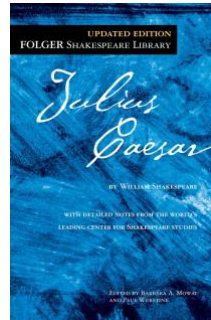


The Tragedy of Julius Caesar

Lesson Plan



ISBN-10	0743482743
ISBN-13	978-0743482745
Author	Shakespeare, William
Publisher	Simon & Schuster
Copyright	2004
Lexile	770L
Genre	Tragedy
Synopsis	Brutus, best friend of the Roman ruler Caesar, reluctantly joins a successful plot to murder Caesar and subsequently destroys himself. (Circa 1599.)
Themes	War and Conflict, Leadership
Protagonist	Male
Note	Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program 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.

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 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 Lesson Plan

The Tragedy of Julius Caesar, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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	17
Rome	Cassius, Ligarius	
Caesar's house	Caesar, Calpurnia (Caesar's wife), Decius	
	Caesar, Calpurnia (Caesar's wife), Decius	
Outside the Senate	Caesar, Artemidorus, soothsayer	
Senate	Caesar, senators, The conspirators, Brutus, Cassius	

RESPOND

5. 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).
- The conspirators wash their hands in Caesar's blood.

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

Map

Create a classroom map of Rome. Show students 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*.

EXPLORE

7. 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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.

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

4g6 Character Profile Chart

The chart is a central vertical rectangle labeled **Character**. It is connected to four trapezoidal boxes labeled **Trait 1**, **Trait 2**, **Trait 3**, and **Trait 4**. Each trait box is further connected to two rectangular boxes labeled **example 1** and **example 2**.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

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

Map

Create a classroom map of Rome. Show students 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.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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?**

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

2g6 Beginning-Middle-End Chart

Beginning	Middle	End

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

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

Map

Add to your classroom 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?

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 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?

9. Analyze

Analyze the key paragraph.

Key Paragraph

"Hail, Caesar. Hail Caesar."

EXTEND

10. 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?**

11. Close

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

1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map

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

Map

Add to your classroom map of Rome. Locate where Act 1 may have taken place on a street-by-street map of Rome.

EXPLORE

7. Activity

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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. Why does Shakespeare introduce the Soothsayer's warning so early in the play?
8. What can we learn from Caesar's reaction to the Soothsayer's warning?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 15

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

EXTEND

10. 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?**

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.
- 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.

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

Map

Add to your classroom map of Rome. Locate where Brutus’ and Cassius’ may have had their talk on a street-by-street map of Rome.

EXPLORE

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

Open Mind Portrait

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

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

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

Map

Add to your classroom map of Rome. Where did Caesar refuse his crown three times?

EXPLORE

7. 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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 his suggestion?

9. 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

10. 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?**

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

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

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?

EXPLORE

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

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."

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?" (p. 41).

9. 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**10. 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?**

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

KWL Chart

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

RESPOND

5. 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.

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

KWL Chart

Add to your KWL chart on Caesar and Rome. Do we know anything about the conspiracy that we did not know before?

EXPLORE

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

4g6 Character Profile Chart

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

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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?

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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
	Brutus, Ligarius	71-73

RESPOND

5. 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.

6. Map

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

Map

Add to your classroom map of Rome. Find a likely location for the home of Brutus and Portia.

EXPLORE

7. Activity

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

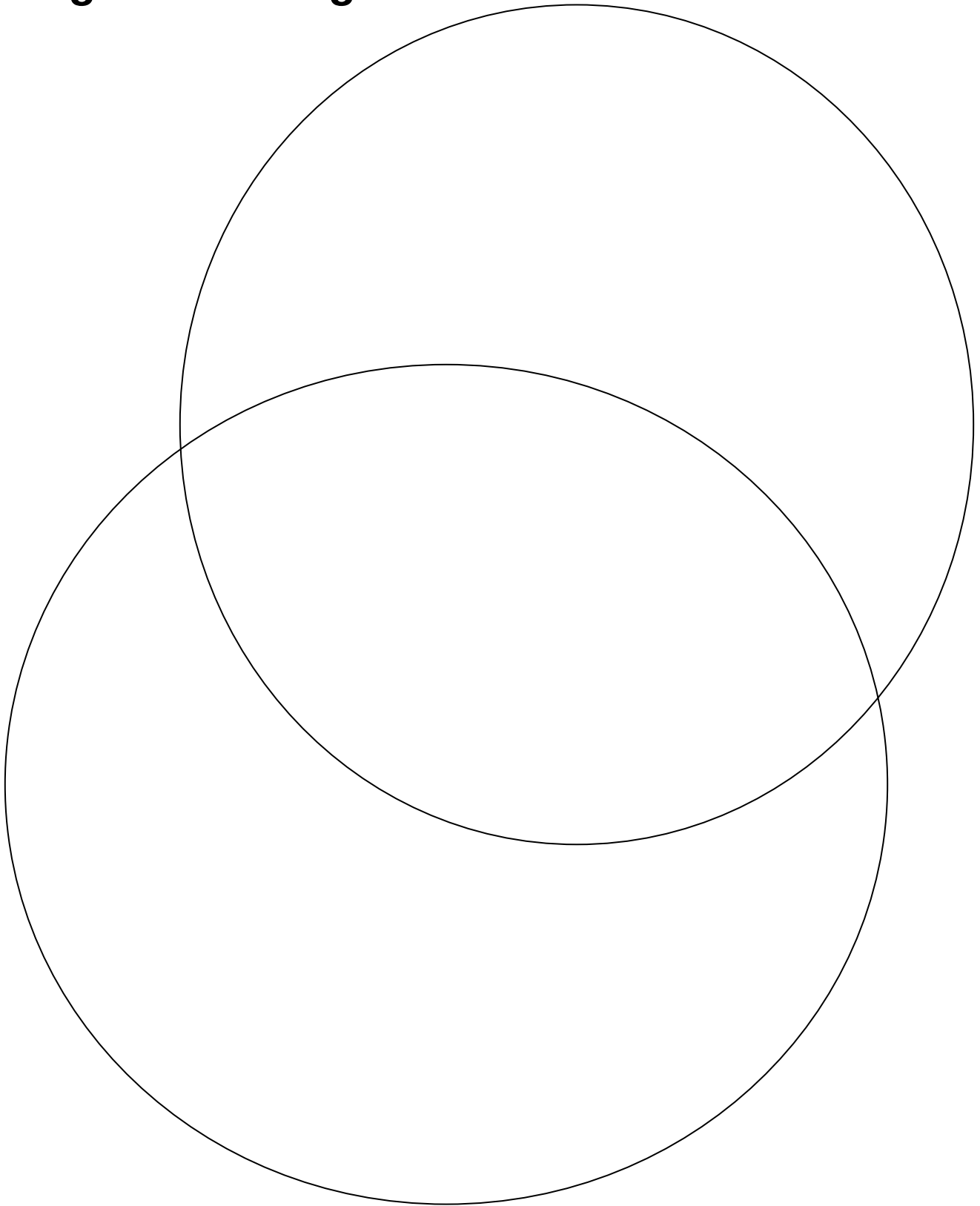
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

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

6g6 Venn Diagram Chart



Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review

Review the timeline from the beginning every day.

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

RESPOND

5. 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.

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

Map

Add to your classroom map of Rome. Find a likely location for the home of Caesar and Calphurnia.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Which do you think is more effective – Shakespeare'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?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 77

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

EXTEND

10. 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?

11. 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 Lesson Plan

The Tragedy of Julius Caesar, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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	Caesar, Lepidus, Brutus, Cassius, Casca, Decius, Metellus, Cinna, Popilius, Publius, Artemidorus, the Soothsayer, Senators, Petitioners	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

5. 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.

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

Map

Add to your classroom map of Rome. Be sure the site of Caesar's murder is on your map.

EXPLORE

7. 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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. Analyze Analyze the key paragraph.

Key Paragraph, p. 99

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

EXTEND

10. 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?

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

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

KWL

Add to your KWL chart about Rome and Caesar. What new details have emerged about Caesar's death and its aftermath?

EXPLORE

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

Open Mind Portrait

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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do the conspirators bathe their hands 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?

9. 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

10. 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.

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

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

KWL Chart

Add to your KWL Chart of Rome and Caesar. What are Antony’s plans for the immediate future?

Map

If you haven’t already, create an area of the map around Rome. If Octavius is “within seven leagues of Rome,” where might he be?

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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**10. 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?

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

11c12 Cubing an Action

		When and Where			
		Who			
	Cause	Action	Effect		
		Evaluation			

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

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

Students might mention:

- 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.

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

KWL Chart

Add to your KWL Chart of Rome and Caesar. How do the common people of Rome react?

Map

Be sure the marketplace appears on your city map of Rome.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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?

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



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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



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.

2. Word Wall

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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

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

KWL Chart

Add to your KWL Chart of Rome and Caesar. How do the common people of Rome react?

Map

Be sure the marketplace appears on your city map of Rome.

EXPLORE

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

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.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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?

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?

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



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 Lesson Plan

The Tragedy of Julius Caesar, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class 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?

Map

Add a Roman bath to your classroom map of Rome.

EXPLORE

7. 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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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?

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

4g6 Character Profile Chart

The diagram is a central vertical rectangle labeled "Character". Four diagonal lines extend from the top and bottom corners of this central rectangle to the corners of four trapezoidal boxes. The top-left trapezoid is labeled "Trait 1", the top-right is "Trait 2", the bottom-left is "Trait 3", and the bottom-right is "Trait 4". Each trait box is connected to two rectangular boxes on the outer edges. For each trait, the top rectangular box is labeled "example 1" and the bottom rectangular box is labeled "example 2". All boxes and lines are outlined in thick black.

Character

Trait 1

Trait 2

Trait 3

Trait 4

example 1

example 2

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

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

Map

Be sure to find Philippi on your map of the Roman Empire.

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 were 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?

9. 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

10. 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?

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review

Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map

Add to ongoing class 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.
Where did the final battle take place?

EXPLORE

7. Activity

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

Story Sketch

Draw a picture of Brutus as he confronts Caesar’s ghost in his tent.

8. Discussion

Ask discussion questions of all 9 types (see Day 1).

Key Questions

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 different from Brutus in the film version?

9. 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

10. 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?**

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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 would like to negotiate, but Antony and Octavius are intent on 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.

6. Map Add to ongoing class 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.

EXPLORE

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

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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

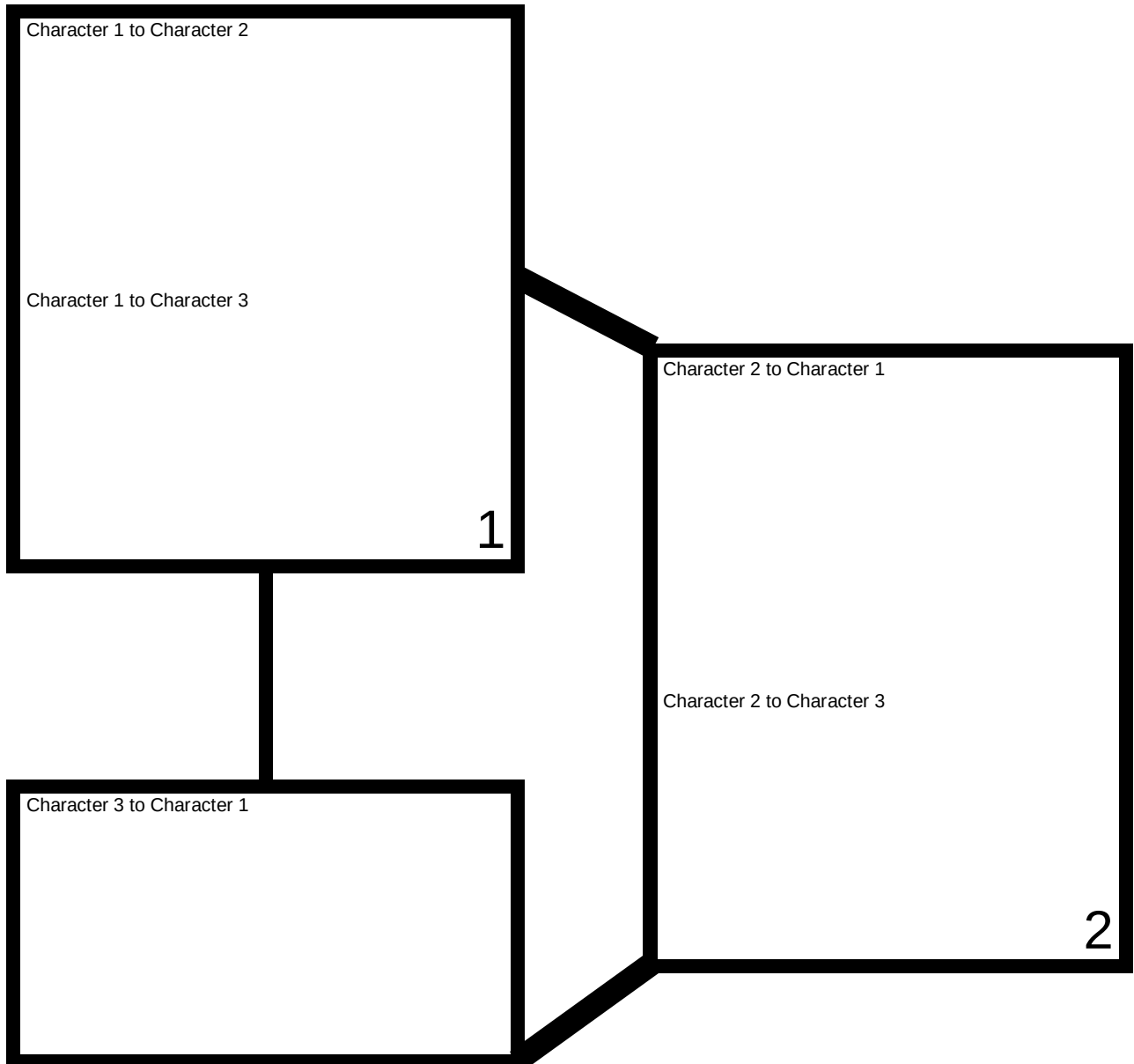
10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

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.**

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

5g6 Character Interaction Chart



Character 3 to Character 2

3

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 20



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class 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**7. Activity** Explore the reading more deeply with a visual or oral language activity.**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?

8. Discussion Ask discussion questions of all 9 types (see Day 1).**Key Questions**

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?

9. 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**10. 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.**

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Day 21



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.

2. 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

3. Review Review the timeline from the beginning every day.

4. 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

5. 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.

6. Map Add to ongoing class 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

7. 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*.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

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?

9. 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

10. 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?

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

Character Based Literacy Program Lesson Plan

The Tragedy of Julius Caesar, Days 22-23



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. 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.