Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Latin Historical Poetry	**World Language**	**11th-12th**	**.5**

Course Description:

This semester-long course explores how the Roman poet Vergil used storytelling in the context of epic poetry to reflect on historical origins, national identity and values, and contemporary political events. Students will demonstrate familiarity with metrical forms, literary terms, and specific literary constructions.

Aligned Core Resources:	Connection to the ***BPS Vision of the Graduate***
• A Fateful Journey, by Andrew Olimpi (A tiered Latin reader) • Vergil, Aeneid I 1-11 | Dickinson College Commentaries	GLOBAL AWARENESS • Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. • Understand other nations and cultures, including the use of non-English language
Knowledge/Skill Dependent courses/Prerequisites:	**Link to *Completed Equity Audit***
• Latin 2	• Latin Historical Poetry 2026 - Curriculum Equity Audit

Unit Links

Standard Matrix
Unit 1: Leaving Troy
Unit 2: Leaving Carthage
Unit 3: Visiting the Underworld

Standard Matrix	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.					
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	x	x	x	x	x
1.3 Presentational Communication: Learners present spoken, written, or signed information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.					
2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	x	x	x	x	x
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	x	x	x	x	x
3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.					
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	x	x	x	x	x
4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.	x	x	x	x	x
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	x	x	x	x	x
5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.					

Unit 1: Leaving Troy

Overview

Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

In this unit, students begin Vergil's *Aeneid* and follow the events that drive Aeneas from Troy, from the poem's opening invocation of the Muse to the fall of the city. Students trace Juno's anger (*ira*) and her devotion to Carthage before reading the most detailed account of the Trojan Horse in ancient literature. By comparing Vergil's opening to Homer's, students examine how a Roman poet writing after a civil war adapted a Greek epic to tell a distinctly Roman story. Through the tragedy of Laocoön, students consider how individuals can still act with duty (*pietas*) when fate (*fatum*) limits their control. Ultimately, students investigate how Vergil uses poetic structure to shape how readers understand the past.

Essential Question(s):

1. How does Vergil adopt, transform, and expand the epic tradition?
2. How do individuals maintain agency when confronted by unavoidable fate?

Enduring Understanding(s):

1. Vergil adopts foundational Homeric conventions, such as divine invocations, storm/shipwreck narratives, and mythic monsters, but also actively expands the epic tradition by providing the ancient world's definitive narrative of the Trojan Horse and reframing Greek heroism through a distinctly Roman lens.
2. Through figures like Laocoön and Aeneas, Vergil demonstrates that individual honor in ancient Rome is defined by the concept of pietas. Even when divine fate (fatum) and catastrophe limit personal agency, individuals can still demonstrate a commitment to duty, family, and community over personal desire.

Demonstration of Learning:

- Exam
  - Students will translate equivalent sight passages with the assistance of vocabulary and notes.
  - Students will use Latin passages to reflect on themes discussed.
  - Students will identify prepositional phrases and noun cases in familiar Latin passages.
- Homeric Exploration
  - Part 1: Research/Presentation explaining related information from the Homeric world
  - Part 2: TikTok-style presentation contextualizing the research in our Latin text.

Unit Specific Vocabulary

Vocab Lists

- fatum
- pietas
- ira

Key Verbs / Phrases

- *arma virumque cano*
- *fato profugus*
- *memor Saturnia*
- *quidquid id est, timeo Danaos et dona ferentes*

Grammatical Concepts

- unconventional syntax
- participles
- literary devices: epithets, personification, irony, apostrophe

Connections to Prior Units:

- Students will be able to draw on their study of Roman religion in Latin 1 and 2, where they saw divine influence acknowledged in household rituals, funerary traditions, and communal worship.
- Students may have read Livy's account of Aeneas's arrival in Italy in Latin Historical Prose, preparing them to compare a historian's version of the story with a poet's.
- Students may have studied Hannibal, Carthage's greatest general, in Latin Historical Prose, helping them understand why Juno's devotion to Carthage would resonate with a Roman audience.

Connections to Future Units:

- Students will return to the theme of maintaining agency and honor in the face of fate in Units 2 and 3.
- Students will see Carthage resurface as Rome's nemesis in Units 2 and 3, when Aeneas arrives in Dido's city and later meets her again in the Underworld.

Family Overview (link below)

Pacing for Unit

•	• 20 classes, 8 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	• Vergil's *Aeneid* • *Dickinson Classics Commentaries:* Latin Texts • The Pericles Group: Tiered Readings Collection • The Latin Library • A Fateful Journey, by Andrew Olimpi • The Lover's Curse by Carla Hurt • Vergil's Aeneid: Selected Readings by Barbara Weiden Boyd
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
• Grade 9 ELA: Students might compare the role of fate in Troy's fall to the "star-crossed" lovers in Romeo and Juliet, using Roman fatum and pietas to discuss which parts of each ending are fated and which result from characters' choices.	• Students may assume the Aeneid is simply a copy of Homer's epics, failing to recognize that Roman authors deliberately imitated and competed with Greek models to create something distinctly Roman. • Students may expect the gods to behave like the moral, predictable deities of modern religions, failing to recognize that Vergil's gods act out of anger, favoritism, and self-interest, and that their commands are often unclear or impossible for mortals to satisfy. • Students may read the story as a contest between heroes and villains, failing to see that Vergil gives even Rome's enemies, such as Juno and Carthage, understandable motives, and that heroic choices carry real human costs. • Students may confuse fatus (having spoken) with fata (the fates), failing to recognize that the two words share a root. For Romans, fate was literally what the gods had spoken.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 2.1: Clarify vocabulary, symbols, and language structures	**Teacher Actions:** • Pair each Aeneid excerpt with its matching chapter in Olimpi's tiered reader, so students meet each scene in simplified Latin before tackling Vergil's poetic version. • Provide color-coded copies of the text that match adjectives with their nouns by case ending, helping students untangle poetic word

	order. • Provide sentence organizers that map the poetic arrangement back to a familiar Subject–Object–Verb order. • Give students a running glossary of epithets and literary devices (apostrophe, personification, irony) with an example from each lesson.

Unit 1: Leaving Troy

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1-2	• I can compare and contrast Vergil's invocation to the Muses to those of Homer (in translation). • I can use proper nouns to track Aeneas's journey and interactions.	• By analyzing first and second person insertions into the text (pronouns, vocative case, verb endings). • By matching proper nouns to Latin descriptors.	Olimpi Ch 1: Fato Profugus Aeneid 1: 1-7 Aeneid 1.1-33 essay | DCC Why should you read Virgil's "Aeneid"? - Mark Robinson | TED-Ed
3-4	• I can describe the extent of Juno's anger. • I can provide evidence for Juno's attachment to Carthage.	• By analyzing the use of syntactical descriptors, including participles, superlatives, and quantifiers. • By inferring gapped subjects and verbs.	Olimpi Ch 2: Iuno Irata Aeneid 1: 8-18
5-6	• I can contextualize Juno's anger in the past and the future. • I can explain the role the Fates play in Juno's anger.	• By recognizing epithets and their significance. • By analyzing infinitives in indirect statements.	Olimpi Ch 3: Oraculum Aeneid 1: 19-33
7-8	• I can explain why Laocoon fears Greeks bearing gifts.	• By listing Laocoon's three hypotheses of the horse's dangers. • By analyzing the structure of questions.	Olimpi Ch 8: Equus Ligneus I Aeneid 2: 40-49
9-10	• I can explain how Laocoon and the fates were at odds. • I can compare what had happened to what Aeneas imagines could have happened.	• By analyzing Aeneas's apostrophe (figure of speech) to the Trojan citadel. • By contrasting the participle *fatus* (having spoken) and the noun fata *deum* (the fates of	Olimpi Ch 9: Equus Ligneus II Aeneid 2:50-56

		the gods).	
11-12	• I can describe the scene and the serpents and the attack on Laocoon and his children.	• By analyzing participles and adjectives in a poetical syntactical arrangement. • By analyzing word choice for reader impact.	Olimpi 10: Serpentes I Aeneid 2:201-215 Laocoön - Wikipedia
13-14	• I can describe how Laocoon was overcome. • I can explain how the serpents express their divine allegiance.	• By untangling the descriptions of the sounds and images of the attack. • By analyzing characters by epithets and allusions.	Olimpi 11: Serpentes II Aeneid 2: 216-227 Laocoön - Wikipedia The tragedy of the one guy who was right about the Trojan Horse
15-16	• I can describe the crowd's immediate response (emotions and actions).	• By analyzing the personification of pavor (fear). • By noting vocabulary suggestive of the fates and gods (scelus, sacrum, simulacrum, oranda, divae, numina, fatalis).	Olimpi 12: Rumores Aeneid 2: 228-238
17-18	• I can explain the situational irony of the Trojans actions and their fate. • I can debate the role of the Fates in the destruction of Troy.	• By inferring gapped subjects and verbs in dramatic action scenes. • By noting vocabulary suggestive of the fates and gods (divum, immemores, infelix, sacrata, fatis futuris, dei).	Olimpi 13: Monstrum Infelix Aeneid 2:238-249 The tragedy of Cassandra, the princess who predicted the fall of Troy | TED Talk
	FLEX		
	ASSESSMENT		

Unit 2: Leaving Carthage

Overview

Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

In this unit, students follow Aeneas and Dido from the cave scene to Aeneas's decision to leave Carthage. Students examine how Dido, a capable queen who has built a city for her people, and Aeneas, a leader bound to a divine mission, each struggle to balance their feelings for one another with their duties to their peoples. Students read how Fama (rumor) spreads the news of the couple, then analyze the speeches in which Dido blames Aeneas and Aeneas defends his choice, with the gods and the fates complicating both sides. Ultimately, students investigate how Vergil's portrayal of Dido reflects Roman attitudes toward women in power, and whether Aeneas deserves the blame many modern readers place on him.

Essential Question(s):

1. Should we be angry with Aeneas for leaving Dido?
2. How does leadership work differently for women in the Roman world?

Enduring Understanding(s):

3. Evaluating Aeneas' departure from Carthage reveals a conflict between ancient and modern perspectives. Where an ancient audience likely understood divine commands as absolute cosmic imperatives overriding personal desire, modern readers may interpret the gods as the personification of individual desires, holding Aeneas personally and morally accountable for the human cost of his choice.
4. Dido's dignified civic leadership draws upon Roman familiarity with powerful female figures like Fulvia, Octavia, and Cleopatra, but the tragic arc of her story ultimately reflects Roman anxieties toward autonomous female rulers who govern outside male authority (patria potestas), abandon traditional domestic expectations, and succumb to unbridled passion (furor).

Demonstration of Learning:

- Exam
  - Students will translate equivalent sight passages with the assistance of vocabulary and notes.
  - Students will use Latin passages to reflect on themes discussed.
  - Students will identify literary devices in familiar Latin passages.
- Powerful Women Exploration
  - Part 1: Research/Presentation exploring powerful women from Rome's first century
  - Part 2: Campaign ad for a powerful first century woman

Unit Specific Vocabulary

Vocab Lists

- fama
- spero sperare
- funus funeris
- pudor
- moneo monere

Key Verbs / Phrases

- *Ille diēs prīmus lētī prīmusque malōrum causa fuit*
- *mirabile dictu*
- *fama volat (III:21, VIII: 554)*
- *facta atque infecta*

Grammatical Concepts

- Participles
- Elements of speech: use of pronouns, interrogatives, imperatives
- literary devices: tricolon, rhetorical questions, epithets

Connections to Prior Units:

- Students will be able to draw on what they learned about women in the Roman world (Latin 1 and 2) and on the portraits of women in Sallust's Bellum Catilinae (Historical Prose) as they evaluate Dido as a female leader.
- Students will have explored the role of client kings in Roman Britain in Latin 2; this will help students to understand that regal status was negotiated with neighbors.
- Students will see Aeneas continue to identify as a Trojan, recalling the struggles described in Unit 1.

Connections to Future Units:

- Students will encounter Dido again in the Underworld in Unit 3, revisiting the question of Aeneas's responsibility.
- Students will see Aeneas reconcile his past (represented by his father) with his future (represented by his son and descendants) in Unit 3

• Students will have seen Livy use fama (rumor) to recount mythical events in Historical Prose, preparing them to analyze Vergil's personified Fama.	
Family Overview (link below)	**Pacing for Unit**
•	• 20 classes, 8 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may assume that Roman marriage resembled a modern American wedding or was primarily a religious commitment, failing to recognize that it was largely a legal and political arrangement • Students may not be familiar with common law marriage, the modern concept closest to Dido's claim, and so may assume that a marriage requires a formal ceremony. • Students may assume that Dido and Cleopatra are the same figure or entirely unrelated, failing to recognize that Vergil's Dido may echo Roman attitudes toward foreign queens without being a portrait of any one of them. • Students may assume that the gods must be literally believed for the story to make sense, failing to recognize that ancient audiences could read divine action as cosmic forces, personified emotions, or political symbols.
Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 3.1: Connect prior knowledge to new learning	**Teacher Actions:** • Pre-teach the concept of common law marriage with a short modern example and contrast it with Roman marriage practice, so students can evaluate Dido's claim that the cave scene is a marriage.

	• Reactivate what students learned about women in the Roman world in Latin 1 and 2, and in Sallust's Bellum Catilinae, asking them to list expectations for women's behavior before judging Dido's choices. • Provide a graphic organizer comparing Dido's and Aeneas's priorities (their peoples, the gods, personal desire) that students add to throughout the unit.
UDL Indicator • Consideration 7.1: Optimize individual choice and autonomy	**Teacher Actions:** • For the Powerful Women Exploration, let students choose which powerful woman from Rome's first century to research (for example Fulvia, Octavia, or Cleopatra) and which format to use for the campaign ad (video, poster, audio, or social media mock-up), all graded against the same rubric.

Unit 2: Leaving Carthage

Lesson Map

Lesson	Learning Target	Success Criteria	Resources
1-2	• I can provide evidence of Dido's infatuation. • I can describe the impact of this infatuation on Troy.	• By analyzing the text for physical descriptions of infatuation. • By identifying participles.	Olimpi 14: Propter Amorem 4:74-89 Dido receiving Aeneas and Cupid disguised as Ascanius | National Gallery, London
3-4	• I can explain how this cave scene creates a change in Dido's relationship with Aeneas. • I can identify the matrimonial elements of the scene.	• By noting vocabulary suggestive of Roman marriage practices (pronuba, signum ignes conubiis, ululatunt, Nymphae, coniugium). • By analyzing vocabulary associated with speech (famae, vocat, nomine) in contrast to deeds.	Olimpi 15: Spelunca 4: 165-172
5-6	• I can describe the personification of *Fama* (rumor). • I can compare Vergil's *Fama* to how rumors spread today.	• By analyzing the physical description of Fama (rumor). • By analyzing the text for words describing motion and speed.	Olimpi 16: Fama I 4:173-188
7-8	• I can analyze the 'viral' elements of Fama's speech.	• By identifying descriptions of Dido and Aeneas and the season • By noting the use of compound verbs expressing movement (replebat, infecta, diffundit, detorquet, incendit, aggerat).	Olimpi 17: Fama II 4:189-197
9-10	• I can explain why Dido finds Aeneas's departure insulting.	• By analyzing the structure of questions. • By recognizing literary devices (anaphora, tricolon crescens, metonymy).	Olimpi 18: Aeneas Perfidus 4:305-313
11-12	• I can enumerate the things for which Dido blames Aeneas.	• By analyzing imperatives and interrogatives. • By recognizing future tense verbs.	Olimpi 19: Mene fugis? 4:314-330
13-14	• I can explain the opposing forces Aeneas feels.	• By analyzing the use of pronouns. • By contrasting Aeneas's word choices with	Olimpi 20: Aeneas Respondet I 4:331-339

		Dido's.	
15-16	• I can summarize Aeneas's priorities.	• By analyzing Ablative Absolutes. • By comparing Troy and Carthage.	Olimpi 21: Aeneas Respondet II 4:340-350
17-18	• I can describe external forces on Aeneas. • I can ascribe appropriate blame to Aeneas and/or Dido.	• By analyzing family members as representative of the past and future. • By examining Aeneas's speech for tone.	Olimpi 22: Imago Patris 4:351-361
	FLEX		
	ASSESSMENT		

Unit 3: Visiting the Underworld

Overview

Relevant Standards: Bold indicates priority

- 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- 4.1 Language Comparisons: Learners use the language to investigate, reflect on, and explain the nature of language through comparisons of the language studied and their own.
- 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Overview

In this unit, students follow Aeneas on his journey through the Underworld (katabasis), where his father Anchises shows him the future heroes of Rome. Students read the parade of heroes leading to Augustus and Anchises' reminder that Rome's gift is to rule (imperium), then meet Latinus, the king whose family connects Aeneas to Italy's past. By comparing Vergil's Underworld with Homer's, students examine how a visit to the dead becomes a vision of Rome's future. Ultimately, students investigate whether Vergil celebrates Augustus's rule or questions its human cost.

Essential Question(s):

1. Why must Aeneas travel through the Underworld before he can build Rome's future?
2. How does Vergil's epic support or subvert Augustan state ideology?

Enduring Understanding(s):

1. By transforming the Homeric epic tradition of visiting the dead (katabasis), Vergil shifts the journey from a personal quest about one's past and into a prophetic vision of Rome's future. The descent validates Aeneas' decision to leave Carthage and frames his individual sacrifice as a necessary step toward a divine national destiny (imperium sine fine).
2. For Vergil's contemporaries, Anchises' parade of historical cameos functioned as an imperially approved propaganda legitimizing recent Augustan rule. However, by lingering on the tragedy of human loss and exiting through the Gate of False Dreams, Vergil subtly questions the human and moral cost of that imperial destiny.

Demonstration of Learning:

- Exam
  - Students will translate equivalent sight passages with the assistance of vocabulary and notes.
  - Students will use Latin passages to reflect on themes discussed.
  - Students will identify prepositional phrases and noun cases in familiar Latin passages.
- Roman Historical Connections
  - Part 1: Research/Presentation explaining related information from Vergil's contemporary world
  - Part 2: 'who wore it better' style presentation contextualizing the research in our Latin text.

Unit Specific Vocabulary

Vocab Lists

- progenies
- memento
- imperium
- Sidera
- katabasis

Key Verbs / Phrases

- *Hic Caesar et omni Iuli progenies*
- *hic vir, hic est*
- *Augustus Caesar, divi genus*
- *tu regere imperio populos, Romane, memento*
- *hae tibi erunt artes*
- *sanguinis ultimus auctor*
- *avis atavisque*

Grammatical Concepts

- prepositional phrases
- imperatives
- Dative of possession

Connections to Prior Units:

- Students may have studied Augustus and the Ara Pacis in Latin Historical Prose, preparing them to see how Augustus used monuments and stories to shape his public image.
- Students will have explored Roman beliefs about the underworld in the Latin 1, allowing them to compare those beliefs with Vergil's Underworld.

Connections to Future Units:

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• Students will have examined Greek and Roman stereotypes in the Latin 1, preparing them to analyze how Anchises contrasts Greek and Roman strengths. • Students will have read about Latinus and his family in Livy's account of Aeneas's arrival in Latium in Latin Historical Prose, helping them place Latinus and his daughter in Italy's past. • Students will have followed Aeneas's decision to leave Dido in Unit 2, preparing them to evaluate how the Underworld validates that choice. (new)	
Family Overview (link below)	**Pacing for Unit**
•	• 9 lessons, 4 weeks
Integration of Technology:	**Aligned Unit Materials, Resources, and Technology:**
• Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	•
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
•	• Students may assume that Vergil either fully endorsed or secretly opposed Augustus's rule, failing to recognize that the poem can both celebrate Rome's achievements and question their human cost. • Students may assume that Aeneas is simply a stand-in for Augustus, failing to recognize that Vergil presents Aeneas as a flawed ancestor whose descendants include Augustus's family, not as a portrait of the emperor himself. • Students may assume that Vergil's Underworld shows what Romans literally believed about death, failing to recognize that it blends Homeric tradition, Greek philosophical ideas, and Vergil's own imagination to serve the poem's vision of Rome's future.

Differentiation through *Universal Design for Learning*	
UDL Indicator • Consideration 3.2: Highlight patterns, critical features, big ideas, and relationships	**Teacher Actions:** • Provide a map of the Roman world and a family tree organizer so students can track Augustus's reach and Latinus's family relationships. • Color-code imperatives and datives of possession in the Latin text so students can spot the commands Anchises gives Rome and the naming patterns in Latinus's family. • Provide a running chart where students sort each passage into evidence that Vergil celebrates Augustus's Rome and evidence that he questions its cost, collecting Latin support for the unit's central question as they read.
UDL Indicator • Consideration 9.3: Promote individual and collective reflection	**Teacher Actions:** • Have students keep short reflection notes on how their view of Vergil's attitude toward Augustus changes as they read • Host a structured discussion at the end of the unit where students defend a reading with Latin evidence, then reflect together on how a poem can support and question power at once. • Invite students to use the Olimpi tiered chapters as a self-check, noting where their decoding of Vergil's Latin breaks down and how their independence grows across all three units.

Unit 3: Visiting the Underworld			
Lesson Map			
Lesson	**Learning Target**	**Success Criteria**	**Resources**
1-2	• I can connect Augustus to Rome's past.. • I can quantify the extent of Augustus' power through geography.	• By analyzing the use of prepositional phrases and expressions of time. • By examining the text in conjunction with a map of the Roman world.	Olimpi 25: Augustus 6: 788-800 English selections of the Aeneid
3-4	• I can evaluate the worth of Rome's gifts. • I can hypothesize on Vergil's evaluation of Rome's gifts.	• By analyzing the use of imperatives. • By recognizing the use of participles.	Olimpi 26: Memento Romane 6: 847-853 English selections of the Aeneid
5-6	• I can connect characters to Rome's indigenous history. • I can explain why Latinus' daughter was a catch.	• By recognizing Datives of possession used in naming conventions. • By generating a family tree of relationships.	Olimpi 27: Latinus 7:45-58
	FLEX		
	ASSESSMENT		