

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Introduction



Summary

The Tragedy of Julius Caesar is Shakespeare's tale of the famous assassination that led to the end of the Roman Republic on March 15, 44 BCE. It focuses on Brutus; the tragic hero of our tale who acts out of conscience but ultimately sees his goal defeated. Brutus, along with the conniving Cassius, leads a conspiracy to murder the power-mad Julius Caesar. In the wake of Caesar's death, Caesar's right-hand-man, Antony, and Caesar's heir, Octavius, battle Cassius and Brutus, leading to the suicides of both men. CBL refers to two books as part of this lesson plan:

Shakespeare Made Easy by Muriel J. Morris **ISBN-10:** 0825124123
Julius Caesar Folger Shakespeare Library **ISBN-10:** 0743482743

The lesson plans begin with a two-day read of the *Shakespeare Made Easy* version, and are followed up by a full reading of the original, accompanied by film.

Content Warnings

Several of the main characters commit suicide – after all, this is a Shakespearean tragedy.

Community Connection

Because this play is about responsible leadership and government, the community connection is to examine local, state, and national governments, paying special attention to how individual citizens can access their elected officials.

English Learner Connections/Support

Both *Shakespeare Made Easy* and the film version of *Julius Caesar* will make this challenging material more accessible to English learners. When applicable, use their knowledge of European languages and geography to make connections to ancient Rome.

Film Resources

The lesson plans are directly aligned with *Julius Caesar* (1970), directed by Stuart Burge, starring Charlton Heston, Jason Robards, and Richard Chamberlain. The film version is faithful to the play, with few deviations from the original.

Starting on day 3, each lesson plan will list one corresponding scene to watch from the DVD. The lengths of these scenes range from 2 minutes to 10, and are listed above the corresponding page numbers in the Folger version of the play.

Final Writing Assignment

As a final writing assignment, students will examine and define what makes a good, responsible leader. They will then write and perform a short speech explaining which of *Julius Caesar*'s main characters was the best leader, and what evidence the student used to come to that conclusion.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 1



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was William Shakespeare?

A lengthy essay on Shakespeare's life can be found on pages xxiv-xxxii of the novel. He was a middle-class Englishman who lived from April 1564 to April 1616. Shakespeare was famous as a poet, playwright, and actor.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

senators (15)	soothsayer (15)	ides of March (15)	regretfully (15)	conspiracy (16)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection.

p. 14-17 *Shakespeare Made Easy: Julius Caesar*

Setting	Characters	Pages
Introduction		14
Streets of Rome	senators and plebeians	15
A public area of Rome	Julius Caesar, Julius Caesar's wife, Caesar's right-hand man, A soothsayer	
	Brutus, Cassius	
	Caesar, Caesar's wife, Brutus, Cassius, Antony	
	Brutus, Cassius, Casca	16
	Brutus, Cassius	
Rome	Casca, Cassius	
Brutus' garden	Brutus	

	Brutus, Cassius, conspirators	
	Brutus, Portia	
Rome	Cassius, Ligarius	
Caesar's house	Caesar, Calpurnia (Caesar's wife), Decius	17
	Caesar, Calpurnia (Caesar's wife), Decius	
Outside the Senate	Caesar, Artemidorus, soothsayer	
Senate	Caesar, senators, The conspirators, Brutus, Cassius	

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The introduction presents two essential questions for the reader: "What do you do when someone you love or admire is going to do something which you feel is very wrong and will hurt other people?" (14.) and "Are you justified in doing something wrong to prevent another from doing something you feel is even more wrong?" (14).
- Two senators confront a group of people who are celebrating Julius Caesar's victory over rival general Pompey.
- Julius Caesar embarrasses his wife in public, and a soothsayer warns "beware the ides of March" (15).
- Brutus remains behind to talk to his brother-in-law, Cassius, in private.
- Cassius tries to convince Brutus to act against Caesar to control Caesar's growing power.
- Caesar returns, and immediately notices that Cassius is planning something.
- Brutus and Cassius find out that Antony offered Caesar a crown, but that he regretfully refused it.
- Unsuccessful at getting Brutus to commit, Cassius plans to forge letters to convince Brutus that a lot of Romans oppose Caesar.
- The night before the ides of March, Casca is convinced by Cassius that a storm is an omen against Caesar's crowning the next day.
- Brutus loves Caesar, but detests his love of power, and decides that Caesar must be stopped.
- Cassius makes a deal with Brutus to get him to join the cause of stopping Caesar.
- Portia, Brutus's wife, demands to know what is going on.
- Ligarius visits Brutus, and joins the cause because he trusts Brutus.
- Caesar's wife asks him not to go to the Senate on the ides of March, and, upset by the storm, Caesar agrees.
- One of the conspirators, Decius, arrives to escort Caesar, and convinces him to go to the Senate after all.
- Artemidorus tries to pass Caesar a warning note when he arrives at the Senate, but Caesar doesn't take it.
- The conspiring Senators surround Brutus and stab him.
- Just before he dies, Caesar says "Et tu, Brute!" (17).

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- The conspirators wash their hands in Caesar's blood.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 15

"Cassius realizes Brutus is worried about Caesar's growing power and tries to get Brutus to commit himself to opposing Caesar. Cassius is jealous of Caesar" (p. 15).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Jealousy can sometimes interfere with an individual doing the right thing. In the above paragraph, Cassius is trying to get people on his side. He is doing this out of jealousy, not because Caesar is doing something wrong.

In a paragraph, explain how jealousy interferes with an individual genuinely acting responsible. Use at least one example of jealousy from *Julius Caesar*. Remember to include a topic sentence, body, and closing sentence in your paragraph.

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 2



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was Julius Caesar?

Julius Caesar was born in approximately 100 BCE. He was a Roman patrician, although his family was not extremely wealthy. As a young man, he was known as an eloquent speaker, and soon became active in Roman politics. As a military leader, Caesar conquered much of Europe and the regions surrounding the Mediterranean in the name of Rome, leading to accolades for him at home. In 44 BCE, he was made the perpetual dictator of Rome, to the joy of his supporters and the dismay of many who believed in the republican style of government. Due to fear of his power, he was stabbed at least 23 times, murdered by 60 conspirators on March 15, 44 BCE.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

dispute (19)	erupts (19)	evaporates (19)	misinterprets (20)	honorable (20)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 18 - 20 *Shakespeare Made Easy: Julius Caesar*

Setting	Characters	Pages
Rome, the Senate	Antony, Brutus, Cassius, the Senators	18
	Antony, Caesar's body	18
Rome, the streets	A crowd of plebeians, Brutus	18
	Plebeian crowd, Antony, Caesar's body	18
Rome	Cinna the Poet, Anthony, Octavius, Brutus	19
	Antony, Octavius, Lepidus	19
Sardis camp	Brutus, Cassius	19-20

	Brutus, Ghost of Caesar	20
Philippi	Cassius, Brutus, Antony, Octavius	20
	Brutus, Cassius, Pindarus	20
	Titinius, Cassius, Brutus	20
	Brutus, his servant	20
	Brutus's body, Antony, Romans	20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Antony enters and sees Caesar's body.
- Antony tells the conspirators they should kill him immediately if they're going to, but Brutus says they're not going to kill him, and they shake hands.
- When the conspirators leave, Antony apologizes to Caesar's body, and plans to avenge his death.
- Brutus explains to a crowd of plebeians the reason behind Caesar's murder, and they want to crown Brutus as a result.
- Antony comes into the crowd with Caesar's body, and speaks to the crowd.
- The crowd riots after Antony's speech, and Antony brings in Octavius' army and declares martial law.
- Octavius and Antony now control Rome, and Brutus and Cassius flee and raise armies to fight them.
- Brutus and Cassius have a tenuous alliance.
- They discover that almost a hundred senators have died in the violence in Rome, and Portia has committed suicide.
- Caesar's ghost appears to Brutus, and warns him that he will die when he meets Antony and Octavius at Philippi.
- Cassius, believing that they have lost, commits suicide.
- Brutus thinks this is Caesar's revenge, and orders another attack, which Brutus loses.
- Brutus commits suicide.
- Antony declares that Brutus was "the noblest Roman of them all," and they take him off for an honorable burial.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 20

"When Brutus' body is discovered, Antony calls him 'the noblest Roman of them all' because only Brutus acted for the good of the state alone, not from personal motives. They take his body for honorable burial" (p. 20).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Brutus believed he was doing the responsible thing when he murdered Julius Caesar. Even Antony acknowledged Brutus' good intentions in the end. However, should good intentions excuse bad behavior?

Pretend you are an enemy of Brutus. **Write a paragraph-long speech in which you refute Antony's assertion that Brutus acted nobly. What other choices could Brutus have made? Did Brutus make responsible decisions throughout the conspiracy? Did he use a framework for ethical decision-making?**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 3



Outcomes for Today

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was Pompey?

Like Caesar, Gnaeus Pompeius Magnus, was a great general. Their careers led them to political power in Rome and the two men, along with Crassus, formed the first triumvirate of Rome. The two men respected each other, and Pompey married Caesar's only legitimate child, Julia. After Crassus died, and Julia died in childbirth, Caesar and Pompey were left as political rivals and the two became enemies on the battlefield. After Pompey's defeat and death, Caesar became the sole dictator of Rome.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

consul	civil war	slew	dictator	perpetual
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD Scene I: "Prologue/Main Title" 0 – 4:07 (no concurrent reading)

Setting	Characters	Pages
The battlefield where Caesar last fought	Narrator	film: Scene I
Streets of Rome, during Caesar's homecoming parade	People of Rome, soldiers, slaves, Caesar	

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Caesar is chosen consul of Rome for the fourth time.
- Caesar “makes war” with Pompey and his sons.
- Caesar slew 30,000 on the battlefield, and lost 1,000 of his own men.
- This was the last war in which Caesar participated.
- When he returned to Rome, the people made him their perpetual dictator.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph

“Hail, Caesar. Hail Caesar.”

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

The director of this film version chooses to begin the story with a recap of Caesar’s exploits that happen before Act I. He begins by showing dead, decaying soldiers on the battlefield. The last words we hear are “Hail, Caesar,” as if they are spoken by a dying man.

Knowing what you know now about Julius Caesar, do you think he was a good leader? **Write a paragraph explaining the irony expressed in the words “Hail, Caesar,” as spoken by a dying man. How are the words different when screamed by the adoring crowd in Rome?**

Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 4



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is the feast of Lupercal?

The feast of Lupercal was a holiday in honor of the Roman god Lupercus (the Greek equivalent is Pan). It was a time to celebrate fertility and health, and was usually celebrated somewhere near February 15th. Shakespeare uses the reference to the feast to date the setting, and illustrate how Caesar's status is approaching god-like in Rome.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

trade (7)	cobbler (7)	conquest (9)	barren (13)	ingratitude (11)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene II, "Beware the Ides of March" 4:07 – 8:30

Read: Act I, Scene 1-2, p. 7 – 15

Setting	Characters	Pages
The streets of Rome, the day of Caesar's return	Flavius, Carpenter, Marullus, Cobbler, other Commoners	7-11
	Caesar, Casca, Calphurnia, Antony, Soothsayer, Brutus, Cassius, Citizens	13-14

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The people of Rome are taking a holiday to celebrate Caesar's victory and return.
- Marullus and Flavius tell them to go back to work.
- Marullus and Flavius also tell the people that they should be ashamed of celebrating the destruction of a great man like Pompey.
- Marullus tells Flavius to go and remove any celebratory scarves from the statues of Caesar in the capitol.
- The two men are worried that Caesar is gaining too much power.
- Caesar asks Antony to follow all ceremonies when he speaks to the crowd.
- A soothsayer warns Caesar that the Ides of March (March 15th) will be a dangerous day for him, but Caesar ignores the warning.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 15

"He is a dreamer. Let us leave him. Pass" (p. 15).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Caesar chooses to disregard the Soothsayer's warning. He does not question the man about what he knows, nor does he show any kind of fear. He decides that the man is crazy or deranged, and ignores him completely.

If a stranger came up to you and warned you that your life was in danger, what would you do? **Write a dialogue between you and a stranger who gives you a dire warning. Be specific and descriptive. What details does the stranger have? What do you say back to the stranger? Did you learn anything from the story of Julius Caesar?**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 5



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the government of Rome like at this time?

The Roman government was similar to the modern U.S. government, with an executive, legislative, and judicial branch, although they changed throughout the years. Major legislation came through the Senate, the legislative body of Rome. The number of executives changed, but after Caesar defeated Pompey, he was the sole dictator of Rome. As his power grew, he began to circumvent the Senate, simply announcing laws to the Senate, rather than the other way around. It was at this point, near the end of Caesar's career, that Shakespeare's tragedy is set.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

hinder (15)	reflection (17)	endure (19)	feeble (21)	encompassed (23)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene III, "The Eye Sees Not Itself" 8:30 – 13:54

Read: Act I, Scene 2, p. 15-23

Setting	Characters	Pages
In the streets of Rome, the day of Caesar's return	Brutus, Cassius	15-25

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brutus and Cassius do not go with Caesar; instead they remain behind and have a private conversation.

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- Cassius has noticed that Brutus is concerned about Caesar's rise to power, and says that he, too, is worried.
- Cassius expresses resentment that Caesar has been elevated above other Roman citizens, who are supposed to be equals.
- Cassius reveals that Caesar was ill while he was at war, and he showed weakness at that time.
- Brutus is worried that while they are talking, Caesar is being offered a crown.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 17

"No, Cassius, for the eye sees not itself
But by reflection, by some other things" (p. 17).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

When Cassius asks Brutus if he can see his own face, Brutus responds with the above. In life, we are often unable to see ourselves, and rely on the opinions of others to help us analyze our thoughts and feelings. **In a paragraph, analyze how Brutus is really feeling and thinking while he is talking to Cassius. What is Brutus not saying? What internal conflict is he working out at this moment? Why is Brutus so worried about Caesar receiving a crown? Use your Open Mind Portrait from today to write the internal dialogue Brutus is having with himself.**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 6



Outcomes for Today

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b.) Analyze nuances in the meaning of words with similar denotations.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is epilepsy?

Epilepsy is a neurological condition, also known as seizure disorders. People are diagnosed with epilepsy after having two or more seizures, usually with no known cause. Many people throughout history suffered from epilepsy, including Napoleon, Alexander the Great, and Harriet Tubman. Julius Caesar is known to have suffered from epileptic seizures during the last two years of his life. Some theorize that his epilepsy was the result of a brain tumor.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

noble (25)	liable (25)	thrice (27)	loath (29)	infirmity (31)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD Scene IV: "It Was Greek to Me" 13:54 – 19:52

Read: Act I, Scene 2, p. 23 – 33

Setting	Characters	Pages
The streets of Rome, the day of Caesar's return	Brutus, Cassius	23-25
	Caesar, Antony	25-27
	Casca, Brutus, Cassius	27-33

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brutus suspects Cassius is up to something, but agrees to hear him speak, out of concern for Rome.
- As Caesar re-enters, they decide to ask Casca to tell them what happened.
- Caesar remarks to Antony that Cassius has a “lean and hungry look,” and is dangerous.
- Antony responds that Cassius is honorable.
- Casca tells Brutus and Cassius that the crown was offered to Caesar three times, but he refused.
- Casca points out that as Antony offered Caesar the crown, Caesar obviously wanted to accept it, but still did not.
- Caesar had some kind of epileptic seizure, and fell down.
- After his seizure, Caesar offered to let the crowd kill him, but they only cheered more for him.
- Casca reveals that Marullus and Flavius were removed from office for pulling the scarves off of Caesar’s statues.
- Casca and Brutus agree to have dinner with Cassius the next evening.
- After Brutus leaves, Cassius says he is surprised that Brutus is willing to think evil of Caesar, and decides to take advantage of Brutus’ misgivings.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 25

“Let me have men about me that are fat,
Sleek-headed men, and such as sleep a-nights.
Yond Cassius has a lean and hungry look.
He thinks too much. Such men are dangerous” (p. 25).

EXTEND

Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Though he ignored the Soothsayer’s warning, Caesar instinctually distrusts Cassius. Think about what Caesar means by the phrase “lean and dangerous.” Are there any people in your life who are “lean and dangerous?”

Caesar doesn’t mean that Cassius is *literally* thin and hungry. What kind of person is Cassius, according to Caesar? **Write a paragraph explaining the metaphor Caesar uses to describe Cassius. What is Cassius “hungry” for?**

Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 7



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was Brutus' public office?

In addition to being a Senator, Brutus was the chief praetor. As such, he acted like a judge in civil cases. The fact that Brutus held such an important position in Rome shows that he was well trusted, and that he would have been considered a very responsible citizen. In today's reading, Cassius dispenses Cinna to leave anonymous notes for Brutus, including one on the praetor's chair where he sits while he dispenses justice.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

bondage (41)	tyranny (41)	captivity (41)	telltale (43)	haste (43)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD Scene V: "What Trash is Rome" 19:52 – 24:22

Read: Act I, Scene 3, p. 35-45

Setting	Characters	Pages
Night, Rome in the midst of a fantastic storm	Casca, Cicero	35-36
	Casca, Cassius	36-43
	Casca, Cassius, Comma	43-45

RESPOND

Timeline Agree on the facts in today's reading, and list the 3-5 most important on the Timeline

Students might mention:

- Casca and Cicero discuss the storm, and the many strange sights Casca has seen in the streets of Rome that night.
- Casca tells Cicero he believes that the storm is a sign that strange and important things are about to happen.
- Casca meets Cassius, who tells him that he believes the storm is a consequence of Caesar's new status.
- Casca agrees with Cassius.
- Cinna approaches, and tells Cassius he hopes that he can convince Brutus to join their group.
- Cassius has Cinna take several notes and place them around Rome in places where Brutus will find them.
- The notes are designed to convince Brutus that many Romans would like action taken to stop Caesar.
- Casca and Cassius head to Brutus' home.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 41

"What trash is Rome,
What rubbish, and what offal when it serves
For the base matter to illuminate
So vile a thing as Caesar!" (p. 41).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

To make his point, and to "stir up" his friends, Cassius uses strong words like the ones above to describe the decay of Rome. As the conspiracy progresses, he uses stronger language to convince his friends that their home is being ruined because of Caesar. As a result, they begin to lean to Cassius' side, without hearing much counterargument.

What if you were there, trying to convince the same men to take Caesar's side? **Write a short speech in which you point out how Caesar is *improving* Rome. Use figurative language to make your point. How is Rome more wonderful, more beautiful, and stronger as a result of Caesar's influence?**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 8



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Did anything else happen on the Ides of March?

The ides of March was traditionally a time for settling debts in ancient Rome. Of course, we don't know if the conspirators chose that day as a way to "settle a debt," but March 15th has lived in infamy since. Some Romans still celebrate the ides of March as an informal holiday.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

redress (53)	petition (53)	fret (57)	dismember (61)	disperse (63)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD Scene VI: "Conspiracy" 24:22 – 30:42

Read Act II, Scene 1, p. 49-65

Setting	Characters	Pages
Brutus' home; almost dawn on the ides of March	Brutus	49
	Brutus, Lucius	
	Brutus, Lucius	51
	Brutus	51-53
	Brutus, Lucius	53
	Brutus	
	Brutus, Lucius	53-55
	Brutus	55
	Brutus, Cassius, Casca, Decius, Cinna, Metellus, Trebonius	55-65

	Brutus	65-66
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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In his home alone, Brutus tries to decide what he should do.
- His servant, Lucius, brings him one of the letters left by Cassius.
- After reading the letter, Brutus decides he will join the conspiracy to kill Caesar.
- Cassius and the conspirators arrive, and Brutus tells Cassius he will join them.
- Brutus makes it clear that they are killing Caesar for Rome, and that they should not be ashamed.
- Cassius and Brutus argue over whether to also kill Mark Antony.
- Brutus insists that Mark Antony should not be killed, as it would "seem too bloody."
- They worry that Caesar will not go to the capitol that day, because he has become superstitious, but Decius says he knows how to talk to Caesar, and will make sure he goes.
- Their plan in place, the conspirators leave Brutus alone.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 61

"We all stand up against the spirit of Caesar,
And in the spirit of men there is no blood.
O, that we then could come by Caesar's spirit
And not dismember Caesar!" (p. 61).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Brutus' internal conflict is apparent in the words above. He believes that he is doing the responsible thing – what is right for his country and his fellow citizens – but regrets that Caesar must be murdered. If Brutus were a 21st century man, how would he express these feelings?

As Brutus, rewrite the key paragraph in modern day language. What does he mean by "Caesar's spirit?" What is his true goal? What problem is Brutus trying to solve by participating in the conspiracy?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 9



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was the role of a Roman wife?

Roman women enjoyed more education than many of their contemporaries elsewhere. Those of the patrician class were educated in a fashion similar to boys when they were children, and studied in music, literature, and dance as they grew older. However, their freedom was restricted by law. With a few exceptions, women were under the guardianship of their fathers or husbands. A Roman wife of the patrician class would have been expected to manage a household full of slaves and see to the comforts of her husband, as well as bear his children. Women were allowed out in society with their husbands, and generally were supposed to be their husbands' closest companions. Therefore, Portia's grievance with her husband is not totally out of character; a Roman wife would expect to be told many of her husband's secrets.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

means (67)	vile (69)	dwelt (69)	appertain (69)	disclose (71)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD Scene VII: "The Bond of Marriage" 30:42 – 34:34

Read Act II, Scene 1, p. 65-73

Setting	Characters	Pages
The home of Brutus, early in the morning of the ides of March	Brutus	65
	Brutus, Portia	65-71
	Brutus, Lucius, Ligarius	71

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	Brutus, Ligarius	71-73
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RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After Brutus says goodbye to the conspirators, his wife Portia asks him why he is out of bed in the middle of the night.
- Brutus tells Portia he is ill, but she does not believe him.
- Portia knows that Brutus has something serious on his mind, and that he is involved with others in some kind of plan.
- Portia begs him to tell her his secret, even showing him a self-inflicted wound to prove her loyalty.
- Brutus does not tell her, but says he will tell her his secret soon.
- As Portia exits, Lucius brings in a sick man, Ligarius, to see Brutus.
- Ligarius is really there to offer his services to Brutus as part of the conspiracy.
- The two men leave to put the plan into action.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 69

"I should not need, if you were gentle Brutus.
Within the bond of marriage, tell me, Brutus,
Is it excepted I should know on secrets
That appertain to you? Am I your self
But, as it were, in sort or limitation,
To keep with you at meals, comfort your bed,
And talk to you sometimes?" (p. 69).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

In her plea, Portia makes a strong argument that husbands and wives should tell each other everything. She believes that a husband and wife should be like one person. In her anger with Brutus, she even goes so far as to say he is treating her like a harlot, rather than like a wife.

Do you agree with Portia? Should husbands and wives share everything? **Write a persuasive paragraph in which you convince the reader that Portia is correct, or that Portia is wrong. Try to use at least one quote from today's reading to support or refute your argument.**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 10



Outcomes for Today

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What were the Romans' religious beliefs?

The Romans believed in a complex polytheistic system of gods and goddesses. According to their religion, the gods controlled the natural world, as well as the human world, and shared the strengths and weaknesses of human character. Natural phenomena, as well as human drama, was interpreted as the will of the gods, and were usually interrelated. Therefore, upon witnessing an unusually severe storm, it would have been normal for Romans to assume that the gods were sending some kind of message to the mortal world. Caesar takes Calphurnia's fears seriously, because they would have been a natural reaction to the fear of the gods' intentions as signaled through the mysterious events of the night before.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

sacrifice (75)	valiant (77)	prevail (79)	signifies (81)	fetch (83)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene VIII "Say He is Sick," 34:45 – 43:21

Read: Act 2, Scenes 2-4, p. 75-89

Setting	Characters	Pages
The home of Julius Caesar	Caesar	75
	Caesar, Servant	
	Caesar, Calphurnia	75-77
	Caesar, Calphurnia, Servant	77-79
	Caesar, Calphurnia, Servant, Decius	79-81

	Caesar, Calphurnia, Servant, Decius, Brutus, Ligarius, Metellus, Casca, Trebonius, Cinna, Publius	83
	Caesar, Calphurnia, Servant, Decius, Brutus, Ligarius, Metellus, Casca, Trebonius, Cinna, Publius, Antony	
The streets of Rome	Artemidorus	85
	Portia, Lucius	85-87
	Portia, Lucius, Soothsayer	87-89

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Caesar notes that his wife has been as upset as the storm outside all night, and woke three times with terrible dreams.
- He asks his servant to go to the priests and ask what they advise Caesar to do that day.
- Calphurnia enters, and begs Caesar not to go outside.
- She believes that the fantastic events of the night, along with her dreams, foretell that something horrible will happen to Caesar this day.
- Caesar tells his wife that he will go to the Senate, because he is not a coward, and is not afraid of death.
- The servant returns with the news that the priests advise Caesar to stay in.
- At first, Caesar still insists that he is going out, but agrees to stay home to make Calphurnia feel better.
- Decius arrives to take Caesar to the Senate House, but Caesar says he will not come.
- Decius convinces Caesar that Calphurnia's dream really predicts fortune, and convinces Caesar that if he does not go this day, the Senate will rescind its offer of a crown.
- Caesar decides to go.
- The conspirators, as well as Antony, all show up to escort Caesar to the Senate.
- They all leave together.
- Meanwhile, Artemidorus waits in the streets to give Caesar a letter of warning.
- Portia, who now knows about the plot, anxiously waits to hear what is happening.
- She runs into the soothsayer, who is planning to go and warn Caesar again.
- Portia asks her servant to run to the Senate and report back to her what Brutus says.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 77

"Cowards die many times before their deaths;

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The valiant never taste of death but once" (p. 77).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Calphurnia begs her husband, for his own safety, to remain at home on the ides of March. Caesar makes the above statement as part of his response to her. He uses figurative, not literal, language to make his point.

Write a paragraph explaining what Caesar means by the above statement. How would Caesar define cowardice? How would he define valor? Which category do you think he himself falls into? Would a responsible person invite death, knowing it would hurt his family and friends?

Close Close by extending today's lesson to life and the world.

Community Connection

The Tragedy of Julius Caesar is a political story; it involves men of character who have the courage to stand up for what they believe is right in the face of the changing political atmosphere of the time. During this novel, you should explore the avenues of positive change you have in your government

This week, research your city and/or county government. Do you have a mayor and city council? How, when, and why do they meet? How is your county run – do you have a board of supervisors, or some other governing body? Consider attending a city council meeting, or write a letter or email to someone in your county/city government about a pressing need or issue in your community.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 11



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Where was Julius Caesar murdered?

The regular meetinghouse of the Senate, inside the Forum, had been damaged by a fire and was being rebuilt. Therefore, the Senate was meeting inside part of Pompey's Theater, so named because it had been built when Pompey was one of the consuls of Rome. As a result, Caesar reportedly died at the foot of Pompey's statue – ironic, because Caesar's meteoric rise in power was a result of his destruction of Pompey and his family.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

enterprise (95)	courtesies (97)	enfranchisement (97)	apprehensive (99)	abide (101)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene IX "Et Tu Brute?" 43:21 – 51:25

Read: Act III, Scene 1, p. 93-101

Setting	Characters	Pages
The streets of Rome	Caesar, Antony, Lepidus, Brutus, Cassius, Casca, Decius, Metellus, Trebonius, Cinna, Popilius, Publius, Artemidorus, the Soothsayer, Senators, Petitioners	93
The Senate		95

	Caesar, Lepidus, Brutus, Cassius, Casca, Decius, Metellus, Cinna, Popilius, Publius, Artemidorus, the Soothsayer, Senators, Petitioners	95-99
	Caesar's body, Antony, Lepidus, Brutus, Cassius, Casca, Decius, Metellus, Trebonius, Cinna, Popilius, Publius, Artemidorus, the Soothsayer, Senators, Petitioners	99-101

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- In the street outside the Senate, the Soothsayer and Artemidorus try to warn Caesar, but he ignores both.
- Once inside the Senate the conspirators gather around Caesar to ask him to grant a pardon to Publius Cimber, the brother of Metellus Cimber.
- Several, including Brutus and Cassius, kneel to beg Caesar, but he proclaims himself as unmovable as the stars in the heavens, and refuses to grant Publius Cimber re-entry into Rome.
- Casca stabs Caesar first, and the others follow.
- When Caesar sees Brutus is involved, he says "*Et tu, Bruté?*" and dies.
- Chaos erupts in the Senate chamber; those who weren't in on it are frightened and start to flee.
- The conspirators shout "liberty, freedom, enfranchisement" and tell the others that they will take full responsibility for Caesar's death.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 99

"*Et tu, Bruté?* – Then fall, Caesar" (p. 99).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Legend has it that Caesar's last words were a question to Brutus regarding his involvement in the plot. Shakespeare exploits this legend with his famous line "*Et tu, Bruté?*" In Latin, this means simply, "*And you, Brutus?*" In his last moments, Caesar realizes that the person he trusted most has betrayed him. He is shocked by this revelation, and his death is more bitter because of it. Here, Shakespeare implies that Caesar has a moment in which the motive behind his murder is clear.

Now is your chance to rewrite history. Imagine that Brutus had spoken directly to his friend Caesar about his concerns, rather than commiserate with the conspirators.

Write a dialogue between Caesar and Brutus in which Brutus and Caesar talk

about their problem. How would Brutus communicate his worries without insulting Caesar? How do you think Caesar would respond? Could they come to a peaceful resolution?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 12



Outcomes for Today

W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was Mark Antony?

Mark Antony (approx 83 BCE to 30 BCE) was young Roman who was known for being brave and loyal, as well as slightly reckless. He fought with Caesar, and returned with him to Rome as his second-in-command. The year before his death, Caesar appointed Antony to consul, one of Rome's highest positions at the time.

After Caesar's death, Antony struggled against two factions – the conspirators who killed Caesar, and Caesar's nephew and supposed heir, Octavius. While the conspirators were defeated, Octavius and Antony battled for control of Rome for an additional 14 years, eventually ending with Antony's defeat and suicide in Alexandria, Egypt, in 30 BCE.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

fled (101)	beseech (105)	intend (105)	appeased (107)	foes (109)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

DVD: Scene X, "The Bleeding Business" 51:25 – 58:22

Read: Act III, Scene 1, p. 101 – 113

Setting	Characters	Pages
The Senate	Caesar's body, Cassius, Brutus, Trebonius, Casca, Decius, and the other Conspirators	101-103

	Caesar's body, Cassius, Brutus, Trebonius, Casca, Decius, and the other Conspirators, Servant	103-105
	Caesar's body, Cassius, Brutus, Trebonius, Casca, Decius, and the other Conspirators	105
	Caesar's body, Cassius, Brutus, Trebonius, Casca, Decius, and the other Conspirators, Antony	105-113

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- All but the Conspirators have left the Senate meeting place, when Trebonius enters.
- Trebonius reports that Antony has run home in shock, and that the people are going crazy in the streets.
- Brutus orders the conspirators to bathe their hands in Caesar's blood, which they all do.
- A servant enters and asks if Antony may come and speak to them without fear for his life.
- Brutus promises that Antony shall not be harmed, and Antony enters.
- Antony wants to know why Caesar was considered dangerous.
- Brutus and Cassius promise that their reasons shall be explained, and that Antony will play a part in remembering Caesar.
- Antony shakes their bloody hands, all the while thinking that he is betraying Caesar by being polite to his murderers.
- Antony asks to take Caesar's body, and speak at his funeral.
- Against Cassius' advice, Brutus agrees to allow Antony to speak, but only after Brutus gives his own speech.
- The conspirators exit, leaving Antony alone with Caesar's body.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 107

"O Antony, beg not your death of us!
 Though now we must appear bloody and cruel,
 As by our hands and this our present act
 You see we do, yet see you but our hands
 And this the bleeding business they have done.
 Our hearts you see not; they are pitiful;
 And pity to the general wrong of Rome
 (As fire drives out fire, so pity pity)
 Hath done this deed on Caesar" (p. 107).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Brutus tries to explain to Antony that the conspirators acted out of love for Rome, and that they bear no complaint or malice toward Antony. He attempts to remove emotion from the killing by referring to it as a “business” rather than a murder. In short, Brutus justifies murder by saying it was a necessary act to protect his country. In both Caesar’s and Shakespeare’s times, the death sentence was almost universally accepted as a punishment for crime. Brutus would argue that Caesar had to be killed because of his crimes against Rome.

In many nations, as well as several U.S. states, the death penalty is now illegal. Do you believe that any criminal should be put to death? Write a paragraph in which you argue either for or against the death penalty. Try to use at least one example from *Julius Caesar* to back up your claim. Be sure to give at least one reason for your opinion, and support it with facts. Appeal to the emotion of your reader.

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 13



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who is Octavius?

Octavius was the great-nephew of Julius Caesar by marriage. He claimed that Caesar adopted him as a son, though the historical evidence of this is sketchy. Shakespeare portrayed as the immediate ally of Antony in *The Tragedy of Julius Caesar*, though historically he was not a major player in Roman politics at the time of the first Caesar's death. Later, he and Antony would battle for control of Rome, with Octavius coming out victorious. Octavius, known as Caesar Augustus, was Rome's first Emperor, and controlled the Roman Empire from 30 BCE to 14 CE.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

meek (113)	domestic (113)	behold (113)	havoc (113)	mourning (115)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD Scene XI: "The Dogs of War" 58:22 – 101:02

Read: Act III, Scene 1, p. 113-115

Setting	Characters	Pages
The Senate	Caesar's body, Antony	113
	Caesar's body, Antony, Octavius' Servant	113-115

RESPOND

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Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- After the conspirators leave, Antony speaks to Caesar's body.
- He begs forgiveness from Caesar's spirit for appearing to be nice to his murderers.
- He swears that there will be war as a result of his murder, and that he shall exact revenge for Caesar's death.
- Octavius Caesar's Servant enters, and is upset by the sight of Caesar's body.
- The Servant reports that Octavius is close to Rome.
- Antony tells the Servant that he should go to Octavius and tell him to stay outside of Rome until it is safe for him to enter.
- Antony asks the Servant to help him carry Caesar's body into the marketplace.
- Antony plans to stir up the crowd against the conspirators.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 113

"A curse shall light upon the limbs of men;
Domestic fury and fierce civil strife
Shall cumber all the parts of Italy;
...And Caesar's spirit, ranging for revenge...
With Ate by his side come hot from hell,
Shall in these confines with a monarch's voice
Cry "Havoc!" and let slip the dogs of war,
That this foul deed shall smell above the earth
With carrion men groaning for burial" (p. 113).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

While Brutus acted out of conscience, Antony is clearly to planning to act out of revenge. Clearly, he is planning for many to die on a battlefield to avenge Caesar's death. In this case, when one person is doing what he believes is best for everyone, and the other is doing what satisfies his own personal feeling, who is the responsible party?

Write a paragraph in which you, as a friend of Antony, try to convince him to what is best for everyone in Rome – in other words, to act responsibly. What will be gained by more death and destruction? How could Antony honor Caesar's memory in a positive way? What is truly best for Rome and her people?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 14



Outcomes for Today

W8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who were the plebeians?

The plebeians were the common citizens of Rome. They may have been poor people or wealthy tradespeople. This class would have included beggars, merchants, carpenters, and everyone in between. If you were a plebeian in Rome, you were a free citizen, not a slave, and had some limited voice in the government through election of a plebeian council. The majority of Romans were plebeians.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

ascended (117)	censure (117)	commonwealth (119)	depart (119)	entreat (119)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene XII “I Slew Him” 1:01:02 – 1:06:21

Read: Act III, Scene 2, p. 115 – 121

Setting	Characters	Pages
The marketplace of Rome	Brutus, Cassius, Plebeians	115-117
	Brutus, Plebeians	117-119
	Brutus, Plebeians, Caesar’s body, Antony	119-121

RESPOND

Timeline Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

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- When Brutus and Cassius arrive in the marketplace, the common people (the plebeians) are demanding an explanation for Caesar's death.
- Brutus asks them to stay and listen, or leave with Cassius.
- Brutus explains that he supported Caesar when he was doing what was best for Rome.
- When Caesar became too greedy, Brutus believed that he had to be stopped.
- The only way to stop Caesar, according to Brutus, was death.
- Brutus tells the crowd that had Caesar lived, they would all have become slaves under his rule.
- When Brutus finishes, the crowd loves him.
- Some plebeians even call to make Brutus their king instead of Caesar, but Brutus gently refuses.
- Brutus asks the crowd to stay to listen to Antony speak about Caesar.
- Brutus leaves the marketplace, and the plebeians remain to hear Antony's speech.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 117

"If then that friend demand why Brutus rose against Caesar, this is my answer: not that I loved Caesar less, but that I loved Rome more. Had you rather Caesar were living, and die all slaves, than that Caesar were dead, to live all freemen? As Caesar loved me, I weep for him. As he was fortunate, I rejoice at it. As he was valiant, I honor him. But, as he was ambitious, I slew him" (p. 117).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Brutus tells the plebeians of Rome that he killed Caesar to protect their freedom. After he gives this speech, they adore Brutus as much as they admired Caesar, and want to shower glory upon him. What was most important to them: political stability and safety, or personal freedom?

In a paragraph, explain what Brutus' speech reveals about the values of Roman citizens, and how they compare to those of the British during Shakespeare's time. Shakespeare creates the character of Brutus to be sympathetic to audiences in the 16th Century. What was happening politically in the world during Shakespeare's time? How is that related to Rome, and to our own American history? Why do we find ourselves liking Shakespeare's version of Brutus despite the murder he committed?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 15



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What was in Julius Caesar's will?

Antony gave a speech at Caesar's funeral, but probably not one as rousing as Shakespeare wrote for him, but the idea of the legacy left to the Roman people probably came from the historical will of Caesar. After Caesar died, many were surprised by his will. He made a little-known nephew his heir, leaving the young Octavius most of his fortune. In it, he also left his private gardens for the public use of Romans, and a small amount of money to each citizen. At the time, the sum left to each man was about three months' worth of wages.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

lend (121)	legacy (125)	traitors (127)	vanquished (129)	mischief (135)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene XIII "Friends, Romans, Countrymen" 1:06:21 – 1:18:14

Read: Act III, Scenes 2-3, p. 121 – 137

Setting	Characters	Pages
The Roman marketplace	Antony, Caesar's body, Plebeians	121-135
	Antony	135
	Antony, Servant	135
Streets of Rome	Cinna, Plebeians	135-137

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- As Antony begins to speak, the plebeians are at first hostile to him.
- Antony repeats many times that Brutus said Caesar was ambitious, and Brutus is an honorable man.
- At the same time, he points out the many wonderful things that Caesar did for Rome and for the Roman people.
- Antony appears overcome with grief for a moment, and the crowd starts to sympathize with him.
- Antony holds up a document he claims is Caesar's will, and the crowd begs him to read it.
- First, Antony draws the crowd's attention to Caesar's body, and points out the wounds.
- He describes how each wound was made, and names the conspirators who made them.
- Incensed, the crowd threatens the lives of the conspirators, but Antony holds them back to hear the will.
- Antony announces that Caesar has left each Roman seventy-five silver coins, and his private gardens for public use.
- The crowd leaves with Caesar's body, intending to give him an honorable funeral, and a plan to go after the conspirators.
- Antony congratulates himself on his success.
- A servant arrives and informs Antony that Octavius has arrived, and Antony goes off to meet him.
- Cinna the poet is mistaken for a conspirator, and is murdered by the crowd of plebeians.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 129

"For Brutus, as you know, was Caesar's angel.
Judge, O you gods, how dearly Caesar loved him!
This was the most unkindest cut of all.
Ingratitude, more strong than traitors' arms,
Quite vanquished him" (p. 129).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Antony's speech is quite different from Brutus, with a very different result. While Brutus' goal was to explain, Antony clearly had a different goal in mind. Which speech was more persuasive, and why was it more effective?

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In a paragraph, explain which speech you believe was more persuasive – Brutus’ or Antony’s. Give at least three pieces of evidence that support your argument. What role did rhetorical devices play in making this speech successful?

Close Close by extending today’s lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 16



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was Lepidus?

Lepidus, Antony, and Octavius formed a ruling triumvirate of Rome after Caesar's death. They fought and defeated the conspirators together, but Lepidus was the weak link in the alliance. Both Antony and Octavius wanted the power for themselves.

Lepidus made a bold move, gathering an army to stand up to Octavius, but ended up losing when his soldiers defected to Octavius' side. Lepidus quietly resigned, leaving power to the other two men.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

consent (141)	condition (141)	errands (141)	combined (143)	stake (145)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

DVD: Scene XIV "Prick Him Down, Antony" 1:18:14 – 1:19:58

Read: Act IV, Scene 1, p. 141 – 145

Setting	Characters	Pages
Rome (in the film, a Roman bath)	Antony, Octavius, Lepidus	141
	Antony, Octavius	141-145

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Antony, Octavius, and Lepidus are meeting to discuss which of their possible enemies they will condemn to death.
- They are planning to kill many, including Lepidus' brother and Antony's nephew.
- Antony sends Lepidus to fetch Caesar's will.
- While Lepidus is gone, Antony tells Octavius he does not think much of Lepidus.
- Antony sees Lepidus as a useful person to help with the job ahead of them, but does not consider him a real leader.
- Antony and Octavius plan how to confront the army that Brutus and Cassius are building, and agree to be allies against the conspirators.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 141

"This is a slight, unmeritable man,
Meet to be sent on errands. Is it fit,
The threefold world divided, he should stand
One of the three to share it?" (p. 141).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Though Antony wants Lepidus' help in the fight that is to come, he does not respect Lepidus enough to share a leadership role with him. Antony insults Lepidus behind his back, and even compares him to a horse or other beast of burden.

Pretend you are a friend of Lepidus' who just overheard Antony's comments.

Write Lepidus a note warning him of Antony's true opinion of him. What should Lepidus do with this knowledge? What do you, Lepidus' friend, think of Antony's character? Is Antony a responsible person who you would want as an ally? Do you think this alliance will work out for Lepidus?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 17



Outcomes for Today

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a.) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b.) Analyze nuances in the meaning of words with similar denotations.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Where is Philippi?

Philippi is a town in eastern Macedonia that became famous for the Battle of Philippi in 42 BCE. It was at the Eastern edge of Roman territory at the time, and is the place that marked the end of the Roman Republic with the defeat of Cassius and Brutus.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

corruption (149)	rash (151)	tidings (161)	expedition (163)	nimbleness (165)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene XV “III Beginning of the Night” 1:19:58 – 1:30:43

Read: Act IV, Scenes 2 – 3, p. 145 – 171

Setting	Characters	Pages
Brutus' camp	Brutus, Lucilius, Lucius, Army, Titinius, Pindarus	145-147
	Brutus, Lucilius, Lucius, Army, Titinius, Pindarus, Cassius and his soldiers	147
Brutus' tent	Brutus, Cassius	147-159
	Brutus, Cassius, Lucilius, Titinius, Lucius, a Poet	159
	Brutus, Cassius, Lucilius, Titinius, Lucius	
	Brutus, Cassius	159-161

	Brutus, Cassius, Lucius	161
	Brutus, Cassius, Titinius, Messala	163-167
	Brutus, Cassius, Titinius, Messala, Lucius	167-169
	Brutus, Lucius	169
	Brutus, Lucius, Varro, Claudius	169-171

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- As the scene opens in Brutus' camp, it is obvious he is unhappy with Cassius for some reason.
- Brutus is afraid that Cassius may no longer be his friend.
- Cassius arrives, accusing Brutus of some kind of wrongdoing.
- Brutus insists that they speak inside his tent, away from the eyes of their soldiers.
- The two men argue; Brutus is upset that Cassius is condoning bribe taking, and Cassius resents the accusation.
- Cassius loses his temper, and at one point even draws his dagger and invites Brutus to stab him with it.
- Both men admit that they have lost their tempers unjustly.
- They are interrupted by a Poet who comes with a silly rhyme encouraging them to make up.
- Brutus reveals to Cassius that Portia killed herself because she believed that Brutus would be defeated.
- Messala and Titinius enter, and they discuss recent events.
- The men reveal that either seventy or a hundred senators have been killed by Antony and Octavius, including Cicero.
- The men discuss marching to Philippi, where Antony and Octavius are building their army.
- Cassius is against it, because the enemy troops will be better rested.
- Brutus believes that they should attack at Philippi, because their army is the strongest, and they should strike before Antony and Octavius get any stronger.
- The men agree, and depart for the night.
- Brutus is restless, and asks two guards to sleep in his tent.
- The guards, along with Brutus' servant, fall asleep while he is reading.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 167

"We, at the height, are ready to decline.
There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune;

Omitted, all the voyage of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat,
And we must take the current when it serves
Or lose our ventures" (p. 167).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

As he tries to persuade the generals to march to Philippi, Brutus compares the lives of men to ships on the sea. Shakespeare often makes use of figurative language to make his characters' points, as in the example above.

In a paragraph, explain Brutus' metaphor above in greater detail. Do you agree with him that "There is a tide in the affairs of men?" By his definition, how must responsible people act when faced with difficult choices? What is Shakespeare foreshadowing with this particular speech?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 18



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

How many of Shakespeare's plays have ghosts?

People in Elizabethan England were fascinated with the supernatural world, so it is unsurprising that the Bard included some of their superstitions in his work. In all, four of his plays include ghosts: *Hamlet*, *Richard III*, *Julius Caesar*, and *Macbeth*. Caesar's ghost has the smallest role of any, but, like most of Shakespeare's ghosts, causes the hero to make a pivotal decision that changes the outcome of his future.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

knave (171)	taper (171)	monstrous (171)	apparition (171)	spirit (173)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene XVI "This Monstrous Apparition" 1:30:43 – 1:32:03

Read: Act IV, Scene 3, p. 171 – 175

Setting	Characters	Pages
Brutus' tent	Brutus, Ghost of Caesar	171-173
	Brutus, Lucius, Varro, Claudius	173-175

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Caesar's ghost enters, and identifies itself as Brutus' evil spirit.

- The ghost tells Brutus that he will see Caesar's ghost again at Philippi.
- The ghost vanishes.
- Brutus wakes up his servant and guards.
- Brutus asks if they saw anything, but they all saw nothing.
- Brutus sends them to have Cassius have his soldiers leave in front of Brutus' army early the next morning.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 173

"Thy evil spirit, Brutus.

... To tell thee thou shalt see me at Philippi" (p. 173).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Shakespeare uses ghosts in many of his plays. Typically, they torment the living into taking some kind of action. In this case, Brutus' vision of Caesar's ghost causes him to change the battle plan, and send Cassius' forces ahead of his own.

Even if you did not know the outcome of the story, what would the ghost foreshadow? **Write a paragraph detailing how Shakespeare develops and foreshadows the end to his tragedy. What hints, other than the ghost, has the author dropped throughout the story? How do we know that Brutus' battle will end badly, even before it begins?**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 19



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

Who was Epicurus?

Epicurus was a Greek philosopher who lived from 341 to 270 BCE. He developed a philosophy known as Epicureanism, which encouraged people to seek happiness through moderation of desires, freedom from fear of death, and the cultivation of friendship. He was a believer in scientific observation, and taught that the gods did not concern themselves with the lives of human beings. The revelation in this scene that Cassius had lived according to Epicurean teachings reveals many of his values that dictated his choices.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

regions (179)	gallant (179)	reveler (183)	compelled (185)	prey (185)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene XVII “Words Before Blows” 1:32:03 – 1:38:56

Read: Act V, Scene 1, p. 179 – 189

Setting	Characters	Pages
Philippi	Octavius, Antony	179
	Octavius, Antony, Messenger	179-181
	Octavius, Antony, Brutus, Cassius, their armies	181-185
	Cassius, Brutus, Lucilius, Messala, their army	185-189

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Octavius and Antony are surprised but pleased that Cassius and Brutus have arrived to fight them.
- As they prepare their battle plan, Octavius and Antony already struggle for power over who will fight where.
- The generals of both sides meet to talk before the battle.
- Brutus wants to negotiate, but Antony and Octavius want revenge for Caesar.
- They insult each other, and it becomes clear that the fight is on.
- Cassius confides to Messala that he believes that his men have witnessed an omen that bodes ill for their campaign.
- Cassius asks Brutus what they shall do if they lose the battle.
- Brutus does not admire those who commit suicide, and refuses to think about losing.
- Brutus and Cassius bid each other farewell, in case they never see each other again.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 181

BRUTUS

Good words are better than bad strokes, Octavius.

ANTONY

In your bad strokes, Brutus, you give good words.
Witness the hole you made in Caesar's heart,
Crying "Long live, hail, Caesar!" (p. 181).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Even though both sides know there will be a battle, Brutus tries to speak rationally to Antony and Octavius to avoid the fight. Antony immediately calls Brutus on the hypocrisy of his words, pointing out that he used violence against Caesar. Thinking back on all the events of the play, how might Brutus' fate have change if he heeded his own advice, and used words instead of violence?

Pretend you could go back in time with the knowledge you have now about the outcome of Caesar's murder. **Write a paragraph in which you persuade Brutus to find an alternative to killing Caesar. Be sure to mention the terrible things that have happened since Caesar's death – the killing of senators and Cinna, the suicide of Portia, etc. What other actions could he have taken? Use Brutus' own belief that words can be a powerful tool as part of your persuasion.**

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 20



Outcomes for Today

L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What would happen to prisoners of war in Rome?

Several times in Act V, Shakespeare's characters mention that they do not want to be taken prisoner. According to Roman custom, enemies who were taken prisoner would have been paraded through the streets of Rome for all to see and publicly humiliate. Most soldiers taken prisoner would be sold as slaves, but some of the leaders would have suffered further humiliations, and eventually execution. Hence it is understandable that Cassius would prefer to arrange his own death, rather than face slavery or execution at the hands of Octavius and Antony.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

perceive (189)	enclosed (191)	bid (193)	wreath (197)	entrails (197)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scene XVIII "Caesar, Thou Art Revenged" 1:38:56 – 1:49:24

Read: Act V, Scenes 2 – 4, p. 189 – 201

Setting	Characters	Pages
Philippi	Brutus, Messala	189
	Cassius, Titinius	189-191
	Cassius, Titinius, Pindarus	191
	Cassius, Pindarus	191-193
	Titinius, Messala, Cassius' body	193-197

	Titinius	197
	Brutus, Messala, young Cato, Strato, Volumnius, Lucilius, Labeo, Flavius, the bodies of Cassius and Titinius	197-199
	Brutus, Messala, Cato, Lucilius, Flavius	199
	Cato, Lucilius, Soldiers	199-201
	Lucilius, Soldiers, Antony	201

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brutus instructs Messala to have all of Brutus' soldiers involved in the battle.
- Cassius and Titinius realize that Brutus may have given word to advance too early, and think all is lost.
- Titinius goes to check on the situation.
- Cassius' servant, Pindarus, mistakenly tells Cassius that Titinius has been captured.
- Believing all is lost, Cassius orders Pindarus to kill him with the same sword that stabbed Caesar.
- Messala and Titinius return to Cassius, victorious, and find his body.
- In his grief, Titinius kills himself.
- Brutus comes to see the body, and leaves to continue the fight.
- Brutus is defeated in the second battle.
- Cato and Lucilius draw attention away from Brutus so that he can escape.
- Cato is killed, but Antony spares Lucilius.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 197

"O Julius Caesar, thou art might yet;
Thy spirit walks abroad and turns our swords
In our own proper entrails" (p. 197).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Brutus speaks to the memory of Caesar, acknowledging that the conspirators' plan has gone awry with the death of Cassius. Even in the midst of the battlefield, his mind is on Caesar's power and force of personality. If Caesar's ghost were in Philippi with Brutus, what would it say to him? This is your chance to be Shakespeare! **Write a dialogue between Brutus and Julius Caesar's ghost as Brutus stands over the body of Cassius. Would Caesar's ghost make another dire prediction? Would it give Brutus advice? Would the ghost say anything about Cassius? Your dialogue should be at least ten lines long, and should be written in the Shakespearean style.**

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Day 21



Outcomes for Today

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What happened after the conspirators was defeated?

Antony, Octavius, and Lepidus formed a ruling Triumvirate that controlled Rome. Soon, Lepidus fell by the wayside as the weakest of the three, and Antony and Octavius began a battle for power. In the end, Antony died in Egypt, and Octavius became Rome's first Emperor – Caesar Augustus.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

remains (203)	labored (205)	nay (205)	conquerors (207)	envy (209)
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READ

Review Review the timeline from the beginning every day.

Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

DVD: Scenes XIX and XX “My Hour Has Come,” “End Credits” 1:49:24 – end

Read: Act V, Scene 5, p. 203 – 209

Setting	Characters	Pages
Philippi	Brutus, Dardanus, Clitus, Strato, Volumnius	203-205
	Brutus, Strato	207
	Strato, Antony, Octavius, Messala, Lucilius, army, and Brutus' body	207-209

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Defeated, Brutus asks Clitus, Dardanus, and Volumnius to help him kill himself, but all refuse.
- Brutus is sure that the vision he saw of Caesar's ghost means that he is to die.
- As the enemy approaches, all urge Brutus to run.
- He tells his followers to go, and that he will follow.
- Brutus asks Strato to hold his sword while he runs at it.
- Strato agrees, and Brutus kills himself.
- Octavius and Antony arrive, and Strato tells them about Brutus' death.
- Antony says that Brutus was "the noblest Roman of them all," because he acted for the common good, not for selfish reason.
- Octavius orders Brutus' body to be treated honorably.

EXPLORE

Analyze Analyze the key paragraph.

Key Paragraph, p. 209

"This was the noblest Roman of them all.
 All the conspirators save only he
 Did that they did in envy of great Caesar.
 He only in a general honest thought
 And common good to all made one of them.
 His life was gentle and the elements
 So mixed in him that nature might stand up
 And say to all the world "This was a man" (p. 209).

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Caesar won great battles, but was murdered by his own Senate. Brutus acted out of fear of a dictator, but his actions led to the rise of Rome's first emperor. Antony was a great leader in battle, but was eventually betrayed by his ally Octavius. Which of these men, full of greatness and burdened by faults, was the best leader?

Write a paragraph with a strong thesis statement asserting which character in *Julius Caesar* was the best, most responsible leader. Be sure to mention your criteria for a great leader. How does your character represent those criteria? Why was he a greater leader than the other men in the story?

Close Close by extending today's lesson to life and the world.

Character Based Literacy Program 40-Minute Lesson Plan

The Tragedy of Julius Caesar, Days 22 & 23



Outcomes for Today

SL6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Responsibility Requires Action. Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

What is a good leader?

Before the lesson today, have students define what they believe makes a good leader. Has this definition changed since they began reading *Julius Caesar*?

EXTEND

Write Have each student write a short product based on today's prompt to connect to the unit theme.

Final Writing Product:

Caesar, Antony, Brutus, and Cassius were all leaders of Rome. Each had a unique style of leadership, and each was driven by a different motive. Throughout our study of *The Tragedy of Julius Caesar*, we have repeatedly asked ourselves the question: what are the qualities of a responsible leader?

For your final writing assignment, you will write and perform a speech that explains to your audience which character in *Julius Caesar* was the best, most responsible leader. Of course, your speech will include your definition of a responsible leader, and give at least three examples of how your character exhibited the qualities of a responsible leader.