Map the text. Essential steps for success.

Vocabulary
Cur quisquam faciem dominae iam credat Amor? 
sic erepta mihi paene puella mea est.
expertus dico, nemo est in amore fidelis:
formosam raro non sibi quisque petit.
polluit ille deus cognatos, solvit amicos,
et bene concordis tristia ad arma vocat.
hospes in hospitium Menelaus venit adulter:
Colchis et ignotum nonne secuta virum est?
Lynceu, tune meam potuisti, perfide, curam
tangere? nonne tuae tum cecidere manus?
quid si non constans illa et tam certa fuisse?
passes in tanto vivere flagitio?
tu mihi vel ferro pectus vel perde veneno:
a domina tantum te modo tolle mea.
te socium vitae, te corporis esse licebit,
te dominum admitto rebus, amice, meis:
lecto te solum, lecto te deprecor uno:
rivalem possum non ego ferre lovent.
ipse meas solus quod nil est, aemulor umbras,
stultus, quod stulto saepe timore tremo.

Vocabulary to Learn
facies, faciei, f., face
eripio, -ere, -ui, ereptus, to snatch away
paene, adv., nearly, almost
formosus, -a, -um, adj., beautiful
polluo, -ere, -ui, pollutus, to defile, ruin
concors, concordis, adj., harmonious
hospes, hospitis, m., guest, stranger
hostpitiwm, -i, n., hospitality, the sanctioned
relationship between host and guest
Menelaus, -i, m., Menelaus
Colchis, Colchidis, f., Colchis
Lynceus, -i, m., Lynceus
perfidus, -a, -um, adj. faithless, wicked
cado, cadere, ceci, casus, to cease, fall
away, die
flagitium, -i, n., shame, outrage, disgrace
perdo, -dere, -didi, -ditus, to ruin, destroy
venenum, -i, n., poison
tollo, tollere, sustuli, sublatus, to remove
socius, -a, -um, adj., sharing, allied
licit, licere, licuit, licus, to be permitted
adimto, -ere, -msi, -missus: to allow
decprecor, -ari, decprecatus sum, to beg
rivalis, -is, m., rival

italicize words from previous units
Map the text. Essential steps for success.

Commentary
Barth first suggested that this long, discursive, somewhat unsatisfying poem should be divided into two following line 24, and in this he has been followed by a few editors, notably BB and Barber, but division is neither necessary nor desirable. The poem begins as a reproach to a fellow poet, Lynceus, who has made advances to the poet’s mistress that are interpreted as a wish to steal her from him and ends with a catalogue of elegiac poets whom P. considers his literary precursors and a prayer for immortal fame in their company. Between these poles the talk ranges easily, centered always on poetry and poetic inspiration, and is shaped to show that P. considers his rival something of a pompous bore and a poet of dubious merits.

The incident from which the poem springs, the nature of Lynceus’ indiscretion, is not made absolutely clear, and the name is clearly a pseudonym. We gather from vss. 21–2 that he was somewhat drunk, so the occasion was probably a party. But we gather also that Lynceus presented himself to the world and his friends as a puritanical philosopher, so it was probably not a very rowdy party.
Attempts to identify him from what is said here of his poetry are futile; all we are told is that he wrote tragedies (vs. 41).

I am unable to discover any clear pattern of structure in the poem. The first twenty-four verses, dealing with the incident from which the poem originates, can be subdivided into well marked stanzas: 8.4.8.4, but these are not of special importance. The next twenty-versed (25–44) deal with the inadequacy of Lynceus’ accomplishments to fit him for love poetry and can be divided into stanzas of 8, 8 and 4 verses. The next twenty (45–64) discuss the training he will have to undergo to become a love poet (possibly 6.4.6.4), the next sixteen (65–80) the accomplishments of Vergil (2.8.2.4), and the final fourteen (81–94) the canon of elegiac poets P. admires (4.8.2). We may see a rough symmetry of four long paragraphs (24. 20. 20. 30), but each joins almost insensibly to the next.

Other commentaries provided:

Butler & Barber. The Elegies of Propertius
Paul Allen Miller. Latin Erotic Elegy
Map the text. Essential steps for success.

Identify Proper Nouns
<table>
<thead>
<tr>
<th>Proper Nouns</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menelaus, -i, m., Menelaus</td>
<td>Greek hero</td>
</tr>
<tr>
<td>Colchis, -chidis, f., Colchis</td>
<td>Region in Greece</td>
</tr>
<tr>
<td>Lynceus, -i, m., Lynceus</td>
<td>River in Greece</td>
</tr>
<tr>
<td>Erechtheus, -a, -um, adj., Athenian</td>
<td>Greek hero</td>
</tr>
<tr>
<td>Philetas (Philitas), m., Greek poet of Cos</td>
<td>Writer</td>
</tr>
<tr>
<td>Callimachus, -i, m., Greek poet of the Alexandrian school</td>
<td>Writer</td>
</tr>
<tr>
<td>Aetolius -a, -um, adj., Aetolian</td>
<td>Region in Greece</td>
</tr>
<tr>
<td>Achelous, -i, m., Achelous River</td>
<td>River in Greece</td>
</tr>
</tbody>
</table>

Identify proper nouns in context

Bold or highlight each proper noun

Google docs makes it easy to provide links
Create teams
Provide a sample

Poem 2.34 was divided between teams: Zeus, Poseidon, Hades

Students worked collaboratively via google docs.

Tools provided:
Oxford Classical Dictionary
Ovid. Metamorphoses (read in full in 9th grade)
Atlas of the Greek World
Atlas of the Roman World

Archemorus, infant son of Hypsipyle who was bitten by a snake and died when Adrastus and his companions stopped in Nemea on their way to Thebes; the Nemean games are named in memory of this event

Amphiaraus (Ἀμφιάραος), son of Oecles, married the sister, Erphyle, of Acrastus; he saw his own fate and as he fled battle, his chariot was swallowed by the Earth

Capaneus (Καπανέως), son of Hipponous; Zeus kills him with a thunderbolt as he climbs the walls of Thebes

quid tua Socratice tibi nunc sapientia libris
proden aut rerum dicere posse vias?
aut quid Erechthei tibi prosunt carmina licta?
ni tuvat in magno vester amore senex. 30
tu satius memorem Musis imitere Philitan
et non inflati sororia Callimachi.
nam nurus licet Aetoli referas Acheloi,
fluxerit ut magno fractus amore liquor,
atque eflam ut Phrygio fallas Maenardia campo
errat et ipsa suas decipit unda vias,
qualis et Adrasti fuerit vocalis Arion.
tristis ad Archemori funera victor equus:
non Amphiareae prosint tibi fata quadrigae
aut Capanei magno grata ruina lovi.
Collaboration, Communication, Connections

1) Proper nouns identified and catalogued by each team

2) Translate the poem as a full class (this took two 70 minute periods)

3) Using the text as proof, identify common themes
Collaboration, Communication, Connections

1) Proper nouns identified and catalogued by each team

2) Translate the poem as a full class (this took two 70 minute periods)

3) Using the text as proof, identify common themes

Each team prepared a written translation of their lines after they completed an oral reading in class.

After all lines were read, students shared their written translations via google docs.
Collaboration, Communication, Connections

1) Proper nouns identified and catalogued by each team

2) Translate the poem as a full class (this took two 70 minute periods)

3) Using the text as proof, identify common themes

1. Destruction of power
2. Suffering
3. Faithfulness (or not)
4. Broken friendships
5. War
6. Immortalization
7. Student/Teacher
Bring it together!

1. Destruction of power
2. Suffering
3. Faithfulness (or not)
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Using the text as proof, identify one word that drives all of the action in the poem....
Core Themes?

Citing Paul Allen Miller’s commentary as support, the students believe “Amori” (1) is a central theme that drives or relates to all others.

They also identify the phrase "recta puella" (46) as essential.
Propertius 2.34
praeeceptor amoris. elegiac boot camp

Students organize their information on individual worksheets

Each team presents their myths in context
Students create a poster to share with the community

Each proper noun is on the poster.

Students felt that some applied to multiple themes; those overlaps are also noted.
To see this project in person and hear oral presentations from these students, please join us at Friends Seminary on May 18, 3:30-5:30 for our Annual Latin Colloquium!

Christel Johnson, PhD.
Chair, World Languages, Ancient and Modern
cjohnson@friendssemyary.org