoted (to his daughter)
sceleratus, -a, -um	wicked, criminal (to his son)
idem, eadem, idem	the same
‡ orbis, orbis	(m) circle (of lands), the world
pererro, -are, -avi, -atum	to wander, ramble
‡ deprendo, -ere, -prendi, -sum	to catch, grasp, discover

Chapter 1 • Prepare the Siege Equipment 7

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CHAPTER ORGANIZATION

HOW EACH CHAPTER TACKLES A GRAMMAR CHALLENGE

Students are introduced to the grammar concept, led through an AP® recommended passage selected with that grammatical concept in mind (see right-hand page). They are then offered further advice and practice on how to surmount grammar difficulties.

A second passage follows which reinforces the strategies demonstrated earlier.

✂ With that in mind, here are the most important verb endings in the different genres.

A. Expected forms for lyric and elegy, letters, and orations (1st and 2nd person forms):

		active	passive
1 st s	I	-o/-m/-i	-or/-r
2 nd s	you	-s/-isti	-ris/-re
1 st p	we	-mus	-mur
2 nd p	you (pl)	-tis	-mini

B. Expected forms for history and epic (3rd person forms):

		active	passive
3 rd s	he/she/it	-t	-tur
3 rd p	they	-nt/-ēre	-ntur

Let's return to the Nepos passage A, and see how well this simplification works. Read aloud:

A) *Lysander Lacedaemonius magnam reliquit sui famam, magis felicitate quam virtute partam. Athenienses enim in Peloponnesios sexto et vicesimo anno bellum gerentes confecisse apparet. Id quā ratione consecutus sit, haud latet.*

There are 18 nouns, adjectives, and pronouns in this section. The two nominatives are proper names and were given in the vocabulary. Every other word is either accusative or ablative with the single exception of *sui* which is genitive. While you are reading the passage aloud, you may notice a few things:



In this chapter we will look at the most fundamental aspects of Latin for reading: the most vital verb endings and case endings. While you may have spent your first year or semester memorizing endings, as a successful sight-reader you will anticipate expected forms and get to know those quite well. The six tenses in the active and passive voices can be boiled down to 72 endings, with slight variations in the present system; with 18 of these, a reader can do quite well. In addition, the five declensions of nouns have ten endings each to be internalized, as well as variations for genders and adjectives; these 80–90 can be narrowed to a more manageable 30, perhaps fewer.

Most Common Mistakes

- Confusing a neuter accusative for a neuter nominative
iter fecit = he made a journey, not the journey made
- 3rd declension adjectives have an *-i* in ablative singular, not *-e*
puellā forti
rege audaci
- Most 3rd declension neuter adjectives end in *-e* in nominative and accusative singular. Novice readers will often try to make the adjective an adverb, or look for an ablative noun
bellum civile
iter difficile
- Substantives, particularly neuter plural pronouns: translate with “things”
illa = those things
ea = the things
haec = these things
quae = which things
omnia = everything
- Identifying accusative plural 4th declensions *-ūs* (and less commonly genitive singular) as nominative singular
vultūs notos
domūs caecae

Chapters 2-5 each deal with the most important grammatical aspects of Latin on which students should focus while sight reading, one concept at a time.

PASSAGES

A & B



Pericles' Funeral Oration.



A) Lysander Lacedaemonius magna famam, magis felicitate quam virtute Athenienses enim in Peloponnesios vicesimo anno bellum gerentes confecisse apparet. Id quā ratione consecutus sit, haud latet.

B) Non enim virtute sui exercitūs, sed factum est adversariorum, qui, quod audientes imperatoribus suis non erant in agris, relictis navibus, in hostium potestatem. Quo facto Athenienses sibi Lacedaemoniis dederunt. Hāc victor elatus, cum antea semper factiosus audaxque fuisset, sic sibi indulxit, ut eius operā in maximum odium Graeciae Lacedaemonii pervenerint.

Of eleven verbs, seven are 3rd singular, four are 3rd plural. All are identifiable by their *-t*, *-tur*, or *-nt*. It should come as no surprise that nine of them are in the imperfect, perfect, or pluperfect. Nepos uses the verbs *apparet*, *latet*, and *factum est* impersonally: “it appears,” “it’s hidden,” and “it has been done,” respectively. Vocabulary study has informed us that *consequor* is deponent, thus having passive-looking form, *consecutus sit*, leaving us with only one passive form, *factum est*. For the most part, when working through the translation, tense and mood are going to make themselves obvious. Examine the eight indicative forms.

STUDYING AT HOME, CONNECTING IN CLASS

By passage B in chapter 1 or at least chapter 2, learners should be working with passage-specific vocabulary at home. In class, they’ll participate in a quick reinforcement activity, translate, and then discuss.

FEEL THE LANGUAGE

Passage-based classroom discussions can examine the power of syntax and sound effects on audience, with a goal of learners becoming so engaged in the process of translating and considering meaning and intention that they are not fazed by the prospect of “unseen” passages with multiple choice questions.

ASSESSMENT

ADAPTABLE ASSESSMENT

A Daily Sight-Reading Rubric in the Appendices can be adapted to every level of study. The rubric distinguishes three areas:

- 1) vocabulary knowledge
- 2) morphology and syntax
- 3) fluency, indicating smoothness, speed, and accuracy.

ADDITIONAL ASSESSMENT OPPORTUNITIES

Earlier chapters provide passages from Roman authors with text-specific vocabulary, with which the teacher may work on the topics being highlighted. These can be used as additional opportunities for formative or summative assessments.

Daily Sight Reading Scoring Rubric

	1	2	3	4	5
Vocabulary	Did not study the passage preparation list; mastery list weak.	Limited knowledge of passage and mastery list vocabulary.	Some knowledge of passage and mastery list vocabulary.	Acceptable knowledge of passage and mastery list vocabulary.	Knows virtually all vocabulary from mastery list and passage preparation list.
Morphology and Syntax	Cannot render any Latin. When asked guiding questions or given hints, cannot determine meaning.	Needs assistance with basic case uses and word order, but will produce some translation with help. Only vague understanding of complex structures. Significant errors interfere with the translation.	Basic competency with simple syntax; needs help with advanced structures, but recognizes what they are. Some minor errors in advanced structures.	Good knowledge of cases endings and uses; asks questions for guidance that indicate essential understanding (e.g., that's an ablative absolute, right?). A few minor errors in advanced structures.	Knows all case uses and handles more complex structures confidently and accurately; minimal acceptable errors.
Fluency	Has difficulty connecting a passage to the context of a larger work or genre; unable to reconcile Latin structures with English. Significant hesitation hinders fluency of translations.	Needs reminders on basic word order, but can do it with help; seeks verification and may lose their place in the text; has difficulty making obvious contextual connections. Hesitation hinders fluency of some translations.	Good with basic word order (i.e., subject-verb-direct-object) but needs help with indirect statement, relative clauses, and other common structures; has a basic understanding of context. Some hesitation.	Translates with some confidence, but still needs verification after each clause. Understands context; handles most common structures with ease, but needs help with some more complex structures. Occasional hesitation.	Reads Latin with confidence; understands context; able to render Latinate structures with practiced ease. Minimal hesitation.

AP® ENRICHMENT

Assorted Readings

	Passage & Author	Aligned with AP®
1	Ovid, <i>Metamorphoses</i> I.272–292 (Storm scene)	<i>Aen.</i> I.81-112
2	Nepos, <i>De Excellentibus Ducibus Exterarum Gentium</i> XXIII.3–6 (Hannibal’s hatred of Rome)	<i>Aen.</i> I.418-440
3	Cicero, <i>Tusculanae Disputationes</i> 5.20.61–62 (Sword of Damocles)	<i>Aen.</i> I.561-575
4	Ovid, <i>Heroides</i> I.1–14 (Penelope to Ulysses)	<i>Aen.</i> II.40-55
5	Vergil, <i>Aeneid</i> II.469–485 (Pyrrhus enters)	<i>Aen.</i> II.220-249
6	Vergil, <i>Aeneid</i> II.535–558 (Pyrrhus kills Priam)	<i>Aen.</i> II.559-585
7	Vergil, <i>Aeneid</i> IV.238–258 (Mercury descending Mt. Atlas)	<i>Aen.</i> IV.259-295
8	Catullus 64, <i>Epyllion</i> (Ariadne’s lament)	<i>Aen.</i> IV.305-330

CHAPTER 6

Aligned with recommendations from the AP® Curriculum Framework, this chapter is a collection of readings from the suggested Latin authors with AP®-style multiple-choice questions and tips on anticipating questions.

AP® PRACTICE

AP® style questions cover syntax, cultural contexts, scansion, and more.

AP® ENRICHMENT

Each reading is designed to align thematically with one passage from the required Vergil and Caesar, topically linked to when possible (for example, Ovid’s storm scene to compare to Vergil’s) so they may be used to reinforce vocabulary, grammar, and discussion throughout the AP® year.

DISCUSSION SUPPORTS

Authors, contexts, and relevance to Vergil or Caesar are included for teachers.



Jupiter has decided to flood the earth to destroy mankind after an insult. He gets help from his brother, Neptune. (Ovid Metamorphoses I.274-292)

Nec caelo contenta suo est Iovis ira, sed illum
caeruleus frater iuvat auxiliaribus undis.
convocat hic amnes: qui postquam tecta tyranni
intravere sui, ‘non est hortamine longo
nunc’ ait ‘utendum; vires effundite vestras:

5

1. In the first two lines we learn that Neptune helps because
- (A) Jupiter goes to his brother from heaven to get help
 - (B) heaven is not content with Jupiter or his brother
 - (C) Jupiter is not satisfied with just a heavenly storm
 - (D) his brother has helped him with angry waves

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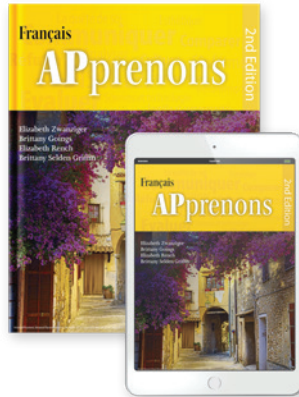
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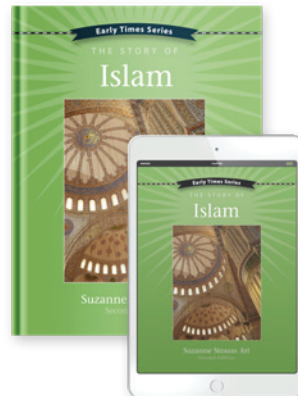


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