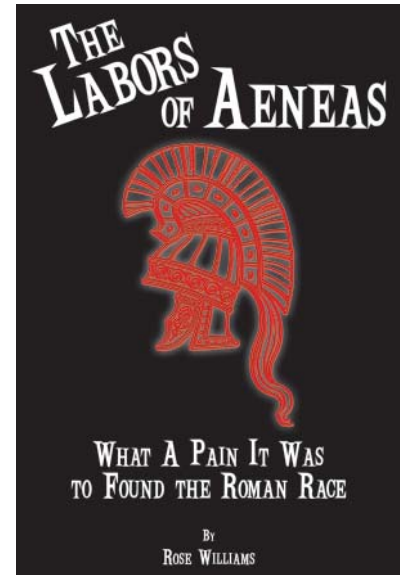


Vergil: A Teaching Tip

Do you teach Vergil? Do your students sometimes get confused by all the characters, twists of plot, and references to Homer and Roman History in the *Aeneid*? Your students are not alone. Many have had these difficulties during their first reading of the *Aeneid*.

Rose Williams, a veteran Latin teacher from Texas, always guided her students through their first view of the *Aeneid*. Now she can help your students too with her book, *The Labors of Aeneas*. With her teacher's knowledge of where students will falter and where they will need extra explanation and with her writer's talent for knowing where the plot needs some comic relief, Williams has given teacher the perfect way to help their students with the *Aeneid*.

Not a translation but more a Sybilline guide for students, *The Labors of Aeneas* can be used this way (and many other ways also) in a class studying Vergil's *Aeneid*.



Before starting to read the Latin in Book One of the *Aeneid*, instruct your students to read Chapters One and Two of *The Labors of Aeneas*. Chapter One contains the background information they will need: the birth of Aeneas, the judgement of Paris, and the tale of the Trojan horse. Chapter Two tells of the adventures that Aeneas had after he set sail from Troy. Chapters One and Two together are only sixteen pages long and can simply be a night's homework assignment. As soon as the students get to the storm in Book One, take a quick break from reading the Latin and assign Chapter Three which tells the story of the storm, Aeneas' meeting with Venus in the forest, and the rest of Vergil's Book One. Chapter Four corresponds to the content in Book IV of Vergil's *Aeneid* and each of the remaining chapters has the same number as the book of the *Aeneid* to which it corresponds.

In the chart below, the number of pages in each chapter is listed. Each chapter is of a very readable length and will not consume a great deal of homework or in-class time. The teacher may wish to condense some chapters into one assignment. Chapters Eight, Nine, and Ten would work well this way.

Chapters One and Two:	pgs 4–19	Chapter Eight:	pgs 67–72
Chapter Three:	pgs 21–29	Chapter Nine:	pgs 73–57
Chapter Four:	pgs 30–37	Chapter Ten:	pgs 79–84
Chapter Five:	pgs 39–47	Chapter Eleven:	pgs 85–91
Chapter Six:	pgs 49–57	Chapter Twelve:	pgs 93–99
Chapter Seven:	pgs 59–66		

While *The Labors of Aeneas* will help student readers of the *Aeneid* gain a more comprehensive picture of the epic, there are other books that will aid teachers of the epic.

Servius' Commentary on Book IV of Vergil's *Aeneid* is an invaluable resource for teachers. It provides an additional source of information on the *Aeneid* and interpretations of the language of Vergil.

This commentary will reward teachers with new insights into Vergil's epic and is the perfect book for a teacher's need to do an in-depth study of Vergil's masterpiece.

Why Vergil? is a compendium of the best of scholarship and literary analysis about the *Aeneid*. Both of these volumes will provide new ideas that will create fruitful classroom discussion and welcome enrichment for you.