

## Remote Learning Packet

*NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.*

**April 20-24, 2020**

**Course:** 10 Latin IV

**Teacher(s):** Ms. Mueller [mariel.mueller@greatheartsirving.org](mailto:mariel.mueller@greatheartsirving.org)

**Supplemental Links:** [Aeneid I.81-101 Online Grammar Reference](#)  
[Aeneid Online Vocabulary Reference](#)

### Weekly Plan:

Monday, April 20

- ☐ Check last week's scansion and translation assignments against the keys provided and make corrections
- ☐ Check parts I-III of "Aeneid I.34-80 Practice Test" against the key provided and make corrections
- ☐ Review the grading rubric and sample essay and write a second draft of your essay in section IV

Tuesday, April 21

- ☐ Read lines *Aeneid* I. 81-91 (pp. 17 and 18)
- ☐ Complete "Aeneid I.81-91 Reading and Grammar Questions" worksheet

Wednesday, April 22

- ☐ Check subject, verb and modifiers key for *Aeneid* I.81-91 and mark your text accordingly
- ☐ Translate *Aeneid* I. 81-91 into English

Thursday, April 23

- ☐ Read lines *Aeneid* I. 92-101 (pp. 18 and 19)
- ☐ Complete "Aeneid I.92-101 Reading and Grammar Questions" worksheet

Friday, April 24

- ☐ Check subject, verb and modifiers key for *Aeneid* I.92-101 and mark your text accordingly
- ☐ Translate *Aeneid* I. 92-101 into English

### Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

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Student Signature

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Parent Signature

## **Monday, April 20**

1. Check last week's scansion and translation assignments (*Aeneid* I.76-80 and "Even More Scansion Practice") against the keys provided and make any necessary corrections.
2. Check your answers from last week's "*Aeneid* I.34-80 Practice Test" against the answer key provided and make any necessary corrections on parts I-III in a red pen.
3. For section IV, review the grading rubric and sample essay and write a second draft of your original essay to improve its quality. Please note that the sample essay was written for a different prompt and is meant to give you a more concrete idea of the quality indicated on the rubric.

N.B. It is likely that we will have an assessment over this unit in conjunction with the next unit, so it is important that you hang on to this test for future review.

## **Tuesday, April 21**

1. Read lines 81-91 of *Aeneid* book I (pp. 17 and 18). Again, as your first encounter with the passage, you should only read for a basic understanding. Avoid the temptation to look up words in the dictionary the first time through, and read the passage aloud to help with your understanding.
2. Complete the "*Aeneid* I.81-91 Reading and Grammar Questions" worksheet attached. If a printed copy of the worksheet is not available to you, you may write out the answers on a separate piece of notebook paper. Please be sure to use a full heading and include the title "*Aeneid* I.81-91 Reading and Grammar Questions."

## **Wednesday, April 22**

1. Check the subject, verb and modifiers key attached for *Aeneid* I.81-91 and mark your text accordingly. This week, I am not asking you to identify these things for yourself first, though you can if you would like to.
2. Translate *Aeneid* I. 81-91 into English making sure your translation accurately represents the subjects, verbs, and modifiers identified in number 1. You may translate these lines on the translation page provided or on a separate piece of notebook paper titled "*Aeneid* I. 81-91 Translation."

## **Thursday, April 23**

1. Read lines 92-101 of *Aeneid* book I (pp. 18 and 19) for a basic understanding. Again, avoid the temptation to look up words in the dictionary the first time through, and read the passage aloud to help with your understanding.
2. Complete the "*Aeneid* I.92-101 Reading and Grammar Questions" worksheet attached. If a printed copy of the worksheet is not available to you, you may write out the answers on a separate

piece of notebook paper. Please be sure to use a full heading and include the title “*Aeneid* I.92-101 Reading and Grammar Questions.”

### **Friday, April 24**

1. Check the subject, verb and modifiers key attached for *Aeneid* I. 92-101 and mark your text accordingly. Again, I am not asking you to identify these things for yourself first, though you can if you would like to.
2. Translate *Aeneid* I. 92-101 into English making sure your translation accurately represents the subjects, verbs, and modifiers identified in number 1. You may translate these lines on the translation page provided or on a separate piece of notebook paper titled “*Aeneid* I. 92-101 Translation.”

KEY

**Even More Scansion Practice**

Scan the following lines (Aeneid I.76-80) written in Dactylic Hexameter. If needed, refer to the “Part Three: Metrics” pages from the 1<sup>st</sup> week’s packet.

Aeolus | haec con | trā: “Tuus, | Ō rē | gīna, quid | optēs  
65 explō | rāre la | bor; mihi | iussa ca | pessere | fās est.  
Tū mihi, | quodcum | qu(e) hoc rēg | nī, tū | scēpra Io | vemque  
concili | ās, tū | dās epu | līs ac | cumbere | dīvum,  
nimbō | rumque fa | cis tem | pestā | tumque po | tentem.”

Remember that the letter *i* is a consonant when it makes the sound “yuh” as in *iussa* in line 65 and *Iovemque* in line 66. This means there is no elision between *mihi* and *iussa* in line 65 and no elision between *scetpra* and *Iovemque* in line 66.

I. Circle the letter that best answers the questions based on the passage below:

- 55 illī indignantēs magnō cum murmure montis  
circum claustra fremunt; celsā sedet Aeolus arce  
scēptra tenēns, mollitque animōs et temperat īrās.  
nī faciat, maria ac terrās caelumque profundum  
quippe ferant rapidī sēcum verrantque per aurās.  
60 sed pater omnipotēns spēluncīs abdidit ātrīs,  
hoc metuēns, mōlemque et montēs īnsuper altōs  
imposuit, rēgemque dedit, quī foedere certō  
et premere et laxās scīret dare iussus habēnās.  
ad quem tum Iūnō supplex hīs vōcibus ūsa est:  
65 “Aeole, namque tibi dīvum pater atque hominum rēx  
et mulcēre dedit flūctūs et tollere ventō,  
gēns inimīca mihī Tyrrhēnum nāvigat aequor,  
Ilium in Italiam portāns victōsque Penātēs:  
incute vim ventīs submersāsque obrue puppēs,  
70 aut age dīversōs et disice corpora pontō.  
sunt mihi bis septem praestantī corpore nymphae,  
quārum quae fōrmā pulcherrima Dēiopēa,  
cōnūbiō iungam stabilī propriamque dicābō,  
omnēs ut tēcum meritīs prō tālibus annōs  
75 exigat et pulchrā faciat tē prōle parentem.”

- In line 59, *-que* connects
  - secum* and *verrant* (line 59)
  - verrant* and *per* (line 59)
  - ferant* and *verrant* (line 59)**
  - secum* and *auras* (line 59)
- In line 59, *secum* is translated
  - to himself
  - to herself
  - with him
  - with them**
- The antecedent of *qui* (line 62) is
  - regem* (line 62)**
  - foedere* (line 62)
  - montes* (line 61)
  - iussus* (line 63)
- The phrase *divum . . . rex* (line 65) refers to
  - Ajax
  - Aeneas
  - Priamus
  - Jupiter**

5. The case and number of *fluctus* (line 66) is
  - a. nominative singular
  - b. nominative plural
  - c. **accusative plural**
  - d. genitive singular
6. In line 67, the phrase *gens inimica mihi* describes
  - a. **Trojans**
  - b. Nymphae
  - c. Greeks
  - d. Danai
7. From line 68, we learn that
  - a. Penates is bringing Ilium into Italy
  - b. Ilium conquered the Penates as they were being carried to Italy
  - c. **the remnants of the Trojan state and its religion are being brought to Italy**
  - d. the defeated Trojans are carrying the Penates into Ilium
8. In line 70, *dissice* is
  - a. present infinitive
  - b. **present imperative**
  - c. accusative singular
  - d. ablative singular
9. Why is Deiopea an especially valuable bribe?
  - a. **she is the most beautiful**
  - b. she is fourteen years old
  - c. she has beautiful offspring
  - d. she has performed many duties for Juno
10. The form *iungam* (line 73) is a(n)
  - a. perfect participle
  - b. accusative singular
  - c. present subjunctive
  - d. **future indicative**

II. Translate the following passage into English:

ipsa Iovis rapidum iaculāta ē nūbibus ignem  
 disiēcitque ratēs ēvertitque aequora ventīs,  
 illum expīrantem trānsfixō pectore flammās  
 turbīne corripuit scopulōque infixit acūtō;  
 5 ast ego, quae dīvum incēdō rēgīna Iovisque  
 et soror et coniunx, ūnā cum gente tot annōs  
 bella gerō.

\_\_\_\_\_ She herself having hurled the swift fire of Jupiter from the clouds \_\_\_\_\_  
 \_\_\_\_\_ both scattered the ships and overturned the sea with the winds, \_\_\_\_\_  
 \_\_\_\_\_ and him/that one breathing out flames from his pierced chest, \_\_\_\_\_  
 \_\_\_\_\_ she snatched up in a whirlwind and impaled him on a sharp rock; \_\_\_\_\_  
 \_\_\_\_\_ But I, who proceed as queen of the gods and both sister and \_\_\_\_\_  
 \_\_\_\_\_ wife of Jupiter, have been waging war with one race for so many years. \_\_\_\_\_  
 \_\_\_\_\_

III. Scan the following lines:

sed pater | omnipo | tēns spē | luncīs | abdidit | ātrīs,  
hoc metu | ēns, mō | lemqu(e) et | montēs | īnsuper | altos  
imposu | it, rē | gemque de | dit, quī | foedere | certō  
et preme | r(e) et la | xās scī | ret dare | iussus ha | bēnās.

IV. Paragraph Response:

- 65 “Aeole, namque tibi dīvum pater atque hominum rēx  
et mulcēre dedit flūctūs et tollere ventō,  
gēns inimīca mihi Tyrrhēnum nāvigat aequor,  
Īlium in Ītaliā portāns victōsque Penātēs:  
incute vim ventīs submersāsque obrue puppēs,  
70 aut age dīversōs et disice corpora pontō.  
sunt mihi bis septem praestantī corpore nymphae,  
quārum quae fōrmā pulcherrima Dēiopēa,  
cōnūbiō iungam stabilī propriamque dicābō,  
omnēs ut tēcum meritīs prō tālibus annōs  
75 exigat et pulchrā faciat tē prōle parentem.”

In the passage above, we see Juno make a rhetorical appeal to Aeolus to solicit his help. In a well-developed paragraph **discuss the elements of Juno’s appeal to Aeolus and what these elements reveal about how she perceives Aeolus.** Be sure to begin your paragraph with a clear topic sentence/thesis statement and refer specifically to the Latin throughout the passage to support the points you make in your essay.

(When you are asked to refer specifically to the Latin, you must write out the Latin and/or cite line numbers AND you must translate, accurately paraphrase, or make clear in your discussion that you understand the Latin.)

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## **Aeneid I.34-80 Practice Test Essay Rubric**

	<b>Development of Argument/Analysis</b>	<b>Use of Latin</b>	<b>Inferences &amp; Conclusions</b>	<b>Contextual Knowledge</b>
<b>20 pts</b> <b>Strong</b>	The student develops a strong essay and consistently aligns it to Latin discussing the elements of Juno's appeal to Aeolus and what these elements reveal about how she perceives Aeolus evidence. Occasional errors need not weaken the overall impression of the essay.	The student uses copious examples of accurate, specific, and relevant Latin, properly cited, drawn from throughout the passage.	The student consistently uses inferences and draws conclusions that accurately reflect the Latin and support the analysis.	The student is able to use specific contextual references consistently in order to support the analysis.
<b>16 pts</b> <b>Good</b>	The student develops a good essay discussing the elements of Juno's appeal to Aeolus and what these elements reveal about how she perceives Aeolus, providing main ideas and some supporting details. Although the analysis may not be nuanced, it is based on a sound understanding of the Latin.	The student uses examples of Latin that are generally accurate, specific, and relevant, properly cited; while they are not plentiful, they are drawn from throughout the passage.	The student uses some inferences and draws some conclusions that accurately reflect the Latin and support the analysis. The student may rely on what is stated or may make inaccurate inferences.	The student is able to use some specific contextual references that support the analysis.
<b>12 pts</b> <b>Average</b>	The student develops an adequate essay discussing the elements of Juno's appeal to Aeolus and what these elements reveal about how she perceives Aeolus that reflects understanding of the passages. The analysis may not be well developed, relying on main ideas but few supporting details, or it may rely on summary more than analysis.	The student may have few accurate Latin citations; they may not be linked to the analysis or fail to support it.	The student may display only limited understanding of implied information.	The student may sometimes misunderstand contextual references or fail to connect them effectively to the analysis.
<b>8 pts</b> <b>Weak</b>	The student recognizes the passages but presents only a weak essay. It may be confusing and lack organization or may rely on summary, and it addresses only portions of the passage.	The student provides little Latin support, taken out of context or misunderstood; or may use no Latin.	The student may make incorrect assumptions or make inferences and conclusions based on the passage only rarely.	The student may show no understanding or a thorough misunderstanding of context; references to context, if any, are irrelevant.
<b>4 pts</b> <b>Poor</b>	The student understands the question but offers no meaningful analysis. Although the student may not recognize the passage, the response contains some correct, relevant information.	The student cites no Latin, or only individual Latin words, and exhibits either no understanding of the Latin in context, or a complete misunderstanding.	The student does not make inferences and conclusions based on the passage.	The student shows no understanding or thorough misunderstanding of context and provides no meaningful discussion of context or contextual references.
<b>0 pts</b> <b>Unacceptable</b>	The student offers a response that is totally irrelevant, totally incorrect, or restates the question.	The student demonstrates no understanding of Latin in context.	The student does not make inferences and conclusions based on the passage.	The student shows no understanding or a thorough misunderstanding of context and provides no meaningful discussion of context or contextual references



The following is a sample of an actual student response that received full marks on a similar rubric. The essay prompt this student was addressing is below. Since you do not have reference to the Latin of this passage, it is good to note that the student's translations of the Latin he/she was referencing were about 90% accurate:

In the passage above, Priam confronts Pyrrhus. In a short essay, **discuss what the passage reveals about both Priam and Pyrrhus**. Refer specifically to the Latin throughout the passage to support the points you make in your essay.

*Student Response:*

"In the passage, Priam is confronting Pyrrhus with his last breath as the young warrior is about to kill him. He had just witnessed the murder of his son Polites before the altar. The passage creates a stark contrast between the noble character of Priam and the wickedness of Pyrrhus.

The reader is told that Priam is near death. Yet, instead of begging for mercy from Pyrrhus, he is saying things that anger his conqueror even more. Priam is unafraid. Vergil writes, 'Priam, although he is held in the middle of death, nevertheless he does not restrain himself nor refrain from voices and angers' (*Priamus . . . pepercit* lines 1-2). He is old and frail, but he still does what is right. He wears his armor and tries to save the dignity of his son even though he knows that it's no use. He is much weaker due to his age. After his speech to Pyrrhus, 'the old man hurls the useless spear without a blow' (*senior . . . coniecit* lines 12-13). He is not only described as old, but his weapon is useless and his throw is weak. The preceding passage, where Hecuba speaks to Priam, puts him in much the same light. Priam's bravery does not come from false belief in his strength, but from the duty he feels to his family and especially to his son, who has just been killed. His weakness only serves to emphasize how difficult it must be for Priam and how noble he is to risk a death with more suffering.

Pyrrhus, on the other hand, provides sharp contrast. He does not feel the type of duty to family that Priam does. Priam, when speaking to Pyrrhus, tells him 'that Achilles, from whom you lie that you are begotten, was not such to his enemy Priam' (*Non . . . Priamo* lines 8-9). We also learn from Priam's speech when he said, 'You who made me see openly the death of my son and defile the paternal face with death' (*fecisti . . . vultus* lines 6-7). From these two clues, we see that Pyrrhus has killed Polites before Priam's eyes and had not respected the dignity of his father. Although Achilles 'blushed at the laws and faith of the suppliant and returned the lifeless Hectorean body for a tomb and sent me back into my kingdom' (*iura . . . remisit* lines 9-11). Pyrrhus clearly does not have the compassion of his father, and does not understand duty to family and love for family. Although they are in the middle of war, this passage illustrates that he is a warrior not merely motivated by winning the war, but inflicting cruelty. He has no cares about defiling his father's image with his actions or making a father watch his own son die."

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## ***Aeneid I.81-91 Reading and Grammar Questions***

*I. Comprehension Questions: Answer the following questions from lines 81-91.*

1. In the simile in line 82, to what are the rushing winds compared?

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2. Which winds are named specifically in lines 85 and 86 and how is the *Africus* (southwest wind) described?

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3. What affect do these winds have on the water in line 86?

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4. In line 87, what are we told follows this?

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5. Give two details describing the weather conditions the Trojans are experiencing in lines 89-90.

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6. What threat do these conditions hold for the Trojans (line 91)?

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II. Grammar Questions: Indicate True or False by marking a “T” or an “F” in the space provided.

1. \_\_\_\_ In line 81, *conversa* modifies *cuspidē*.
2. \_\_\_\_ The implied subject of *impulit* (line 82) is Juno.
3. \_\_\_\_ In line 84, *incubere* is an infinitive.
4. \_\_\_\_ *ruunt* (line 85) has three subjects.
5. \_\_\_\_ *rudentum* modifies *virum* in line 87.
6. \_\_\_\_ *poli* (line 90) is the subject of *intonuere*.

III. Scansion: Scan the following lines of dactylic hexameter.

Haec ubi dicta, cavum conversā cuspidē montem  
impulit in latus; ac ventī velut agmine factō,  
quā data porta, ruunt et terrās turbine perflant.

- 81 Haec ubi dicta, cavum conversā cuspidē montem \_\_\_\_\_  
impulit in latus: ac ventī velut agmine factō, \_\_\_\_\_  
quā data porta, ruunt et terrās turbine perflant. \_\_\_\_\_  
Incubūere marī tōtumque ā sēdibus īmīs \_\_\_\_\_
- 85 ūnā Eurusque Notusque ruunt crēberque procellīs \_\_\_\_\_  
Āfricus et vastōs volvunt ad lītora flūctūs: \_\_\_\_\_  
īnsequitur clāmorque virum strīdorque rudentum. \_\_\_\_\_  
Ēripiunt subitō nūbēs caelumque diemque \_\_\_\_\_  
Teucōrum ex oculīs; pontō nox incubat ātra. \_\_\_\_\_
- 90 Ītonuēre polī et crēbrīs micat ignibus aethēr \_\_\_\_\_  
praesentemque virīs intentant omnia mortem. \_\_\_\_\_  
Exemplō Aenēae solvuntur frīgore membra; \_\_\_\_\_  
Ingemit et duplicēs tendēns ad sīdera palmās \_\_\_\_\_  
tālia vōce refert: “Ō terque quarterque beātī, \_\_\_\_\_
- 95 quīs ante ōra patrum Troiae sub moenibus altīs \_\_\_\_\_  
contigit oppetere! Ō Danaum fortissime gentis \_\_\_\_\_  
Tŷdīdē! mēne Īliacīs occumbere campīs \_\_\_\_\_  
nōn potuisse tuāque animam hanc effundere dextrā \_\_\_\_\_  
saevus ubi Aeacidae tēlō iacet Hector, ubi ingēns \_\_\_\_\_
- 100 Sarpēdon, ubi tot Simoīs correpta sub undīs \_\_\_\_\_

- 101 scūta virum galeāsque et fortia corpora volvit!” \_\_\_\_\_
- Tālia iactantī strīdēns Aquilōne procella \_\_\_\_\_
- vēlum adversa ferit, flūctūsque ad sīdera tollit. \_\_\_\_\_
- Franguntur rēmī, tum prōra āvertit et undīs \_\_\_\_\_
- 105 dat latus, īnsequitur cumulō praeruptus aquae mōns \_\_\_\_\_
- Hī summō in flūctū pendent; hīs unda dehīscēns \_\_\_\_\_
- terram inter flūctūs aperit, furit aestus harēnis. \_\_\_\_\_
- Trēs Notus abreptās in saxa latentia torquet \_\_\_\_\_
- (saxa vocant Italī mediīs quae in flūctibus Ārās, \_\_\_\_\_
- 110 dorsum immāne marī summō), trēs Eurus ab altō \_\_\_\_\_
- in brevia et syrtēs urget, miserābile vīsū, \_\_\_\_\_
- inlīditque vadīs atque aggere cingit harēnae. \_\_\_\_\_
- Ūnam, quae Lyciōs fidumque vehēbat Orontēn, \_\_\_\_\_
- ipsius ante oculōs ingēns ā vertice pontus \_\_\_\_\_
- 115 in puppim ferit: excutitur prōnusque magister \_\_\_\_\_
- volvitur in caput; ast illam ter flūctus ibīdem \_\_\_\_\_
- torquet agēns circum et rapidus vorat aequore vertex. \_\_\_\_\_
- Appārent rārī nantēs in gurgite vastō, \_\_\_\_\_
- arma virum tabulaeque et Trōia gaza per undās. \_\_\_\_\_
- 120 Iam validam Īlioneī nāvem, iam fortis Achātae, \_\_\_\_\_

81 Haec ubi dicta, cavum conversā cuspide montem \_\_\_\_\_

impulit in latus: ac ventī velut agmine factō, \_\_\_\_\_

quā data porta, ruunt et terrās turbine perflant. \_\_\_\_\_

Incubuēre marī tōtumque ā sēdibus īmīs \_\_\_\_\_

85 ūnā Eurusque Notusque ruunt crēberque procellīs \_\_\_\_\_

Āfricus et vastōs volvunt ad lītora flūctūs: \_\_\_\_\_

īnsequitur clāmorque virum strīdorque rudentum. \_\_\_\_\_

Ēripiunt subitō nūbēs caelumque diemque \_\_\_\_\_

Teucōrum ex oculīs; pontō nox incubat ātra. \_\_\_\_\_

90 Īntonuēre polī et crēbrīs micat ignibus aethēr \_\_\_\_\_

praesentemque virīs intentant omnia mortem. \_\_\_\_\_

Exemplō Aenēae solvuntur frīgore membra; \_\_\_\_\_

Ingemit et duplicēs tendēns ad sīdera palmās \_\_\_\_\_

tālia vōce refert “Ō terque quarterque beātī, \_\_\_\_\_

95 quīs ante ōra patrum Troiae sub moenibus altīs \_\_\_\_\_


contigit oppetere! Ō Danaum fortissime gentis \_\_\_\_\_

Tȳdīdē! mēne Īliacīs occumbere campīs \_\_\_\_\_

nōn potuisse tuāque animam hanc effundere dextrā \_\_\_\_\_

saevus ubi Aeacidae tēlō iacet Hector, ubi ingēns \_\_\_\_\_

100 Sarpēdon, ubi tot Simoīs correpta sub undīs \_\_\_\_\_

101 scūta virum galeāsque et fortia corpora volvit.”

Tālia iactantī strīdēns Aquilōne procella

vēlum adversa ferit, flūctūsque ad sīdera tollit.

Franguntur rēmī, tum prōra āvertit et undīs

105 dat latus, īnsequitur cumulō praeruptus aquae mōns

Hī summō in flūctū pendent; hīs unda dehīscēns

terram inter flūctūs aperit, furit aestus harēnis.

Trēs Notus abreptās in saxa latentia torquet

(saxa vocant Italī mediīs quae in flūctibus Ārās,

110 dorsum immāne marī summō), trēs Eurus ab altō

in brevia et syrtēs urget, miserābile vīsū,

inlīditque vadīs atque aggere cingit harēnae.

Ūnam, quae Lyciōs fīdumque vehēbat Orontē,

ipsius ante oculōs ingēns ā vertice pontus

115 in puppim ferit: excutitur prōnusque magister

volvitur in caput; ast illam ter flūctus ibīdem

torquet agēns circum et rapidus vorat aequore vertex.

Appārent rārī nantēs in gurgite vastō,

arma virum tabulaeque et Trōia gaza per undās.

120 Iam validam Īlioneī nāvem, iam fortis Achātae,

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## **Aeneid I.92-101 Reading and Grammar Questions**

*I. Comprehension Questions: Answer the following questions from lines 81-91.*

1. Name three things that Aeneas does in lines 92-94.

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2. Whom does Aeneas consider blessed (lines 94-96)?

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3. In line 97, Vergil uses a patronymic (“son of . . .”) to refer to an important character, Tydides (lit., “son of Tydeus”). Tydides is the patronymic for whom? Why would Aeneas mention him here?

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4. For whom is Aeacides the patronymic?

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5. Whom did Aeacides kill and with what weapon did he kill him?

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6. Name three things that Aeneas says are churned under the waves of the Simois river.

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II. Grammar Questions: Indicate True or False by marking a “T” or an “F” in the space provided.

1. \_\_\_\_ In line 92, *exemplo* is dative.
2. \_\_\_\_ *talìa* (line 94) modifies *sidera* (line 93).
3. \_\_\_\_ Aeneas is the subject of *ingemit* (line 93) and *refert* (line 94).
4. \_\_\_\_ In line 95, *patrum* is genitive.
5. \_\_\_\_ *Iliacis* modifies *campis* in line 97.
6. \_\_\_\_ *occumbere* and *effundere* are complementary infinitives with *potuisse*.

III. Scansion: Scan the following lines of dactylic hexameter.

saevus ubi Aeacidae tēlō iacet Hector, ubi ingēns

Sarpēdon, ubi tot Simoīs correpta sub undīs

scūta virum galeāsque in fortis corpora volvit!