

Kolbe Academy Home School

GRADE TEN ANCIENT ROMAN LITERATURE

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COURSE TITLE: Ancient Roman Literature

COURSE DESCRIPTION:

This course is a companion to the Roman history course, introducing the student to the important works of Roman literature, as well as to the use of figures of Roman history and literature by great writers of later times.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ become familiar with the main examples of Roman literature and their use by later writers, notably Shakespeare;
- ❖ identify and examine the inter-relationship between the Greek epic (the *Iliad* and the *Odyssey*), and the Roman epic (the *Aeneid*). In Cycle III, the Catholic epic (the *Divine Comedy*) will be added to these.
- ❖ identify the Roman virtue of *pietas* and its subsequent transformation in Christianity;
- ❖ further the study and imitation of these genres: epic, tragedy, comedy, and rhetoric. Biography (Plutarch) and autobiography (St. Augustine) will also be considered;
- ❖ learn to interpret and distinguish the fourfold senses of theological writings: the literal, the allegorical, the moral, and the eschatological;
- ❖ trace the effect of the Greek world on the development of Latin literature, as well as the Greek influence in the works of St. Augustine.

WEEKLY COURSE WORK:

1. Readings: approximately 50 pages per week
2. Accompanying study guide questions
3. Weekly papers; topics are listed in the Course Plan. These papers should be 1- 2 pages type-written, size 12 font, double-spaced or neatly handwriting in cursive. Each paper should be comprised of strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for grading guidelines.
4. Audio lectures, from Kolbe Academy Classics conference.
5. Key Points sections highlight the most important concepts that the student should know and consider.
6. Three-Part Quarterly Exams: given at the end of each quarter in order to assess the student's understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
7. Students seeking Honors for this course must complete the readings, weekly papers, assignments, and quarterly tests in their totality and as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- Knowledge of Ancient Roman Literature and its influence in the history of culture, thought, and belief
- Ability to formulate and effectively communicate a clear, logically-sound argument both in writing and speaking
- Ability to think for oneself

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this Literature course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. **Standard** diploma students must include a combination of 3 years of English and Literature in high school.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at least 1 or 2 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 5 of the 7 weekly papers each quarter;** they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation*		K	H
Course Title	Ancient Roman Literature	Ancient Roman Literature	Ancient Roman Literature
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. One Paper Topic Essay
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. One Paper Topic Essay
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. One Paper Topic Essay
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. One Paper Topic Essay

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the

designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each quarter.** If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

FIRST QUARTER

I. Virgil, *The Aeneid*.

Epic, in imitation of Homer. A call to Roman patriotism and pride, yet with Greek inspiration. This epic, and Virgil's themes, images, language and style are enormously influential upon later western literature. Virgil's reputation as a noble pagan and master poet, knowledgeable about suffering and virtue, contributes to Dante Alighieri's decision to make Virgil his guide in the *Divine Comedy*.

SECOND QUARTER and THIRD QUARTER

II. Plutarch and Shakespeare

Plutarch's *Life of Coriolanus*, *Life of Julius Caesar*, and *Life of Marc Antony* are paired with Shakespeare's "Coriolanus," "Julius Caesar," and "Antony and Cleopatra," respectively. Plutarch was Shakespeare's source for many of his plays. These works are studied in pairs to show Shakespeare's transformation of the Roman material into his Elizabethan context. The *Life of Cicero* is also read for comparison with the *Roman Reader* material.

III. *The Kolbe Academy Roman Reader*.

Students will read excerpts from Julius Caesar, Catullus, Cicero, Horace, Martial, Ovid, Pliny the Younger, Seneca and Virgil in *The Kolbe Academy Roman Reader*. Both prose and poetry will be studied, and students will learn some major rhetorical terms while they read the orations of Cicero. These writings will also be used to make further connections between the people and events that they have studied throughout the school year.

IV. Marcus Aurelius, *Meditations (Books 9-11 omitted)*.

The Emperor Marcus Aurelius (121-180 AD) wrote spare Stoic epigrammatic observations that contrast sharply with Tacitus' devastating portraits of the emperor's debauched predecessors. They can usefully be compared with the precepts of the Christianity that Marcus Aurelius persecuted so ferociously.

FOURTH QUARTER

V. St. Augustine, *Confessions*.

Autobiography, and great spiritual reading.

SUPPLEMENTAL MATERIALS:

- **Chester Starr, *History of the Ancient World*.** Oxford University Press.
- **Chester Starr, *The Ancient Romans*.** Oxford University Press.
 - Excellent for historical background.
- **Edith Hamilton, *The Roman Way*.** W.W. Norton and Company.
- **Fustel De Coulanges, *The Ancient City*.** Doubleday.
 - This book is useful to understanding the pagan mind.

- **St. Thomas Aquinas**
 - *Summa Contra Gentiles*: First three books: dealing with causes, etc.
 - *Summa Theologica*: various subjects
- **Books on CD/tape.** Many students especially those new to Kolbe Academy and/or to the classics may find it difficult to follow some of the epic stories at first. A great way to help students get started is to listen to the beginning of the book on tape or CD from the library. This can help students pick up on the storyline and style a bit more easily. (Use the books on tape to help get started, not in lieu of reading. Make sure your student follows along with the book while making use of books on CD/tape, **the translation used is likely to be different than the school text** and therefore may differ significantly making test and quizzes very confusing if students have not cross-referenced with course texts.
- ***Christ the King, Lord of History***, By Anne W. Carroll. A general overview of European history, including Ancient Greece and Rome.

COURSE TEXTS:

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|--------------------|--|
| AENEID | ❖ Virgil, <i>The Aeneid</i> . Trans. Patric Dickinson. Penguin Books: New York, 1961. |
| AUGUSTINE | ❖ St. Augustine, <i>Confessions</i> . Trans. R.S. Pine-Coffin. Penguin Books: New York, 1961. |
| AURELIUS | ❖ Marcus Aurelius, <i>Meditations</i> . Trans. M. Staniforth. Penguin Books: New York, 1964. |
| PLUTARCH | ❖ Plutarch, <i>Fall of the Roman Republic</i> . Trans. Rex Wagner. Penguin Books: New York, 1972. |
| | ❖ Plutarch, <i>Makers of Rome</i> . Trans. Ian Scott-Kilvert. Penguin Books: New York, 1965. |
| READER | ❖ <i>The Kolbe Academy Roman Reader</i> . Kolbe Academy Press: Napa, 2006. |
| SHAKESPEARE | ❖ Shakespeare, "Coriolanus." Ed. Jonathan Crewe. Penguin Books: New York, 1999. |
| | ❖ Shakespeare, "Julius Caesar." Ed. William Montgomery. Penguin Books: New York, 1988. |
| | ❖ Shakespeare, "Antony and Cleopatra." Ed. A.R. Braunmuller. Penguin Books: New York, 1999. |
| CLASSICS | ❖ King, Abigail. <i>Classics Conference: The Romans</i> . Kolbe Academy Press: Napa, 2002. |
| <i>Aeneid</i> | ❖ <i>Kolbe Academy Study Guide to The Aeneid</i> . Kolbe Academy Press: Napa, 2006. |
| <i>Aug</i> | ❖ <i>Kolbe Academy Study Guide to St. Augustine</i> . Kolbe Academy Press: Napa, 2006. |
| <i>MA</i> | ❖ <i>Kolbe Academy Study Guide to the Meditations</i> . Kolbe Academy Press: Napa, 2006. |
| <i>Plut</i> | ❖ <i>Kolbe Academy Study Guide to Plutarch</i> . Kolbe Academy Press: Napa, 2006. |
| <i>Reader</i> | ❖ <i>Kolbe Academy Study Guide to The Roman Reader</i> . Kolbe Academy Press: Napa, 2006. |
| <i>Shakespeare</i> | ❖ <i>Kolbe Academy Study Guide for Shakespeare's "Coriolanus," "Julius Caesar," and "Antony and Cleopatra."</i> Kolbe Academy Press: Napa, 2006. |

COURSE PLAN METHODOLOGY:

- Be sure to reference the introductory portions and glossaries of your textbooks. They are full of valuable information and helps for understanding the texts.
- Family discussions on the materials and lessons are highly effective means to foster deeper considerations of the materials. Use the Key Points from the course plan, the paper topics and study guide questions as a basis to start these discussions at home with your students.
- Classics Conference CD 9 Lecture 1 is on the principles of Ignatian Education.

◆ ◆ ◆ **FIRST QUARTER** ◆ ◆ ◆

KOLBE ACADEMY SOPHOMORE WELCOME WEEK (OPTIONAL)				
CLASSICS	CD 1 CD 10 CD 14	Introduction to the Classics Introduction to the Romans, Track 1, beginning of track to 26:20 (26 mins., 20 secs.) Introduction to Roman Literature, Track 1, beginning to 9:35, 19:24-21:16, 23:55-25:06		
AENEID	pp. 374-383	Afterword to the <i>Aeneid</i>		
Study Guide	Sophomore Welcome Week			
<p>🔑 Key Points The Classics Conference CDs, while optional, provide an excellent introduction to the study of the Classics. Important concepts laid out therein are the Roman ideas of:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ⊕ Fatum ("fate"), and Rome's founding as necessitated by fate ⊕ Carthage vs. Rome ⊕ Pietas (sense of duty or responsibility to the gods, family and country). Doing and offering all things for the greater glory of Rome. Pius, which is used to describe Aeneas, can thus mean "dutiful." ⊕ Imperium (command or empire) ⊕ Suffering for the sake of Rome </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ⊕ Virtus (manliness/valor, from the Latin word "vir" meaning man) ⊕ Honor and suicide ⊕ Rome's founding and imperium as divinely sanctioned. Rome's mission: "Spare the conquered and tame the proud." ⊕ The Romans versus the Greeks ⊕ (Roman unity and "virility," versus Greek disunity and "versatility") ⊕ Stoicism and the control of passions ⊕ Divine roots of Rome </td> </tr> </table>			<ul style="list-style-type: none"> ⊕ Fatum ("fate"), and Rome's founding as necessitated by fate ⊕ Carthage vs. Rome ⊕ Pietas (sense of duty or responsibility to the gods, family and country). Doing and offering all things for the greater glory of Rome. Pius, which is used to describe Aeneas, can thus mean "dutiful." ⊕ Imperium (command or empire) ⊕ Suffering for the sake of Rome 	<ul style="list-style-type: none"> ⊕ Virtus (manliness/valor, from the Latin word "vir" meaning man) ⊕ Honor and suicide ⊕ Rome's founding and imperium as divinely sanctioned. Rome's mission: "Spare the conquered and tame the proud." ⊕ The Romans versus the Greeks ⊕ (Roman unity and "virility," versus Greek disunity and "versatility") ⊕ Stoicism and the control of passions ⊕ Divine roots of Rome
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<p>🔑 Key Points</p> <p>The Introductory readings for this week are meant to familiarize the student with the background to the <i>Aeneid</i>, and to familiarize the student with the general ideas and principles of Virgil and Augustus' Rome.</p> <p>Discuss and Know:</p> <ul style="list-style-type: none"> ▪ The meter of the <i>Aeneid</i> (like the <i>Iliad</i>, dactylic hexameter). If you take apart one of the lines from either epic, you will find that there will usually be 18 beats (syllables), and that the natural inflection of stressed and unstressed syllables will follow this pattern: (<u>stressed</u>, unstressed, unstressed, <u>stressed</u>, unstressed, unstressed.) An example of this in English is the sentence, "<u>Sing</u> to me <u>Muse</u> of the <u>war</u> between <u>Troy</u> and the <u>Greeks</u> of the <u>Parthenon</u>." If one stresses the underlined 				

- segments, no word is stressed unnaturally and the pattern is upheld.
- Students should review, or learn, the characteristics of Homeric epic from 9th grade Literature. Many of these characteristics will be the same for the Roman epic, and include:
 - ⊕ The epic is a long, narrative poem, in meter
 - ⊕ The theme of the poem is given in the first line or lines
 - ⊕ Elevated style (i.e. employs the use of Homeric similes)
 - ⊕ Imposing hero (This applies to Aeneas to a certain extent. One of the student's tasks this quarter will be to contrast Aeneas with Achilles and Odysseus.)
 - ⊕ Vast setting
 - ⊕ Much action and many deeds of courage
 - ⊕ Presence of supernatural forces
 - ⊕ Invocation of the Muses (i.e. "tell me Muse..." and "Sing goddess...")
 - ⊕ Begins "In Medias Res" (In the middle of the story)
 - The dates for Virgil (vîr'jəɪ), (alternate spelling: Vergil), and his full name: Publius Virgilius Maro.
 - Octavius/Augustus Caesar as "master of a Roman world which had known no peace for a hundred years." As a supporter of the arts and subtle promoter of his imperial regime, he was also patron of *Aeneid* (he paid for its composition).
 - The Trojan founder of Rome, Aeneas (ĭ-nĕ'əs).
 - The necessity of Rome's founding. *Fatum* had decreed that Rome be founded, and that Rome one day be a great empire. The whole epic is written from the perspective of looking back to the founding of Rome, with the empire already being achieved.
 - The difficulty of Rome's founding. Aeneas will suffer much, and Rome's founding will involve sacrifice and toil on his part.
 - The *Aeneid* as Rome's "national epic." Note how late in Roman history this epic is being composed, and contrast this with the *Iliad* and *Odyssey*, which were composed much earlier in the Greeks' history.
 - The *Aeneid* as imitation of the *Iliad* and the *Odyssey*. The first half of the *Aeneid* is like the *Odyssey*, and the second half is like the *Iliad*. Virgil makes the epic his own, however, he is not only "copying" Homer. His Latin verse is beautifully crafted, his imagery is vivid and descriptive, and many of his themes are thoroughly Roman (*pietas*, *imperium*, and *virtus* for example).
 - Roman superstition will play a great part in both the literature and history readings for this school year. The student should keep in mind how frequently the Romans rely on signs or omens for making big decisions.
 - For parents, the book-by-book outlines of each book of the *Aeneid* on pp. 387-389 are a helpful reference. There are also descriptions of characters in the *Aeneid* on pp. 389-393.
 - Both parent and student should familiarize themselves with the map on p. 372 of the book.

Notes

WEEK 1

AENEID	BOOK I	Aeneas' task. Juno's anger. Juno convinces Aeolus to hinder Aeneas. Aeneas lands at Carthage. Venus' appeal to Carthage. The murals
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