

Latin IV

May 4 - 8, 2020

Time Allotment: 30 minutes per day

Student Name: _____

Teacher Name: Kevin J. Kile

PACKET OVERVIEW

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Carissimi Tirones,

We continue our study of Book IV of the *Aeneid*. Last week, we saw Jupiter, moved by the speech of Iarbas, summon Mercury and send him down to Carthage to remind Aeneas of his fate and hasten him on his way to fulfill his destiny by establishing a new Troy. Aeneas is shocked by the sudden appearance of Mercury and by his fate, which has been called to mind again by Mercury. Fearing that if Dido were to find out, she would either try to change his mind, become angry, or attempt to stop him, he decided to prepare for his departure forthwith and to look for the right moment to talk to her. The moment never came, however, since Rumor reached her before Aeneas did. She became enraged and gives what I believe to be the most moving and pathetic (*i.e.* “full of pathos”) speech in Latin literature. She puts forth a slew of reasons why he should not leave either Carthage or her, ranging in emotions from disdainful to enraged to pitiful to begging. It truly saddens me that we cannot go over her speech together; I would have loved to have heard your thoughts and insights on it; moreover, I am saddened that it is necessary to break it up, not only over two days but over separate weeks. Alas! The virus rubs salt into the gaping wounds of the quarantine (*mora quadrigenaria in statione propter pestem hodiernam*)!

As always, if you should need any assistance with Latin, send me an email (kevin.kile@greatheartsnorthernoaks.org). Know that you all are in my thoughts and prayers.

Cordialiter,

Magister Caelius

ACADEMIC HONESTY

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

MONDAY, MAY 4

Lesson 28: Aeneid IV. 272-8

Objective: Be able to do this by the end of this lesson.

1. Examine the end of Mercury's speech to Aeneas and his departure

AENEID IV. 272-8

272 Sī tē nūlla movet tantārum glōria rērum
[nec super ipse tuā moliris laude labōrem,]
274 Ascanium surgentem et spēs hēredis Iūli
respice, cuī regnum Ītalīae Romānaque tellus
276 dēbētur.” Tālī Cyllēnius ōre locūtus
mortālēs vīsūs mediō sermōne relīquit
278 et procul in tenuem ex oculīs ēvānuit auram.

NOTES

272 synchysis: *nūlla...glōria, tantārum...rērum*

273 this line is in brackets because it is not found in the major manuscripts

273 *super* is adverbial here; synchysis: *ipse ...moliris, tuā ...laude*

274 *spēs hēredis Iūli*: probably objective rather than subjective genitive, since a child would probably not entertain dreams of ruling

274 remember that Ascanius and Iulus are one and the same person

275 enjambment: *respice*; chiasmus: *regnum Ītalīae Romānaque tellus*

276 synchysis: *tālī ...ōre, Cyllēnius ...locūtus*

276 *Cyllēnius* = Mercury, since he was born from Maia on Mt. Cyllene in Arcadia

277 *mortālēs* = *virōrum*

277-78 an epic pleonasm for “and he disappeared”

ANSWER THE FOLLOWING.

1. Scan lines 276-278.

2. Translate the passage as literally as the English idiom permits. _____

TUESDAY, MAY 5

Lesson 29: Aeneid IV. 279-86

Objective: Be able to do this by the end of this lesson.

1. Analyze Aeneas as he ponders his situation

AENEID IV. 279-86

At vērō Aenēās aspectū obmutuit āmēns,
280 arrectaeque horrōre comae et vōx faucibus haesit.
ardet abīre fugā dulcēsque relinquere terrās,
282 attonitus tantō monitū imperiōque deōrum.
Heu quid agat? Quō nunc regīnam ambīre furem
284 audeat adfātū? Quae prīma exordia sumat?
Atque animum nunc hūc celerem nunc dīvidit illūc
286 in partēsque rapit variās perque omnia versat.

NOTES

279 *aspectū*: ablative of cause with *āmēns*

279-86 note the continual alliteration and consonance through the passage with “a”, suggesting the gaping expression of Aeneas in his utter bewilderment

283-84 a series of rhetorical questions in the mind of Aeneas = deliberative subjunctives

283-84 *quō...adfātū*

284 *exordia*: in the Roman rhetorical tradition, an exordium is the beginning of a speech, which sets the tone and presents the premises and arguments

285 *hūc...illūc; animum...celerem*; note the word picture of his swift mind, literally divided

ANSWER THE FOLLOWING.

1. According to lines 279-80, what four reactions, physical and mental, did Aeneas have to Mercury’s appearance and address to him?

a. *Aenēās ...obmutuit* _____

b. *aspectū...āmēns* _____

c. *arrectaeque horrōre comae* _____

d. *vōx faucibus haesit* _____

2. Once Aeneas collected himself, what did he wish to do (281)? _____

3. How does Vergil describe Troy, from the perspective of Aeneas (281, *dulcēsque ...terrās*)? _____

4. According to line 282, by what is Aeneas astonished (*attonitus tantō monitū imperiōque deōrum*)? _____

5. In 283-4, Vergil poses a series of rhetorical questions, of the sort that might be racing through Aeneas' mind in his befuddlement. Translate them as literally as the English idiom permits.

a. Heu quid agat? _____

b. Quō nunc regīnam ambīre furem audeat adfātū? _____

c. Quae p̄ma exordia sumat? _____

8. Translate lines 285-86 as literally as the English idiom permits.

Atque animum nunc hūc celerem nunc dīvidit illūc

in partēsque rapit variās perque omnia versat.

WEDNESDAY, MAY 6

Lesson 30: *Aeneid* IV. 287-95

Objective: Be able to do this by the end of this lesson.

1. Explain how Aeneas orders his men to get ready to sail

AENEID IV. 287-95

Haec alternantī pōtior sententia visa est:

- 288 Mnēsthea Sergestumque vocat fortemque Serestum,
classem aptent tacitī sociōsque ad lītora cōgant,
290 arma parent et quae rēbus sit causa novandīs
dissimulent; sēsē intereā, quando optima Dīdō
292 nesciat et tantōs rumpī nōn speret amōrēs,
temptātūrum aditūs et quae mollissima fandī
294 tempora, quis rēbus dexter modus. Ōcius omnēs
īmperiō laetī pārent et iussa facessunt.

NOTES

287 *pōtior*: comparative degree of *pōtis*, -e; predicate adjective with *visa est*

288 *Mnēsthea* = Greek accusative

289-91 *aptent*, *cōgant*, *parent*, *dissimulent*: indirect commands after *vocat*, with *ut* understood

291-93 *sēsē ...temptātūrum (esse)* = indirect statement with understood *dicit*

291 *quando* begins a casual clause (with the subjunctive, since it is within the indirect statement)

291 *optima* agrees with *Dīdō*

292 translate *speret* as “expects” rather than “hopes”

293-94 understand *sint* or *sit* in the indirect questions

294 *dexter* here mean “fit or suitable” rather than “right hand”

295 *pārent* is from *pāreō*, not *parō* or *pariō*

ANSWER THE FOLLOWING.

1. Scan lines 289-93.

2. In lines 288-94, Vergil lists the things that Aeneas decides to do. List the activities that are included and discuss the effect of listing them in the order provided by Vergil.

THURSDAY, MAY 7

Lesson 31: *Aeneid* IV. 296-303

Minor Assessment

Objective: Be able to do this by the end of this lesson.

1. Survey how Dido finds out Aeneas' plans to depart and Vergil's simile of Dido as a frenzied Bacchant

AENEID IV. 296-303

- 296 At regīna dolōs (quis fallere possit amantem?)
praesensit, motūsque excēpit p̄rīma futūrōs
- 298 omnia tūta timēns. eadem impia Fāma furentī
dētulit armārī classem cursumque parārī.
- 300 Saevit inōps animī tōtamque incēnsa per urbem
bacchātur, quālis commōtīs excīta sacrīs
- 302 Thȳias, ūbi audītō stimulant trietērica Bacchō
orgia nocturnusque vocat clamōre Cithaeron.

NOTES

297 *excēpit* here means “understood”

298 *tūta* = neuter acc. pl., agreeing with *omnia*: “everything, [even things that were] safe”

299 *dētulit* + indirect statement

300 *animī* = probably genitive with *inōps* (genitive with words of fullness or lack)

301-2 *quālis ...excīta...Thȳias; commōtīs...sacrīs*

301 *sacrīs*: sacred, mystic objects of the cult of Bacchus, used in his rites, which were apparently “shaken” to rouse up the Bacchants

302 *Thȳias*: The Thiads were female worshippers, devoted to Bacchus; “Bacchants”; the epithet is derived from the Greek verb *thuein*, “to rage”

303 *Cithaeron*: Mountain near Thebes, which was the center of the worship of Bacchus; names of mountains are typically masculine, as here, despite the Greek neuter ending (-on)

NÖMEN _____

ANSWER THE FOLLOWING.

1. What mood and tense are *possit* (296)? _____
2. What case is *amantem* (296)? _____
3. What case is *prīma* (297)? _____
4. What case is *motūs[que]* (298)? _____
5. What case, number, and gender are *tūta* (298)? _____
6. What case, number, and gender are *eadem* (298)? _____
7. What case is *furētī* (298)? _____
8. Parse *armārī* (299). _____
9. What case is *cursum[que]* (299)? _____
10. What case is *inōps* (300)? _____
11. With what word does *tōtam[que]* (300) agree? _____
12. With what word does *incēnsa* (300) agree? _____
13. What case is *excīta* (301)? _____
14. What case is *sacrīs* (301)? _____
15. What case is *trietērica* (302)? _____

FRIDAY, MAY 8

Lesson 32: *Aeneid* IV. 304-13

Objective: Be able to do this by the end of this lesson.

1. Describe Dido's confrontation of Aeneas and the beginning of her impassioned speech to him

AENEID IV. 304-13

304 Tandem hīs Aenean compellat vōcibus ultrō:
“Dissimulāre etiam sperāstī, perfide, tantum
306 posse nefās tacitusque meā decēdere terrā?
Nec tē noster amōr nec tē data dextera quondam
308 nec moritūra tenet crūdēlī fūnere Dīdō?
Quīn etiam hībernō molīrīs sīdere classem
310 et mediīs properās Aquilōnibus īre per altum
crūdēlīs? Quid, sī nōn arva aliēna domōsque
312 ignōtās peterēs, et Troia antīqua manēret,
Troia per undōsum peterētur classibus aequor?

NOTES

305 *sperāstī* = *sperāvistī*

305-13 note the tortured word order, representative of the tortured mind of Dido

305-06 note the omission of the reflexive subject of the indirect statement = “Did you hope that you...”

306 *tantum...nefās*: indeclinable nouns are considered neuter

306 synchysis: *tacitusque meā decēdere terrā*; *tacitus* is used almost adverbially

308 *moritūra*: foreshadowing

309-13 The Mediterranean Sea is notoriously treacherous in the winter months, particularly in ancient times; sane persons would naturally avoid sailing from late November through early March

309 synchysis: *hībernō molīrīs sīdere classem*

309 *Quīn* = “Surely you didn’t...did you?”

311 *Quid* = “What is it, then...” Note the contrary-to-fact conditions

ANSWER THE FOLLOWING.

1. Scan lines 305-9.
2. Dido begins her address to Aeneas by calling him *perfide* (305). Discuss the meaning of this word in context, as well as its literally meaning, and attempt to determine why Dido would deign to use this word and apply it to Aeneas. _____

3. This passage is replete with “loaded language” (e.g. *dissimulāre, nefās, moritūra, crūdēlī fūnere, arva aliēna*). Choose one or two of the examples given and discuss how they help to set the tone of Dido’s mournful desperation. _____
