

Character Based Literacy Program

Independent Study Lesson Plan

The Tragedy of Julius Caesar, Introduction



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.

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 Shakespeare tragedy!

Map

You will want to post a map of Rome, Italy, and the Roman Empire circa 44 BCE. Be the last map sure includes Macedonia, as this is where the final battle takes place.

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 your

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knowledge of European languages and geography to make connections to ancient Rome.

Film Resources

The lesson plans are directly aligned to *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.

Final Writing Assignment

As a final writing assignment, you will examine and define what makes a good, responsible leader. You 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 uses to come to that conclusion.

Character Based Literacy Program
Independent Study Lesson Plan
The Tragedy of Julius Caesar, Week 1



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.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

Who was William Shakespeare?

Who was Julius Caesar?

Who was Pompey?

What is the feast of Lupercal?

What was the government of Rome at this time?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

senators (15)	soothsayer (15)	ides of March (15)	regretfully (15)	conspiracy (16)
dispute (19)	erupts (19)	evaporates (19)	misinterprets (20)	honorable (20)
consul	civil war	slew	dictator	perpetual
trade (7)	cobbler (7)	conquest (9)	barren (13)	ingratitude (11)
hinder (15)	reflection (17)	endure (19)	feeble (21)	encompassed (23)

READ

Read Read the selection.

Read p. 7-23 and pp.14-20 in *Shakespeare Made Easy: Julius Caesar*, and watch up to 13:54 of DVD

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

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Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Create a map of Rome. Find where Rome is located in reference to Italy, Europe, and the Mediterranean. Set up a street-by-street map of Rome. Today, locate the Senate. An illustrated map of the public buildings of Rome can be found on pages xiv and xv of Folger Shakespeare's Library's *Julius Caesar*. Locate Sardis and Philippi on your map of Italy.

Add to your maps. Locate Spain, where the battle between Caesar and Pompey's sons took place. Compare it to Rome's location. What does this say about the size, power, and strength of the Roman Empire at this time? Locate where Act 1 may have taken place on a street-by-street map of Rome. Locate where Brutus' and Cassius' may have had their talk on a street-by-street map of Rome.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

4g6 Character Profile Chart

Begin a Character Profile Chart on Cassius. List one of his character traits, and two examples of that trait, using two quotes from the text.

2g6 Beginning Middle End Chart

Complete a 2g6 Beginning Middle End Chart for the story of Julius Caesar. Refer to this as you read the play to clarify the course of events.

1g6 Setting Chart

Create a 1g6 Setting Chart for the introduction to the film. Why is the setting significant to the set up for the story?

Responsible Leadership Bookmark

Create a bookmark of responsible leadership. On one side, list the qualities that you would expect in a responsible leader. As you read, write the names of characters from *Julius Caesar* who show those qualities next to the characteristics. On the other side, write an example of how you were a responsible leader in the last 24 hours. Add to this list as the novel progresses.

Open Mind Portrait

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Create an OMP for Brutus. What is he really thinking and feeling during this conversation with Cassius?

Discussion

Key Questions, p. 14-17

1. Why does Cassius oppose Caesar?
2. Why does Brutus oppose Caesar?
3. What is the difference between Brutus' and Cassius' opposition to Caesar?
4. What is the benefit of rule by a single monarch?
5. Which type of government would you prefer?
6. What are the strengths of Caesar's character? What evidence do you have of those character traits?
7. What do you think is Caesar's biggest weakness?
8. What is the significance of the soothsayer's words?
9. How are the moral conflicts faced by Brutus similar to conflicts you might face?
10. What does the storm on March 14th symbolize?
11. How does the storm affect different characters?
12. Is the alliance between the conspirators a stable one?
13. Portia stabs herself to make a point; what might this foreshadow?
14. What is the advantage of having a well-respected person as part of your group?
15. Why does Caesar ignore the warnings of the soothsayer, his wife, and Artemidorus?
16. When someone ignores a warning, do they "deserve what they get?"
17. Why is Caesar surprised at Brutus's involvement?
18. Historically, what happens to a country after the assassination of an important public figure?
19. What do you think will happen after the death of Caesar?

Key Questions, p. 18 - 20

1. What mistakes did the conspirators make?
2. What is the real motivation behind Antony's speech to the plebeians?
3. Whose speech is more sincere, Brutus' or Antony's?
4. Why do politicians speak to crowds? What do they hope to achieve?
5. Antony and Octavius ostensibly go to war with Brutus and Cassius over the murder of Caesar; what is the war really about?
6. Is war ever justifiable?
7. Do Brutus and Cassius show responsibility when they commit suicide?
8. What does Antony mean when he calls Brutus "the noblest of them all?"
9. Does *Julius Caesar* remind you of any other Shakespeare plays? Other stories, novels, movies, or plays?

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

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1. What mood does the opening battle scene set for the play?
2. What is the mood of the people on the streets of Rome as Caesar returns?
3. How are the two moods different?
4. By adding the introduction explaining the Caesar's history, what do you think the film director is trying to achieve?
5. What do you know will happen simply based on the introduction?
6. What makes Caesar a good leader?
7. Why do you think the people of Rome are so impressed by Caesar?
8. How far would you go to stop a friend from harming your country?
9. What makes a good leader?
10. Are leaders always thrown out for the right reasons?
11. How much power do the people of Rome have in decisions?

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

Act I, Scene 1-2, p. 7 - 15

1. Why are Flavius and Marullus upset with the Commoners?
2. What examples does Marullus use to try to convince the Commoners that they are in the wrong?
3. Why do Flavius and Marullus decide to remove the decorations from Caesar's statues?
4. What does Flavius mean when he says
 - a. "These growing feathers plucked from Caesar's wing
Will make him fly an ordinary pitch," (11.)?
5. That quote is an example of what kind of literary device?
6. What does Caesar want from his wife, Calphurnia?
7. What is Caesar's attitude toward Caesar?
8. Why does Shakespeare introduce the Soothsayer's warning so early in the play?
9. What can we learn from Caesar's reaction to the Soothsayer's warning?

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

Act I, Scene 2, p. 15-23

1. What kind of fainting illness might Caesar have?
2. How is Cassius setting up Brutus to follow along with his plan?
3. What is Brutus' primary preoccupation during this conversation?
4. For what reasons does Cassius dislike Caesar?
5. How does Brutus feel about Caesar?
6. Why might Brutus go along with whatever Cassius is planning?
7. How does the mood of the scene between Cassius and Brutus differ from the mood of the people on the streets?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

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).

Writing Prompt

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.

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).

Writing Prompt

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?

Key Paragraph

“Hail, Caesar. Hail Caesar.”

Writing Prompt

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?**

Key Paragraph, p. 15

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

Writing Prompt

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?**

Key Paragraph, p. 17

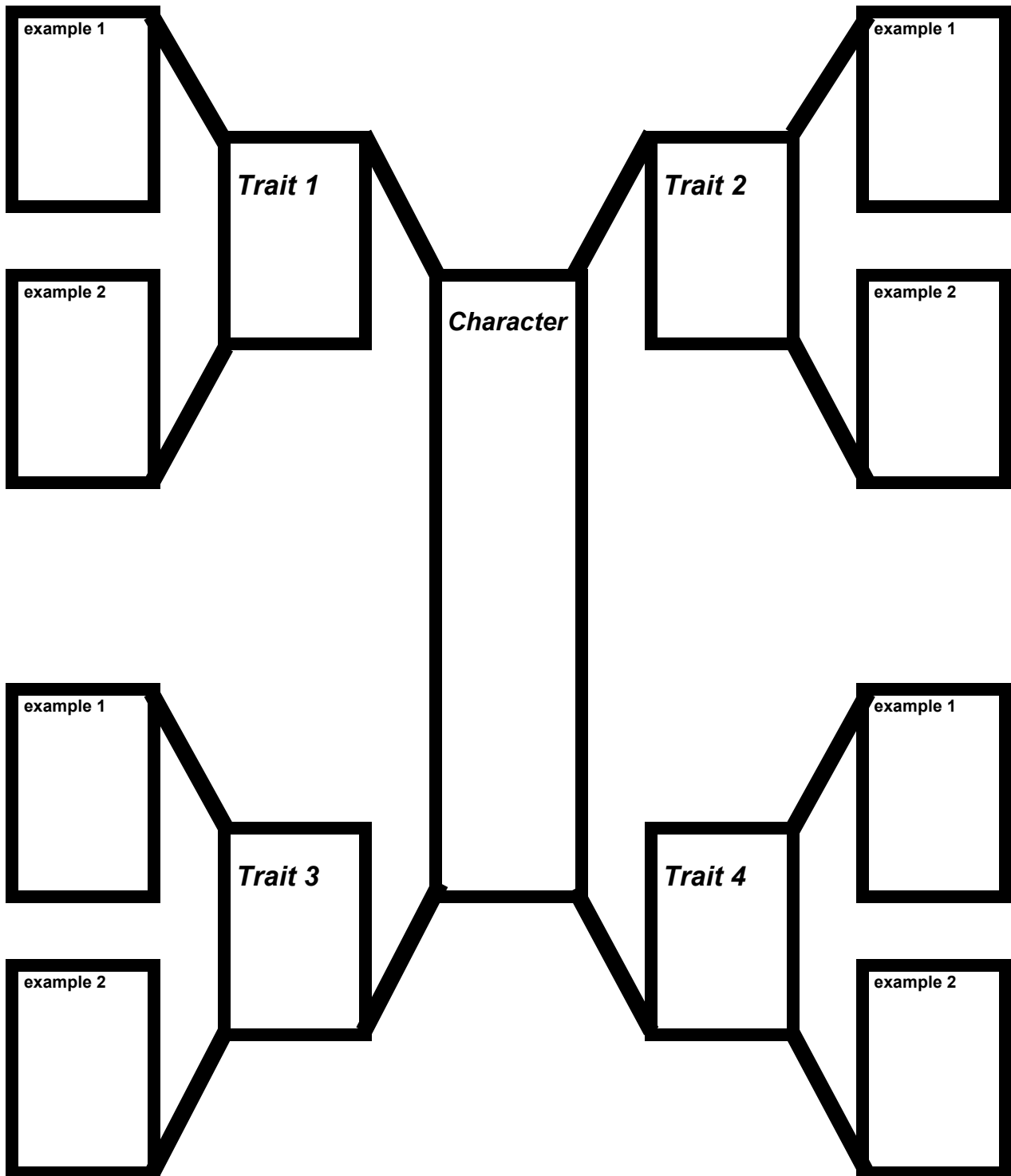
"No, Cassius, for the eye sees not itself
But by reflection, by some other things" (p. 17).

Writing Prompt

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.

4g6 Character Profile Chart



2g6 Beginning-Middle-End Chart

Beginning	Middle	End

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program
Independent Study Lesson Plan
The Tragedy of Julius Caesar, Week 2



PREPARE

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



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Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What is epilepsy?

What was Brutus' public office?

Did anything else happen on the Ides of March?

What was the role of a Roman wife?

What were the Romans' religious beliefs?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

noble (25)	thrice (27)	liable (25)	loath (29)	infirmity (31)
bondage (41)	tyranny (41)	captivity (41)	telltale (43)	haste (43)
redress (53)	petition (53)	fret (57)	dismember (61)	disperse (63)
means (67)	vile (69)	dwell (69)	appertain (69)	disclose (71)
sacrifice (75)	valiant (77)	prevail (79)	signifies (81)	fetch (83)

READ

Read Read the selection.

Read 23-89 and watch 13:54-34:34

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why

- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Add to your map of Rome. Where did Caesar refuse his crown three times? Find a likely location for the home of Brutus and Portia, and Caesar and Calphurnia.

KWL Chart

Begin a KWL Chart about Julius Caesar's Rome, and the story of Julius Caesar. What do students know so far about the tragedy of Caesar's life? Add to your KWL chart. Do we know anything about the conspiracy that we did not know before?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

4g6 Character Profile Chart

Continue a Character Profile Chart on Cassius. List one of his character traits, and two examples of that trait, using two quotes from the text.

Postcard

Today, you will be the author of one of Cassius' anonymous notes to Brutus. On one side, draw a picture of what you fear Rome has become under Caesar. On the other, write a note to Brutus urging him to act to prevent any further damage to Rome. Sign it "a concerned citizen."

4g6 Character Profile Chart

What do we know about Cassius that we did not know before? Add another trait to our Character Profile Chart.

6g6 Venn Diagram Chart

Create a Venn Diagram comparing and contrasting Brutus and Cassius. How are the two men similar? How are they quite different? Be sure to pay special attention to their character traits, not just their physical differences.

Text Message to Caesar

Imagine Caesar is living in our time. Have students write an urgent text message – 30 characters or less – to convince him not to go to the capitol that day.

Discussion

Key Questions, DVD Scene IV: “It Was Greek to Me” 13:54 – 19:52**Act I, Scene 2, p. 23 - 33**

1. Why does Caesar describe Cassius as “lean and hungry?”
2. How is Casca different from Cassius?
3. How is Casca different from Brutus?
4. What is the symbolism of Caesar refusing the crown three times?
5. What kept Caesar from accepting the crown from Antony?
6. How do you think the Romans would view Caesar’s epilepsy?
7. Why is Cassius surprised by Brutus’ reaction to suggestion?

Key Questions, DVD Scene V: “What Trash is Rome” 19:52 – 24:22**Act I, Scene 3, p. 35-45**

1. What does the storm symbolize?
2. Why do you think the filmmaker omitted the scene between Cinna and Cicero?
3. What logical explanations can you think of for the amazing sights Cinna describes?
4. Why does Cassius constantly use words like “bondage,” “captivity,” “tyrants,” and “bondman,” to describe his feelings about Rome’s current state?
5. Why do the conspirators need Brutus as part of their cause?
6. What steps has Cassius taken thus far to convince Brutus to act?
7. Do you have a Cassius in your group?
8. What does Casca mean when he says “And he shall wear his crown by sea and land In every place save here in Italy?” (41.)

Key Questions, DVD Scene VI: “Conspiracy” 24:22 – 30:42**Act II, Scene 1, p. 49-65**

1. Why does Brutus struggle with his decision?
2. How does Brutus translate the soothsayer’s message about the ides of March?
3. What finally convinces Brutus that he is doing the right thing?
4. How does Brutus justify killing Caesar?
5. In the argument over whether to kill Antony, who do you think is right: Brutus or Cassius?
6. In what ways are the conspirators acting responsibly?
7. In what ways are they acting irresponsibly?
8. Are the conspirators doing what is right for everybody?
9. What kind of conflict is Brutus experiencing?

Key Questions, DVD Scene VII: “The Bond of Marriage” 30:42 – 34:34**Act II, Scene 1, p. 65-73**

1. How does Portia know that Brutus is lying to her?
2. Why does Brutus refuse to tell his wife about his plans?
3. Do you think Brutus should have told Portia his secret? Why or why not?
4. What should the role of a spouse be in a situation where one must make an important decision?
5. What arguments does Portia use to convince Brutus to confide in her?
6. If you were involved in something dangerous and important, which of your family members would you tell?

Key Questions, DVD: Scene VIII “Say He is Sick,” 34:45 – 43:21

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

1. Which do you think is more effective – Caesar’s description of Calphurnia’s dream, or the film’s portrayal of her dream?
2. What is the role of women in this play?
3. How would Brutus’ and Caesar’s lives have changed if they listened to their wives?
4. What symbols of doom does Shakespeare use in this scene to foreshadow Caesar’s death?
5. Are dreams reliable predictors of the future?
6. How does Decius convince Caesar to go to the Senate?
7. What character traits of Caesar’s does Decius manipulate?
8. Ultimately, what character trait of Caesar controls his decision-making process?
9. Does Caesar make the responsible decision?
10. Does the popular phrase “Keep your friends close, and your enemies closer,” apply in this situation? Why or why not?

EXTEND

Write Write a short product from today’s prompt to connect to the unit theme.

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).

Writing Prompt

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?**

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).

Writing Prompt

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?**

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).

Writing Prompt

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?

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).

Writing Prompt

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.**

Key Paragraph, p. 77

"Cowards die many times before their deaths;
The valiant never taste of death but once" (p. 77).

Writing Prompt

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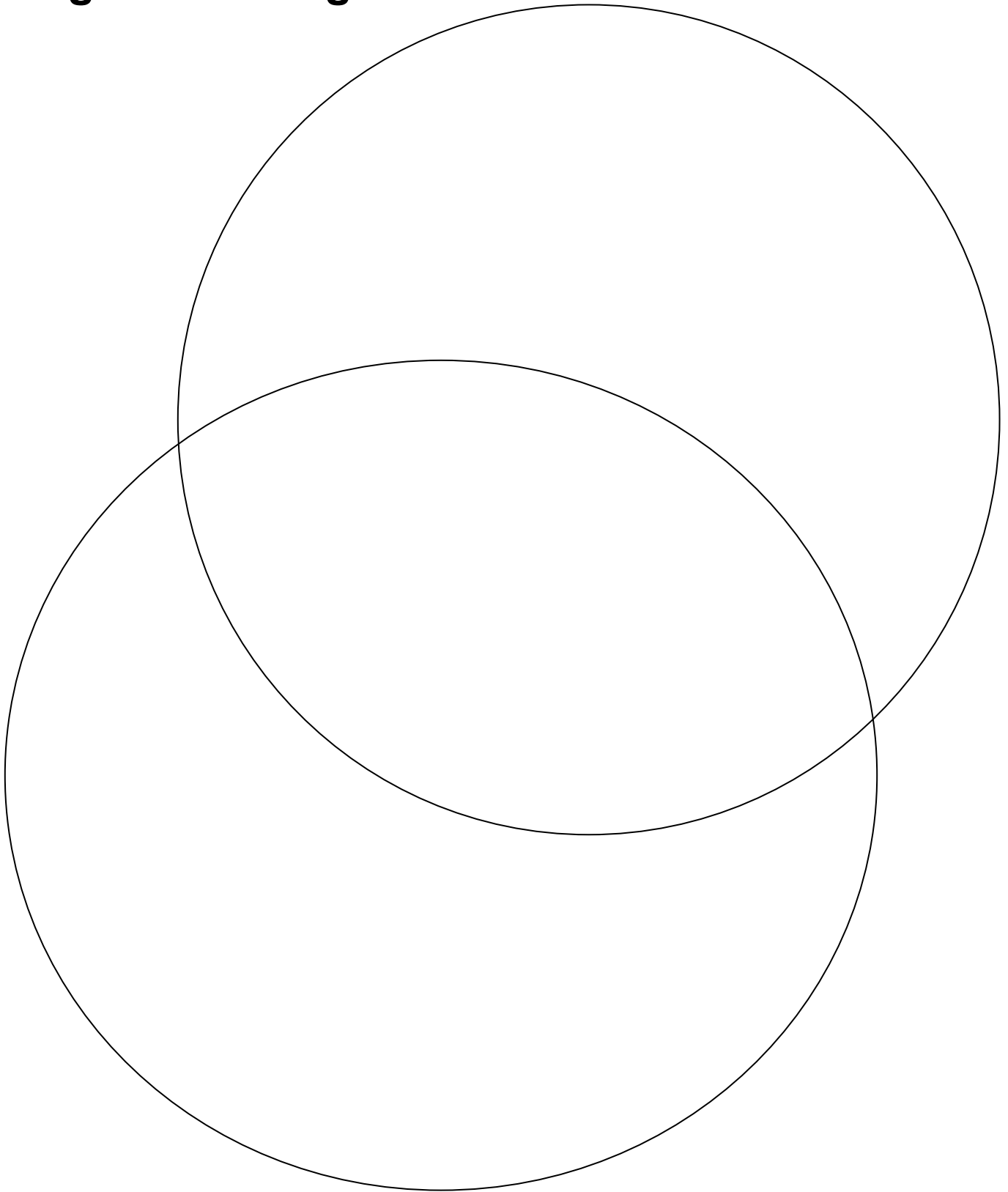
Calphurnia begs her husband, for his own safety, to remain at home on the ides of March. Caesar makes the above statement as part of his response to her. He uses figurative, not literal, language to make his point.

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?

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

6g6 Venn Diagram Chart



Character Based Literacy Program
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The Tragedy of Julius Caesar, Week 3



PREPARE

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



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Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

Where was Julius Caesar murdered?

Who was Mark Antony?

Who is Octavius?

Who were the plebeians?

What was in Julius Caesar's will?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

enterprise (95)	courtesies (97)	enfranchisement (97)	apprehensive (99)	abide (101)
fled (101)	beseech (105)	intend (105)	appeased (107)	foes (109)
meek (113)	domestic (113)	behold (113)	havoc (113)	mourning (115)
ascended (117)	censure (117)	commonwealth (119)	depart (119)	entreat (119)
lend (121)	legacy (125)	traitors (127)	vanquished (129)	mischief (135)

READ

Read Read the selection.

Read 93-137 and watch 34:35-1:18:14

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

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Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

Map

Add to your map of Rome. Be sure the site of Caesar's murder is on your map. Create an area of the map around Rome. If Octavius is "within seven leagues of Rome," where might he be? Be sure the marketplace appears on your city map of Rome.

KWL

Add to your KWL chart about Rome and Caesar. What new details have emerged about Caesar's death and its aftermath? What are Antony's plans for the immediate future? How do the common people of Rome react?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Create an OMP for Caesar in the moment of his death. What is he thinking, feeling, and understanding as he is being stabbed by the men he believed were his friends?

Create an OMP for Antony. What is he really thinking, feeling, and planning as he shakes the hands of the people who just murdered his friend, Julius Caesar?

11c12 Cubing an Action

Cube the events of Caesar's death. Pretend you are Antony, and are going to use the cube as a message to Octavius. What does Caesar's nephew need to know about the events that have just occurred, and what is Antony's evaluation of the current situation?

Rhetorical Devices Chart

As Brutus tries to persuade the crowd that Caesar's murder was justified, what rhetorical devices does he use?

- Fill in as many boxes on the chart as you can with examples from Brutus's speech.
- Tomorrow, you will do the same with Antony's speech, and compare how effective the two men were in using rhetorical devices.

Rhetorical Devices Chart

As Antony tries to stir up the crowd to avenge Caesar, what rhetorical devices does he use?

- Fill in as many boxes on the chart as you can with examples from Antony's speech.
- Compare Antony's chart with Brutus's from yesterday.
- Which character made better use of rhetorical devices?
- Write a short paragraph explaining how more varied rhetorical devices lead to a more persuasive argument.

Discussion

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

Act III, Scene 1, p. 93-101

1. How many warnings does Caesar ignore on the day of his death?
2. Did Caesar know what was coming?
3. If Caesar had been warned, what action do you think Cassius would have taken?
4. If Caesar had been warned, what would Brutus have done?
5. Why do you think Trebonius takes Antony aside prior to Caesar's murder?
6. As the conspirators are petitioning for Publius Cimber, what are they really explaining to their audience?
7. What does Caesar mean when he says "*Et tu, Bruté?*"
8. Why is Caesar most shocked by the involvement of Brutus?
9. What does Caesar realize in the moment before his death, when he recognizes Brutus?
10. Why do the Senators repeat the words "freedom, liberty, and enfranchisement" several times?
11. Do you believe that the conspirators acted responsibly?

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

Act III, Scene 1, p. 101 – 113

1. Why do the conspirators bathe in Caesar's blood?
2. Shakespeare's characters imagine that they will be remembered throughout history... do you think the real conspirators thought about how they would be remembered 21 centuries later?
3. Why does Antony wish to speak to the conspirators?
4. Why does Brutus allow Antony to come and speak to them right away?
5. How do the people of Rome see the murder of Caesar at this time?
6. What does Brutus hope to accomplish by allowing Antony to speak at the funeral?
7. Who is right about Antony – Cassius or Brutus?
8. Why does Antony shake the bloody hands of the conspirators?
9. What is Antony really planning to do?

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

Act III, Scene 1, p. 113-115

1. What is Antony planning to do?
2. Is Antony thinking like a responsible person at this time?
3. When is war justified?
4. How will Antony convince the people to join him?
5. What role does Antony wish Octavius to play in the upcoming war?
6. What does Antony expect will happen after Caesar's death has been avenged?
7. What would be best for everyone in this case?
8. Thus far, who is the most responsible person in the play?

Key Questions, DVD: Scene XII "I Slew Him" 1:01:02 – 1:06:21**Act III, Scene 2, p. 115 – 121**

1. What is the initial reaction of the Plebeians to Caesar's death?
2. What arguments does Brutus list for killing Caesar?
3. Which argument do you think resonates most with the plebeians?
4. While Brutus is speaking, what do you think Cassius is saying to the other crowd?
5. Why do the plebeians offer Brutus a crown?
6. Did they understand his reasons?
7. How could Brutus have made a more effective speech?
8. Which rhetorical device do you think would be most effective with a crowd of plebeians?

Key Questions, DVD: Scene XIII "Friends, Romans, Countrymen" 1:06:21 – 1:18:14, Act III, Scenes 2-3, p. 121 – 137

1. What did Antony initially promise Brutus?
2. In what way did Antony break his promise?
3. Which parts of Antony's speech were true, and which did he invent?
4. What was the true goal of Antony's speech?
5. How did Antony incite the crowd to riot without asking them to do so?
6. What rhetorical devices did Antony use?
7. Why did Antony read Caesar's will to the crowd?
8. Do you think the will was real?
9. Why did the plebeians kill Cinna the poet?
10. Why do you think Shakespeare included the scene of Cinna the poet's murder in the play?
11. Who looks worse after Cinna the poet's murder – Brutus or Antony? Why?
12. Why do you think the director of the film left Cinna the poet's murder out?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

Key Paragraph, p. 99

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

Writing Prompt

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?

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).

Writing Prompt

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.

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).

Writing Prompt

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?

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).

Writing Prompt

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 found ourselves liking Shakespeare's version of Brutus despite the murder the he committed?

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).

Writing Prompt

Character Education at the Markkula Center for Applied Ethics

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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?

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?

11c12 Cubing an Action

When and Where		
Who		
Cause	Action	Effect
Evaluation		

Name _____
Date _____

Rhetorical Devices Scavenger Hunt[W2.4 #2-9]

Thesis Statement: One clean, clear, concise, precise statement.

Evidence A fact, statistic, result of research or result of data gathering that supports your thesis. Evidence is evident: more than one person can observe it.	Anecdote A story or short account of a humorous or interesting incident that supports your thesis. The story might or might not be true, but it must be interesting and make your point.	Quotation Something someone said or wrote that supports your thesis. Who said or wrote the quotation might or might not matter, but it must be well said and make your point.
Commonly Accepted Belief Common sense, or what almost everybody knows or believes, that supports your thesis. It may be the truth, or may just pass as truth: history, geography, culture, religion, economics, politics, or commonly accepted beliefs.	Expert Opinion An opinion from someone or some group that supports your thesis, and is from someone who would know a lot about it and be believable. This means he, she or they have the knowledge, training, or experience to have credibility in the area of your thesis.	Law A statement from code, law or an opinion from case law that supports your thesis. It must be directly relevant and from a legislature or court with jurisdiction in the area where it applied. [both the region and the topic].
Appeal to Logic A statement or question that makes sense, or follows from previous information to support your thesis. It must follow the rules of logic and not be a logical fallacy.	Appeal to Emotion A statement or question that provokes one or more emotions and results in the reader or listener being more receptive to your thesis.	Agreements A statement that constitutes agreement between persons or within a larger group, professional association, or other body, and supports your thesis.

Name _____
 Date _____

Brutus' Rhetorical Devices Scavenger Hunt [W2.4 #2-9]

Brutus' Thesis Statement:

Evidence	Anecdote	Quotation
Commonly Accepted Belief	Expert Opinion	Law
Appeal to Logic	Appeal to Emotion	Agreements

Name _____
Date _____

Rhetorical Devices Scavenger Hunt[W2.4 #2-9]

Thesis Statement: One clean, clear, concise, precise statement.

Evidence A fact, statistic, result of research or result of data gathering that supports your thesis. Evidence is evident: more than one person can observe it.	Anecdote A story or short account of a humorous or interesting incident that supports your thesis. The story might or might not be true, but it must be interesting and make your point.	Quotation Something someone said or wrote that supports your thesis. Who said or wrote the quotation might or might not matter, but it must be well said and make your point.
Commonly Accepted Belief Common sense, or what almost everybody knows or believes, that supports your thesis. It may be the truth, or may just pass as truth: history, geography, culture, religion, economics, politics, or commonly accepted beliefs.	Expert Opinion An opinion from someone or some group that supports your thesis, and is from someone who would know a lot about it and be believable. This means he, she or they have the knowledge, training, or experience to have credibility in the area of your thesis.	Law A statement from code, law or an opinion from case law that supports your thesis. It must be directly relevant and from a legislature or court with jurisdiction in the area where it applied. [both the region and the topic].
Appeal to Logic A statement or question that makes sense, or follows from previous information to support your thesis. It must follow the rules of logic and not be a logical fallacy.	Appeal to Emotion A statement or question that provokes one or more emotions and results in the reader or listener being more receptive to your thesis.	Agreements A statement that constitutes agreement between persons or within a larger group, professional association, or other body, and supports your thesis.

Name _____
 Date _____

Antony's Rhetorical Devices Scavenger Hunt [W2.4 #2-9]

Antony's Thesis Statement:

Evidence	Anecdote	Quotation
Commonly Accepted Belief	Expert Opinion	Law
Appeal to Logic	Appeal to Emotion	Agreements

Character Based Literacy Program
Independent Study Lesson Plan
The Tragedy of Julius Caesar, Week 4



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.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

Who was Lepidus?

Where is Philippi?

How many of Shakespeare's plays have ghosts?

Who was Epicurus?

What would happen to prisoners of war in Rome?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

consent (141)	condition (141)	errands (141)	combined (143)	stake (145)
corruption (149)	rash (151)	tidings (161)	expedition (163)	nimbleness (165)
knave (171)	monstrous (171)	apparition (171)	taper (171)	spirit (173)
regions (179)	gallant (179)	prey (185)	reveler (183)	compelled (185)
perceive (189)	enclosed (191)	bid (193)	wreath (197)	entrails (197)

READ

Read Read the selection.

Read 141-201 and watch 1:18:14-1:49:24

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

KWL Chart

Add to your KWL Chart of Rome and Caesar. How are Antony and Octavius maneuvering for power after Caesar's death? Add new information to the KWL Chart about the events surrounding Caesar's death. Where did the final battle take place? Add new information to the KWL Chart about the events surrounding Caesar's death and the battle at Philippi. How many characters have died thus far?

Map

Add a Roman bath to your map of Rome. Be sure to find Philippi on your map of the Roman Empire.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

4g6 Character Profile Chart

Create a Character Profile Chart of Mark Antony. What character traits have been revealed through his speech, and through his conversation with Octavius?

Story Sketch

Create a sketch illustrating what Brutus is saying in today's key paragraph. How would you represent the "tide in the affairs of men?" Who would be on the ship? Who might be left on shore? Draw a picture of Brutus as he confronts Caesar's ghost in his tent.

5g6 Character Interaction Chart

Complete a Character Interaction Chart for Brutus, Cassius, and Antony. What kinds of relationships do they have with each other? Which character(s) are respected? Which are responsible?

Open Mind Portrait

Complete one last OMP for Brutus. What is he thinking in the midst of battle, especially after his friend and ally Cassius dies?

Discussion

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

Act IV, Scene 1, p. 141 – 145

1. What are Octavius, Lepidus, and Antony planning to do?
2. Why does the director of the film choose to set this scene in a Roman bath?
3. What does the setting of a Roman bath reveal about the mood and attitude of Mark Antony in this scene?
4. Where else might have been a good setting for this scene?
5. Would you agree that a close relative of yours should die because of their political views?
6. If Antony doesn't respect Lepidus, why does he ask his opinion when making up the list of condemned men?
7. What do you think Antony intends to do with Caesar's will, once Lepidus fetches it?
8. Is Antony willing to share power with Octavius? What evidence do you have to back up your response?
9. Are Antony and Octavius behaving responsibly in the wake of Caesar's murder?
10. Why is Antony really going after the conspirators?
11. What does Antony want for himself?

Key Questions, DVD: Scene XV "Ill Beginning of the Night" 1:19:58 – 1:30:43**Act IV, Scenes 2 – 3, p. 145 – 171**

1. What does Shakespeare foreshadow with the argument of Cassius and Brutus?
2. What happened to Portia?
3. Did Portia make a responsible decision?
4. How does Cassius react to the news about Portia?
5. How does Brutus perform under stress?
6. How does Cassius deal with stress?
7. Which man would you prefer to have with you in a fight?
8. Cassius and Brutus present two different arguments regarding going to Philippi: which do you think is more valid?
9. Do you think Cassius and Brutus would have had a chance if a different decision was made?
10. How do you feel when you have an argument with a friend?
11. Brutus and Cassius part as friends – what do you think will happen next with their friendship?

Key Questions, DVD: Scene XVI "This Monstrous Apparition" 1:30:43 – 1:32:03**Act IV, Scene 3, p. 171 – 175**

1. What did Brutus see in his tent the night before his army marched on Philippi?
2. What did the apparition say it represented?
3. Is the ghost real, or just in Brutus' head?
4. Why does Shakespeare use a ghost to torment Brutus at this part of the story?
5. Why does Brutus send a new message to Cassius at this point?
6. What might be the consequences of Brutus' decision to send Cassius of him?
7. Shakespeare has Brutus check with his servants to see if any of them saw the ghost – why do you think the film's director left this scene out of the film?
8. Does Brutus in the original play seem any different from Brutus in the film version?

Key Questions, DVD: Scene XVII “Words Before Blows” 1:32:03 – 1:38:56**Act V, Scene 1, pp. 179 – 189**

1. Why does Antony believe that Cassius and Brutus have brought their armies to fight? Is he right?
2. What is Brutus’ goal when he meets with Octavius and Antony?
3. How could fighting have been avoided in this situation?
4. What is each of the four men fighting for?
5. How has Cassius’ character changed throughout the play?
6. Do you admire Cassius?
7. What does Cassius believe will happen in the battle?
8. If you could choose, which side deserves to win?
9. What literary devices does Shakespeare use to make the reader sympathize with Brutus more than any other character?

Key Questions, DVD: Scene XVIII “Caesar, Thou Art Revenged” 1:38:56 – 1:49:24**Act V, Scenes 2 – 4, p. 189 - 201**

1. How is the structure of the play different from that of the film?
2. What leads Cassius to ask his servant to kill him?
3. What motivates Pindarus to do as Cassius asks, and kill his master?
4. What is the ironic twist in Cassius’ death?
5. Had Cassius lived, might the second battle have been more successful? Why or why not?
6. If you were in Brutus’ position, what would you do now?
7. What does Antony expect Brutus to do?
8. Did Cassius behave responsibly?
9. Did Antony behave responsibly?
10. Why do you think Shakespeare kills so many characters at the end of his tragedy?

EXTEND

Write Write a short product from today’s prompt to connect to the unit theme.

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).

Writing Prompt

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?

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).

Writing Prompt

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?

Key Paragraph, p. 173

"Thy evil spirit, Brutus.
... To tell thee thou shalt see me at Philippi" (p. 173).

Writing Prompt

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?**

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).

Writing Prompt

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.**

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).

Writing Prompt

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.**

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". To its left and right are two identical structures. Each structure consists of a central rectangle labeled "Trait 1" (left) or "Trait 2" (right). To the left of each trait rectangle are two smaller rectangles, the top one labeled "example 1" and the bottom one labeled "example 2". To the right of each trait rectangle are two smaller rectangles, the top one labeled "example 1" and the bottom one labeled "example 2". The trait rectangles are connected to the central "Character" rectangle by diagonal lines. The example rectangles are connected to the trait rectangles by diagonal lines.

example 1

Trait 1

Trait 2

example 1

example 2

Character

example 2

example 1

Trait 3

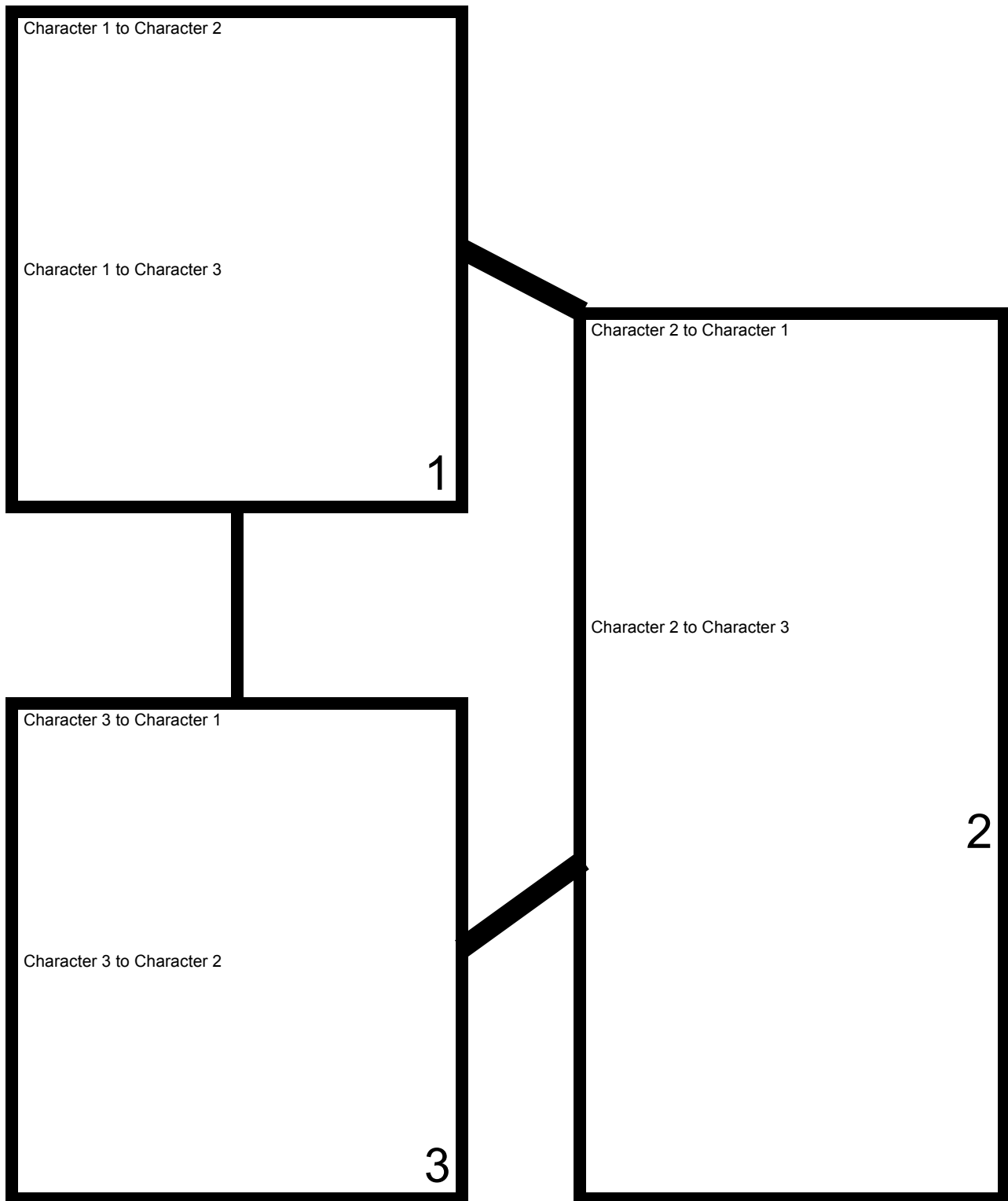
Trait 4

example 1

example 2

example 2

5g6 Character Interaction Chart



Character Based Literacy Program
Independent Study Lesson Plan
The Tragedy of Julius Caesar, Week 5



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.

Research and define each of the following background questions. They will be important pieces to the story. Answer each question in complete sentences.

What happened after the conspirators were defeated?

What is a good leader?

Word Wall Here are vocabulary words to learn and add to the Word Wall.

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

READ

Read Read the selection.

Read 203-209 and watch 1:49:24-end

RESPOND

Timeline List 15-20 of the most important events on your Timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week you will be required to read a number of pages. It would be best if you spread the reading out over the next week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or Map: where did the characters go?

KWL Chart

Add new information to the KWL Chart about the events surrounding Caesar's death and the battle at Philippi. How many characters have died thus far?

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

3g6 Plot Profile Chart

Complete a 3g6 Plot Profile Chart for *The Tragedy of Julius Caesar*.

Discussion Ask discussion questions of all 9 types.

Key Questions, DVD: Scenes XIX and XX "My Hour Has Come," "End Credits"

1:49:24 – end, Act V, Scene 5, p. 203 – 209

1. Why do Brutus' friends refuse to help him end his life?
2. What does Brutus mean when he says "I know my hour is come."
3. Why do you think Strato agrees to help Brutus when no one else would?
4. Could Brutus have made a more responsible choice in the end?
5. Why did Antony speak well of Brutus after his death, when he spoke so badly of him earlier in the play?
6. Why do they agree to give Brutus an honorable burial?
7. The director of the film left out Octavius' comment about an honorable burial; why do you think that is?
8. What was your favorite part of the play?
9. Is there another play/movie/show that *Julius Caesar* reminds you of?

EXTEND

Write Write a short product from today's prompt to connect to the unit theme.

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).

Writing Prompt

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?

Character Based Literacy Program
Independent Study Lesson Plan
***The Tragedy of Julius Caesar*, Final Writing Product**



Final Writing Product



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.

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.