

## Latin Summer Reading 2025

The study of Latin at UHS emphasizes vocabulary, grammar, and textual analysis as a means of putting ourselves in dialogue with timeless and beautiful works of literature. It is therefore important for our students to cultivate strong reading skills, which emerge from a place of wonder and joy. Summer reading provides students with an opportunity to ease oneself back into the reading and enjoyment of Latin as well as review basic aspects of Latin vocabulary and grammar before diving back in at the beginning of the semester. Therefore, we recommend you do this reading a week or two before school starts.

### Students:

Compile your work into a single document that you'll submit electronically the first day of class. It will not be graded; it will be your first contribution to class discussion. We expect this work to be your own, so we can get to know you and best support you from the start.

### Latin I

No readings

### Latin II

No readings

### Advanced Latin: Poetry

In order to prepare to dive into Latin poetry in the Fall, you're going to complete two tasks: (i) a review/reading activity in Latin + (ii) an English task along with a short reflection.

(i) We will begin the year via review plus reading the penultimate chapter (Capitulum XXXIV) of *Lingua Latīna Per Sē Illustrāta* together. Please read (or review) through Capitulum XXXIII of the textbook so that you can start the year prepared to work on Capitulum XXXIV and discuss poetry. Students entering from Adv. Latin: Prose will need to read Capitula XXX-XXXIII, with your goal being to read for general meaning and to review the "Grammatica Latīna" sections of these chapters. Students entering from Latin 2 will have read these chapters already, but you will also want to review them for general meaning, vocabulary, and "Grammatica Latīna" information.

After reading/reviewing through Capitulum XXXIII, respond to the following questions from Pēnsūm C (p. 283):

1. Quae arma gerunt auxilia?
2. Quid est signum legiōnis?
3. Quōmodo mīlitēs in aciem īnstruuntur?
4. Ad quod studium pater Aemilium hortābātur?
5. Quō Aemilius adulēscēns missus est?
6. Cūr Aemilius epistulās legēns permovētur?

7. Quamobrem ipse paucās epistulās scrīpsit?
8. Quī nūntius nocte in castra allātus est?
9. Cūr hostēs castra Rōmāna nōn expugnāvērunt?
10. Num Tibullus vītā mīlitārem laudat?

(ii) Find a poem in English that you enjoy very much, one that feels **exemplary** of what it means to be a “poem” in English rather than some other kind of writing (e.g. a newspaper article or a paragraph from a novel). In your document, include the text of this English poem and briefly respond to the following questions:

1. Why did you choose this poem in particular?
2. What features of this poem make it feel “poetic” as opposed to other kinds of non-poetic language use (e.g. a newspaper article, a TV commercial, an encyclopedia entry, etc.)? Think about vocabulary, ordering and arrangement of words, and sounds.
3. BIG DISCUSSION QUESTION: what makes some language “poetry” and other language “not poetry”? (The term we will use in class for anything that is “not poetry” will be **prose**.)