William Shakespeare

Novel Guide

Note
The text used to prepare this novel guide was published by Dover Thrift Editions, Inc., an imprint of Dover Publications, Inc., 1991.
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Overview

Novel guides help you navigate through great literature. This teacher-created guide frees up your day, giving you more time to motivate your students to appreciate \textit{Julius Caesar}. This guide increases your students’ understanding of literary techniques, such as characterization, theme, symbolism, plot, and more. Creative, innovative, and fun activities improve reading comprehension and strengthen critical thinking skills. Student sections include journal writing, research skills, expository writing techniques, and pre-reading questions. Each act has key questions to be used as your students’ novel road map to success. Teacher sections contain background information, act summaries, discussion questions, writing topics, a grading rubric, and a final test.

How to Use This Guide

Follow this basic sequence of steps to ensure the smoothest course through the play:

1. \textbf{Before We Start} contains everything you need as the students read. We have divided the activities into five sections to reflect the five acts of the play. This provides the necessary stopping places for review as students work their way through the text.
   a. Read through the act summaries, target objectives, and lesson plan details located on the Teaching Essentials page at the start of each section.
   b. Print and hand out the activities provided in each section to your students as they read through the play.
   c. Hold a class discussion at the end of each section to review what your students just read.

2. \textbf{Prepare your students to read by working through the Before We Start handouts.}
   a. Read through the background information to familiarize yourself with the play.
   b. Print and hand out the Character and Term List, Synopsis, Vocabulary Definition List, Novel Road Map to Success, and Overall Grading Rubric to your students before they start reading.
   c. Have your students complete the pre-reading questions to provide a firm foundation for entering the text.

3. \textbf{T arget on T ext} contains everything you need as the students read. We have divided the activities into five sections to reflect the five acts of the play. This provides the necessary stopping places for review as students work their way through the text.
   a. Read through the act summaries, target objectives, and lesson plan details located on the Teaching Essentials page at the start of each section.
   b. Print and hand out the activities provided in each section to your students as they read through the play.
   c. Hold a class discussion at the end of each section to review what your students just read.
3. Reflect on Reading contains activities for students to complete after reading the play:
   a. Hold a final class discussion with the 20 discussion questions.
   b. Assign the activities.
   c. Return to the pre-reading questions for an interesting debate on whether or not
      students’ original ideas and assumptions have changed.
   d. Administer the final test.

4. For your convenience, a disk is provided which includes:
   a. all reproducibles
   b. bonus handouts that supplement the handouts in the book
   c. specially designed exercises for struggling readers
   d. the entire Novel Guide

Timeline

The entire unit lasts six weeks. Below are suggested time frames (based on a
50-minute class period) for each stage of your study. The lesson plan details,
located on the Before We Start, Reflect on Reading, and Teaching Essentials pages,
list approximate completion times for each activity.

1. Before We Start: two class periods
2. Target on Text: five class periods per act
3. Reflect on Reading: six class periods
Before We Start

This section contains preparatory information and activities for both you and your students. You receive background information on the play. Students get a character and term list, synopsis, vocabulary definition list, pre-reading questions, novel road map to success, and overall grading rubric.

LESSON PLAN DETAILS

1. Character and Term List—hand out for student reference
2. Synopsis—hand out and discuss in class (20 minutes)
3. Vocabulary Definition List—hand out for student reference
4. Pre-Reading Questions—hand out and have students complete in class (20 minutes)
5. Novel Road Map to Success—hand out for students to complete as they read
6. Overall Grading Rubric—hand out and discuss (20 minutes)
Author Biography

William Shakespeare was born in Stratford-on-Avon, England, in April 1564. His father was a glove maker. His father was prosperous when Shakespeare was born, but was later prosecuted for his involvement with the black market sales of wool.

Little is known about Shakespeare’s early life, before his arrival on the London literary scene. He was married and had three children. His only son, Hamnet, died in 1596, at age 11. Around 1600, Shakespeare wrote the play Hamlet.

In 1598, he appeared at the top of the list of actors for a production of a play by Ben Jonson. Ultimately, Shakespeare was known as an actor, a playwright, and as a founder of a theatre company. There is some dispute among scholars, however, as to whether the actor William Shakespeare and the writer William Shakespeare were one and the same. Some claim that they were two different people.

Like many of Shakespeare’s plays, Julius Caesar is a historical play, the first of his three tragedies of ancient Rome (the others are Anthony and Cleopatra and Coriolanus), which details the last days of the Roman general and ruler, Julius Caesar, the aftermath of Caesar’s assassination, and the establishment of the Roman empire. The story of Caesar has fascinated the world for centuries and Shakespeare’s rendition of the events has become the standard version.

Source: http://www.knowledgerush.com/kr/biography/192/William_Shakespeare

Book Summary

Background

Political intrigue, betrayal and war converge in the book, Julius Caesar. Through its conquests, Rome—ruled by Pompey the Great—had expanded its territory and the Republic was on the verge of becoming an empire where power could become consolidated to just one man.

With the unofficial dissolving of the “first triumvirate” (a group of three men who ruled) — consisting of Julius Caesar, the enormously wealthy Crassus and Pompey the Great—civil war broke out between the remaining two rulers after the death of Crassus. Caesar crossed the Rubicon River and brought his fight to Pompey. Pompey was subjugated and he fled Rome to hide in Egypt where he was eventually murdered.

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Julius Caesar

Caesar had quickly gained great power from this famous battle but the Roman Senators were not happy with this change in power. They had been strong supporters of Pompey yet they could do nothing to change the outcome.

Over time, Caesar was beloved by the people, still he was assassinated by a group of conspirators who had various reasons for wanting him removed from power. Some, such as Brutus, wanted to preserve the Republic. Others simply wanted power for themselves.

Being historically accurate, Shakespeare likely drew his facts from Sir Thomas North's, Lives of the Noble Greeks and Romans—a translation of Plutarch's first century book, Parallel Lives. Most likely, the play was first performed in 1599 at the old Globe Theater. With the people mourning Caesar's death in 44 B.C., Shakespeare was allowed to extrapolate similarities between ancient Rome and the 16th century England. Concerns over Queen Elizabeth I's degree of power and the consequences to England after her death show some clear parallels to some of the events of Caesar.

Readers may recognize a few famous lines such as, "Et tu, Brute?" and "Friends, Romans, Countrymen, lend me your ears," while other dialog may seem difficult initially. Taking the play line-by-line will help students understand it more easily than it may first appear when confronting an entire page. Most of the action appears in the first three acts, but the final battle scenes are important to the overall message of the play as well. Debates over morality, discussion of leadership and deliberations of intent versus results, free will versus fate, and words versus actions will pique your students' interest in Julius Caesar.

Novel Setting

The play takes place in Rome in 44 B.C., near the end of Caesar's reign. The action occurs in the streets of Rome, in the houses of its leaders, and in its well-known seat of power, the Roman Senate. These backdrops open windows onto two critical groups: the rulers and the people. The upheaval in Rome then spills out onto the surrounding battlefields at Sardis and Philippi, revealing the difference between the cultured city and the chaotic theater of war. The dichotomy pits two essential themes against one another—peace and order versus confusion and anarchy. Student research into some areas, such as ancient military camps, will add an interesting context to the play.

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Below is a list of the major characters and terms.

**Characters**

**Julius Caesar:** Caesar is a leader in both the military and the senate. His recent victories lead the people to offer him the crown, but he refuses. Other leaders fear he will become ambitious and thus view him as a threat.

**Octavius Caesar:** Octavius is Julius Caesar's adopted son and heir apparent. After Caesar's death he rules Rome with Marc Antony and Lepidus as part of the triumvirate.

**Marcus Antonius:** Loyal to Julius Caesar, Marcus Antonius seeks revenge against the conspirators and shows some ambition of his own. Referred to as Marc Antony.

**Lepidus:** He is a member of the triumvirate. Lepidus seems to have less power than either Marc Antony or Octavius Caesar although Octavius relies on him considerably.

**Cicero:** Cicero is a member of the Roman senate who is known for delivering excellent speeches. He is unaware of the conspiracy.

**Publius:** Publius is another member of the Roman senate.

**Popilius Lena:** Popilius Lena is unaware of the conspiracy. He is also a member of the Roman senate.

**Marcus Brutus:** Dedicated to preserving freedom in Rome by preventing the rise of a sovereign, Marcus Brutus overrides his loyalty to Caesar for what he believes is the greater good. Referred to as Brutus.

**Cassius:** Cassius is a Roman general who conspires against Julius Caesar, using treachery and deceit to accomplish his own desires.

**Casca:** Casca is a Roman who dislikes Julius Caesar and works to persuade Brutus and Cassius that Caesar's ambition will destroy Rome.

**Trebonius:** Trebonius is a member of the conspiracy against Julius Caesar.

**Ligarius:** Ligarius is also a member of the conspiracy against Julius Caesar.

**Decius Brutus:** Decius Brutus is a member of the conspiracy against Julius Caesar. He plays a pivotal role in the plot.

**Before We Start**

Handout 1

Name ____________________________

Date __________ Hour __________

**Shakespeare's actors only got their lines as the play was in progress. They found out who else was playing the day of the performance.**
Before We Start: Handout 1, continued

Julius Caesar

Character List and Term List

Metellus Cimber: Metellus Cimber is a member of the conspiracy against Julius Caesar.

Cinna: Cinna is also a member of the conspiracy against Julius Caesar.

Flavius & Marullus: As elected officials, Flavius and Marullus fault the masses for switching their allegiances quickly and easily. These tribunes are punished for anti-Caesar activities.

Cinna, a poet: Cinna is a poet who unfortunately shares the same name as one of the conspirators.

Calpurnia: Calpurnia is the wife of Julius Caesar. She fears for his safety, but, ultimately, her pleas cannot overcome his wishes.

Portia: She is the wife of Marcus Brutus. Portia senses Brutus’ unease but is unable to help him.

Terms
Characters: Characters are the names of all the people who appear in the play, listed at the very beginning, often under the title Dramatis Personae, a Latin phrase which means “people of the play.” After their initial identification, you will find the name of each character, capitalized (and often abbreviated), before he or she speaks.

Acts: Acts are the divisions of the plot or action into sections and indicated with Roman numerals.

Scenes: Scenes are subdivisions within acts. The beginning of each scene describes the physical appearance of the stage for this section, suggesting the real surroundings for the historical time and action of the play; usually printed in italics.

Stage directions: These are the directions given in brackets or parentheses to a character before his or her speech. They are unspoken but important for understanding characters and their behavior at the time.

Costumes: Costumes are the clothing actors wear that help us to identify the individual characters, usually telling us when and where they lived. For example, if we were to actually stage a performance of Julius Caesar, we could indicate the time period by the type of military clothing.

Lighting: Lighting is the use of artificial lights and spotlights to suggest time of day or night, as well as to highlight certain areas of the stage and certain key characters in a particular scene.
Ruling an empire, especially one with the size and influence of ancient Rome, isn't easy. With wars and conspiracies, private strategizing mixed with public feuding, and evil omens indicating great doom, a leader must constantly guard against enemies from within and without. When Julius Caesar returns from battle, having defeated his archrival Pompey, the citizens clamor to name him king, but it is an offer fraught with peril. Although Caesar refuses the crown, Roman senators and high public officials fear the worst: Caesar's ambition might lead him to overthrow the Republic in favor of a monarchy. At this moment, plans are set in motion and fates are sealed. Shakespeare's shortest history, Julius Caesar, was first performed in 1599 at the old Globe Theater. It is possible that the playwright was giving some political commentary on the situation in England. Queen Elizabeth I had reigned for many years but was likely to die without an heir, an event that could throw the country into chaos. Shakespeare's retelling of the events surrounding the real Julius Caesar's life and death offered important lessons for his time that we can translate into ours. When you read Julius Caesar, you must familiarize yourself with two worlds: Shakespeare's 16th-century England and Caesar's ancient Rome. The Roman Empire, where some men sought honor and power and others demonstrated betrayal and intrigue, will quickly draw you in and help you think about important issues for today. Shakespeare's language may sound strange initially, but reading slowly and carefully will help you understand the meaning. The blank verse will start to feel familiar as you read the words aloud. Shakespeare's blank verse is an iambic pentameter; pentameter means that each line has five "feet," or accents. Iambic means that each foot has two syllables in a soft-hard (unaccented-accented) combination.
Vocabulary Definition List

The following list provides definitions for some of the more difficult words in the text.

**Act I, Scene I**

beseech: ask or plead for  
intermit: stop or pause for a time  
servile: submissive in the manner of a servant

**Act I, Scene II**

hinder: obstruct or prevent  
countenance: appearance of the face or facial expression  
import: make known or disclose  
feeble: weak  
recount: tell or explain  
seldom: rarely or infrequently  
thrice: three times  
rogues: people who are deceitful or criminally minded

**Act I, Scene III**

portentous: foreboding, of ominous significance  
perilous: dangerous  
bondage: the state of enslavement or being bound by another’s power  
rubbish: garbage or waste  
bestow: give or place

**Act II, Scene I**

craves: urgently needs or requires  
insurrection: rebellion against a government or leadership  
affability: disposition to be kind, gentle, or friendly  
resolution: firm decision to follow a particular path  
shrewd: cunning, calculating  
apparent: easily seen or understood  
dispers: separate and move in many directions  
acquainted: made familiar or known

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appertain: belong to or pertain to
exploit: act or deed, usually admirable

Act II, Scene II
valiant: a brave person
consumed: destroyed or wasted
amiss: in an improper or mistaken way
notwithstanding: even so or nevertheless

Act II, Scene III
laments: grieves or mourns

Act II, Scene IV
suit: an appeal to a person of superior status

Act III, Scene I
petitions: requests, usually made to a higher authority
unassailable: unable to attack or defeat
confounded: confused, puzzled
prostrate: lying face down
appeased: quieted or pacified
compact: agreement between parties
consent: agree to
meek: mild, gentle, patient
oration: speech given in a formal setting

Act III, Scene II
vile: disgusting, repulsive, depraved
interred: buried or placed in a tomb
mutiny: rebellion against the leadership
bequeathing: granting or giving, usually to a descendant
ingratitude: ungratefulness, lack of appreciation
dumb: unable to speak
heirs: people who receive an inheritance

Act III, Scene III
proceed: continue on, keep going after a pause
Julius Caesar

Vocabulary Definition List

Act IV, Scene I
slanderous: harmful and often untrue
covert: secret or hidden

Act IV, Scene II
salutation: verbal greeting or welcoming gesture
sober: serious or grave

Act IV, Scene III
contaminate: add impurities, make unclean
endure: tolerate or put up with
presume: take for granted
immortal: having eternal life, unable to die
expedition: a journey with a particular plan and goal
summit: highest level or degree
knave: lowborn man, servant, often dishonest
strain: expressive section of music
sirrah: sir or fellow

Act V, Scene I
gallant: noble, majestic, brave
cur: a coward, an inferior person
gorging: overeating, eating greedily

Act V, Scene III
assured: confident, made certain
hilt: handle of a sword
misconstrued: interpreted wrongly

Act V, Scene IV
proclaim: announce in a public fashion

Act V, Scene V
tarry: wait or delay
save: except, with the exception of
Pre-Reading Questions

Pre-reading questions help you explore your views in order to uncover important themes in the play.

Directions: Write down your response to each of the questions below. Keep this handout.
You will need it after you finish the play.

1. How would you define treason?

2. Why is the life of an individual less important than the well-being of a society? Or is it?

3. What are the benefits and drawbacks to having a representative government?

4. What dominates your life, fate or free will? Why do you believe that?

5. What does foreshadowing add to a story? How much do you think there should be?
These questions help you stay on track with the plot as well as build your reading comprehension.

**Directions:** Answer these questions on a separate piece of paper as you read.

**Act I, Scene I**
1. Why are the commoners wandering the streets instead of working?
2. How do Flavius and Marullus feel about the celebration?
3. How do Flavius and Marullus show their feelings toward Caesar?

**Act I, Scene II**
1. What does Caesar tell Antony to do during the race and why?
2. How does Antony respond to Caesar’s request?
3. What does the Soothsayer tell Caesar?
4. What does Brutus fear when he hears the crowd shouting?
5. Why does Cassius think Caesar isn’t fit to be king?
6. How does Brutus respond to Cassius’ idea?
7. What does Caesar think about Cassius?
8. Who offers Caesar the crown?
9. What is Cassius’ opinion of the way Caesar refused the crown?
10. What happens to Caesar after the third offering of the crown?
11. What happens to Flavius and Marullus?
12. What does Brutus say to Cassius before departing?

**Act I, Scene III**
1. What things does Casca see that upset him?
2. What do the senators plan to do the next day?
3. What is the message behind Cassius drawing his dagger?
4. How does Casca feel about the Roman people now?
5. What is Cassius’ plan to persuade Brutus to join the conspiracy?

**Act II, Scene I**
1. How does Brutus feel toward Caesar personally?
2. What does Brutus fear would happen after Caesar was crowned?
3. What is the message of the letter?
4. Is this the first letter Brutus has received?
5. What is the date?
Before We Start

Handout 5, continued

Novel Road Map to Success

Julius Caesar

6. How has Brutus felt since he first spoke with Cassius?
7. What does Brutus think about the fact that the conspirators are hiding their faces in their coats?
8. Who are the conspirators?
9. Why does Brutus refuse to swear an oath?
10. Who does Cassius want to kill?
11. How does Brutus respond to Cassius’ suggestion?
12. Why might Decius Brutus need to persuade Caesar to come to the Capitol?
13. Why is Portia upset with Brutus?
14. Who comes to see Brutus at the end of the scene?

Act II, Scene II
1. What happens in Calpurnia’s dreams?
2. Why does Calpurnia tell Caesar he must stay home?
3. What is Caesar’s initial reaction to Calpurnia’s fears?
4. What exactly did Calpurnia dream?
5. How does Decius Brutus interpret the dream for Caesar?
6. How does the scene end?

Act II, Scene III
1. What does Artemidorus want to tell Caesar?

Act II, Scene IV
1. What does Portia instruct Lucius to do?
2. What type of message does the Soothsayer have for Caesar?

Act III, Scene I
1. Why doesn’t Caesar read Artemidorus’ letter first?
2. What is Tidiaeus’ role in the conspiracy?
3. What pretense do the conspirators use to circle around Caesar?
4. What does Cassia mean when he says, “Speak, hands, for me!”?
5. What are Caesar’s last words?
6. How do the conspirators feel immediately after Caesar’s death?
7. What does Antony do immediately after hearing the news of Caesar’s death?
8. What do the conspirators do with Caesar’s blood?
9. How does Brutus receive Antony when he comes to the Capitol?
10. What does Cassius tell Antony about his position in the new government?
11. How does Antony show loyalty to the conspirators?
12. What does Antony ask permission to do?
13. How do Brutus and Cassius react to Antony’s request?
14. What does Antony say to Caesar when he is left alone with the body?
15. What message does Antony send to Octavius?

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Act III, Scene II
1. How does Brutus explain Caesar’s murder to the people?
2. How does Antony describe Brutus during the speech?
3. What event does Antony use to show that Caesar was not ambitious?
4. What does Antony say he found in Caesar’s closet?
5. What does Antony do before reading Caesar’s will?
6. According to Antony, what does Caesar’s will say?
7. How do the citizens react at the end of Antony’s speech?
8. Where does Antony go at the end of the scene?

Act III, Scene III
1. What happens to Cinna the poet?

Act IV, Scene I
1. What are Antony, Octavius, and Lepidus doing when the scene opens?
2. What do Antony and Octavius, respectively, think about Lepidus?
3. According to Antony, what are Brutus and Cassius doing?

Act IV, Scene II
1. What does Lucilius tell Brutus about Cassius’ attitude?
2. What does Cassius say to Brutus when he arrives at Brutus’ tent?
3. How does Brutus react to Cassius’ charge against him?

Act IV, Scene III
1. Why does Cassius believe Brutus wronged him?
2. What does Brutus accuse Cassius of doing?
3. Why else is Brutus upset with Cassius?
4. How does Cassius explain this event?
5. Why does Cassius draw his dagger?
6. How does the argument end?
7. What does Brutus tell Cassius about Portia?
8. What news does Messala bring about Antony and Octavius?
9. What are Brutus’ and Cassius’ opinions, respectively, of marching to Philippus?
10. What do Brutus and Cassius decide to do?
11. Who visits Brutus in the night?

Act V, Scene I
1. From which side will Antony attack?
2. How does Antony refer to Octavius?
3. What do Antony, Octavius, Brutus, and Cassius do when they meet?
4. What does Cassius tell Messala about his army’s situation?
Julius Caesar

Before We Start

Handout 5, continued

Act V, Scene II
1. What happens in this brief scene?

Act V, Scene III
1. What does Pindarus encourage Cassius to do?
2. Why does Cassius ask Pindarus to kill him?
3. What news does Messala bring when he arrives with Titinius?
4. What does Titinius do when he sees Cassius' corpse?
5. Who does Brutus blame for Cassius' and Titinius' deaths?

Act V, Scene IV
1. When Antony's men capture Lucullus, who do they believe they have captured?

Act V, Scene V
1. How does Brutus die?
2. How does Brutus feel about killing himself compared to killing Caesar?
3. What does Antony say about Brutus' character at the end?
# Overall Grading Rubric

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<th>Excellent 90%–100%</th>
<th>Good 80%–89%</th>
<th>Competent 70%–79%</th>
<th>Needs Improvement 60%–69%</th>
<th>Wash 50%–59%</th>
<th>Needs Improvement 40%–59%</th>
<th>Wash 20%–39%</th>
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<tr>
<td>Shows a generally accurate understanding of the characters and plot with minor errors.</td>
<td>Displays a generally accurate understanding of the characters and plot with minor errors.</td>
<td>Shows a generally accurate understanding of the characters and plot with minor errors.</td>
<td>Frequently contains a minor misunderstanding of the characters or plot.</td>
<td>Frequently contains a major misunderstanding of the characters or plot.</td>
<td>Frequently contains a major misunderstanding of the characters or plot.</td>
<td>Frequently contains a major misunderstanding of the characters or plot.</td>
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<tr>
<td>Shows an understanding of literary devices and how they are used in the play.</td>
<td>Shows an understanding of literary devices and how they are used in the play.</td>
<td>Shows an understanding of literary devices and how they are used in the play.</td>
<td>Displays a reasonable understanding of literary devices and how they are used in the play.</td>
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<td>Correctly uses higher level language rules in assignments.</td>
<td>Correctly uses higher level language rules in assignments.</td>
<td>Correctly uses higher level language rules in assignments.</td>
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## Class Discussion 20%

- Group Project
- Individual Assignments/Projects/Activities
- Final Test

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<th>Class Discussion</th>
<th>Group Project</th>
<th>Individual Assignments/Projects/Activities</th>
<th>Final Test</th>
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Now it’s time to start reading. Target on Text contains an act-by-act progression of activities to enhance your students’ understanding and enjoyment of Julius Caesar. This guide divides the play into five sections of roughly the same length. Each section has individual act summaries, target objectives, and a variety of activities to highlight key story and literary elements.

While some of the activities are designed to be done individually, working with peers provides students with the opportunity to practice cooperation and creates richer results as the students build on one another’s ideas.
Act I, Scenes I–III

Act 1 Summary

The play opens with a celebration in the streets as Julius Caesar returns from his victory over Pompey. The main characters enter, waiting for a race to begin in which Caesar's dear friend, Mark Antony, will be running. Brutus and Cassius move apart from the crowd and discuss their concerns over Caesar's overwhelming popularity. When they hear shouts from the crowd, they fear that the people are trying to make Caesar a king despite the fact that Rome is a republic. Casca joins Brutus and Cassius and tells them that Antony did indeed offer Caesar a crown, but Caesar refused it all three times. The men agree to meet later to continue their conversation. Later, Cicero meets Casca, who tells him of terrible omens he has witnessed. When Cassius happens upon Casca, the two discuss the need to win noble Brutus to their side.

Target Objectives

At the end of this section, students are able to:

• visualize the setting
• analyze literary techniques
• discuss the facts of the play thus far
• describe four major characters and their personalities
• use new vocabulary words correctly
• use the text to support their ideas
Julius Caesar

LESSON PLAN DETAILS

ACT I

Act I, Scene I
• 1. Setting—hand out and have students complete at home (3 hours)
  2. Literary Analysis: Humor—hand out and have students complete in class (25 minutes)

Act I, Scene II
  1. Character Journal—hand out and have students complete in class (30 minutes)

Act I, Scene III
  • 1. Foreshadowing—hand out and have students complete in class (20 minutes)

Act I
  1. Vocabulary: Dictionary and Thesaurus Work—hand out and have students complete in class (30 minutes)

Discussion Questions: Act I (1 class period)

* = Corresponding remedial activity located on the disk
Setting

Setting determines time, place, and tone in literature. Understanding the customs of the time and visualizing key elements such as architecture and clothing will improve your appreciation of what you are reading. This activity prepares you to enjoy Julius Caesar by asking you to learn about ancient Rome.

Directions: Research Rome during Julius Caesar’s time, about 44 B.C. Use encyclopedias, history books, reference works, or the Internet. (Reminder: When using the Internet, choose official web sites such as those sponsored by national organizations [.org] or educational institutions [.edu] to gather more reliable information. You want to be sure your sources are credible.) Concentrate on the way life looked, meaning how people dressed, the types of homes they lived in, how the city was built, etc. Use the box below to write your notes.

Name _______________________
Date ___________ Hour _______

Draw What You Know

Using the information you’ve gleaned from your research, create a picture of the celebration in Act I, Scene I of Julius Caesar. Draw it, use clip art or copyright-free images from the Web, or cut images from magazines. Your goal is to present an accurate depiction of this scene from ancient times.

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Literary analysis examines the craft of writing itself. How did the author achieve a specific tone? What did the author want to suggest by including certain symbols or by using particular words? Authors employ a host of devices to tell their tales, one of which is humor. This activity increases your critical thinking skills and helps you understand why authors do what they do.

Directions: Reread the beginning of the play starting with the opening line and ending with the Second Commoner’s last line. Then answer the questions below in preparation for a class discussion.

1. Explain two instances of word play by the Second Commoner.
   Example: The cobbler calls himself a cobbler, meaning he is a poor worker but his occupation is also that of a cobbler.

2. What tone does this humorous introduction give to the play?

3. Why do you think Shakespeare opens the play with humor when the story is "The Tragedy of Julius Caesar?"
Character journals help to reinforce the individual personality of each character as well as give you practice in looking for information in the text. By the end of Act I, Scene II, the audience learns a great deal about four main characters: Caesar, Antony, Brutus, and Cassius. This activity increases your understanding of these characters and provides an opportunity to work with your peers.

Directions: Create a group of four students and then assign one of the above mentioned characters to each student in the group. Write a journal entry from your character’s point of view, recounting the events that have occurred thus far and adding how you feel about them. After completing your journal entry, share it with your group members.

Private Journal of _______________________________
Julius Caesar

Act I, Scene III
Handout 4

Foreshadowing

Foreshadowing is a technique authors use to drop hints about future events in the story. In Act I, Scene II, we met a Soothsayer who told Caesar to “beware the ides of March.” Now in Act I, Scene III, there are more ill omens. This activity highlights important foreshadowing and asks you to analyze its use in Julius Caesar.

Directions: Reread Casca’s speech that begins, “A common slave…” and answer the questions below.

1. What three omens does Casca describe?

2. Why do you think Casca feels these omens are “portentous things”?

3. What tone do these omens set for the play?

4. Explain whether or not you enjoy this type of foreshadowing in the stories that you read.
**Vocabulary: Dictionary and Thesaurus Work**

**Group Activity**

Using the dictionary and thesaurus lets you add to your vocabulary power by reinforcing definitions and teaching you other words with similar meanings. This activity helps you understand the meanings of new words, and it provides practice using a dictionary and a thesaurus, either in hardcover or on the Internet.

**Directions:** Together with a partner, complete the chart below. Write the dictionary definition as well as two synonyms.

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Dictionary Definition</th>
<th>Two Synonyms</th>
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<tbody>
<tr>
<td>intermit</td>
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<td>servile</td>
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<td>countenance</td>
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<td>feeble</td>
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<td>seldom</td>
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<td>portentous</td>
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<td>perilous</td>
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<td>rubbish</td>
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<td>bestow</td>
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Discussion Questions: Act I

Directions: Use the following questions to review what’s happened in Act I. Use these questions to generate discussion about the author’s ideas and techniques.

Act I, Scene I
1. Why do Marullus and Flavius feel compelled to take down the decorations?
   Example: They have no other way to voice their opposition.

Act I, Scene II
1. What do you think about Antony based on his first lines in the play?
   Example: He is loyal and obedient.
2. How would you react to the Soothsayer if you were Caesar?
   Example: I would dismiss him as well because I’m not superstitious.
3. What does Cassius mean when he says he was born as free as Caesar?
   Example: He says they both began life on the same level; Caesar is not inherently better.
4. What does it tell us about Cassius when he says, “The fault, dear Brutus, is not in our stars, But in ourselves, that we are underlings”?
   Example: He believes in free will and doesn’t blame his position on anyone else.
5. Why do you think Antony believes Cassius isn’t dangerous?
   Example: Antony believes that Caesar is so powerful that no one can conquer him.

Act I, Scene III
1. How does Casca feel about the omens he has seen?
   Example: He seems frightened and says they’re like nothing he has seen before.
2. How does Casca feel about the idea of Caesar becoming king?
   Example: He agrees with Cassius that death would be better and believes he has the power to deliver himself from bondage.
3. What do you think about Cassius’ motives when he uses deceit to convince Brutus to join him?
   Example: He seems desperate.
4. Why do the men desperately want Brutus to join them?
   Example: They think that Brutus’ good name will make other people believe they did a good thing.
Brutus is in his orchard contemplating Cassius' suggestions in the early morning hours. He finds a letter purportedly from Roman citizens urging him to act against Caesar; he then asks his servant to tell him the date and learns that it is March 15, the ides of March. Fellow conspirators arrive, and they decide to kill Caesar at the Capitol later that day. After the conspirators leave, Brutus' wife Portia asks her husband why he has been out of sorts; he does not tell her the truth. Meanwhile, at Caesar's house, his wife, Calpurnia, has had foreboding dreams, and she begs him to stay at home. Decius Brutus comes to escort Caesar to the Capitol and convinces Caesar to ignore his wife's fears. The other conspirators arrive and walk with Caesar to the Capitol. A man prepares a letter for Caesar, warning him against the men who accompany him; he plans to give it to Caesar as he walks along. Elsewhere, Portia sends Brutus' servant to bring news of Brutus because she is worried about him.

**Target Objectives**

At the end of this section, students are able to:

- demonstrate an understanding of the storyline thus far
- identify imagery and explain its function
- discuss the two female characters in depth
- select major episodes in the rising action
- use new vocabulary words correctly
- use the text to support their ideas
LESSON PLAN DETAILS
ACT II

Act II, Scene I
1. Imagery—hand out and have students complete in class (20 minutes)

Act II, Scene II
✦ 1. Drawing Comparisons—hand out and have students complete in class (30 minutes)

Act II, Scene IV
✦ 1. Plot: Rising Action—hand out and have students complete in class (1 class period)

Act II
1. Vocabulary: Creative Writing—hand out and have students complete in class (25 minutes)
2. Comprehension Check: Who are the Conspirators?—hand out and have students complete in class (15 minutes)

Discussion Questions: Act II (1 class period)

✦ = Corresponding remedial activity located on the disk
Imagery

Imagery is language that stirs up one or all of the five senses: seeing, hearing, tasting, smelling, or touching. When Brutus contemplates Caesar and the crown, he uses an interesting metaphor to express his feelings. This activity provides insight into Brutus’s point of view and demonstrates how imagery enhances writing.

Directions: Complete each chart below.

1. Read this quote from Brutus: “It is the bright day that brings forth the adder; / And that craves wary walking. Crown him—what?— / And then, I grant, we put a sting in him, / That at his will he may do danger with.”

2. What are the qualities of an adder?

3. Assume Caesar had qualities of an adder. Clearly, Brutus is not suggesting Caesar would bite people. What do you think Brutus means? How might these qualities demonstrate themselves in Caesar’s leadership?

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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</table>

| Act II, Scene I | Handout 1 |

1. Find another instance of imagery in Act II, Scene I, and copy it here:

2. What picture is being used here?

3. Explain whether or not you think this was a good choice of imagery on Shakespeare’s part. What does it do for the play?
Drawing Comparisons

Comparing characters helps you examine their personalities in greater detail and helps you identify their function in the play as a whole. This activity provides new insight into the two women. Review Portia’s and Calpurnia’s roles thus far to prepare for this exercise.

Directions: Complete the chart for Portia and the chart for Calpurnia by choosing three quotes that epitomize their roles and explaining what each one reveals about her personality. Then answer the questions at the bottom of the page in preparation for a class discussion.

<table>
<thead>
<tr>
<th>Portia (Scene I)</th>
<th>Explain what the quote reveals about Portia’s personality</th>
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<table>
<thead>
<tr>
<th>Calpurnia (Scene II)</th>
<th>Explain what the quote reveals about Calpurnia’s personality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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1. How are these characters similar?
2. How are these characters different?
Plot: Rising Action

Plot is the series of events that make up the story. The rising action is simply the progression of events and conflicts that make the story more interesting. To prepare for this assignment, think back over what you have read so far and decide which events you feel are critical to the progression of the story. This activity teaches you to pick out major episodes and demonstrates how an author builds a plot sequence.

Directions: Create a comic strip of six events that take place up through Act II, Scene IV. Use pictorial renditions of the events and include simple dialogue in bubbles.
Vocabulary: Creative Writing

This activity reinforces the new words you've learned and helps you secure them firmly in your mind. With very few restrictions or guidelines, you can put all of your creative energies into this assignment.

Directions: Write a short story on a topic of your choosing that correctly uses ten of the vocabulary words from Acts I–II (listed below).

Vocabulary from Acts I–II

- beseech
- internit
- servile
- hinder
- countenance
- impart
- feeble
- recount
- seldom
- thrice
- rogues
- portentous
- perilous
- bondage
- rubbish
- bestowed
- graves
- augmented
- insurrection
- affability
- resolution
- shrewed
- apparent
- dispense
- acquainted
- apparent
- accustomed
- amiss
- notwithstanding
- laments
- suit

Valiant

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Comprehension Check: Who are the Conspirators?

Before reading the next act, it's important to be sure you understand what each character intends to do. This activity helps you demonstrate your knowledge of the characters in the play.

Directions: Circle “Y” for yes if the character is one of the conspirators and “N” for no if the character is not a conspirator.

Is this character a conspirator?

1. Caesar $\ Y$ or $\ N$
2. Casca $\ Y$ or $\ N$
3. Mark Antony $\ Y$ or $\ N$
4. Lucius $\ Y$ or $\ N$
5. Cassius $\ Y$ or $\ N$
6. Metellus Cimber $\ Y$ or $\ N$
7. Brutus $\ Y$ or $\ N$
8. Soothsayer $\ Y$ or $\ N$
9. Portia $\ Y$ or $\ N$
10. Caius Ligarius $\ Y$ or $\ N$
Discussion Questions: Act II

Directions: Use the following questions to review what’s happened in Act II. Use these questions to generate discussion about the author’s ideas and techniques.

Act II, Scene I
1. How would you describe Brutus’ emotions when the scene opens?
   Example: He feels like he is stuck between a rock and a hard place; he doesn’t want to kill Caesar, but he sees no other way to protect the Republic.
2. How did you feel when Lucius told Brutus that it was March 15?
   Example: I felt eager to continue reading because I knew something important would happen before the day ended.
3. What did you think of Brutus’ refusal to swear an oath?
   Example: I thought his speech showed he had noble motives, but I didn’t think swearing an oath would make him seem less noble.
4. What does Brutus mean when he says, “Let us be sacrificers, but not butchers, Caius”?
   Example: Sometimes terrible deeds are done for the greater good, but going beyond what is absolutely necessary is wrong.
5. How would you describe the relationship between Portia and Brutus?
   Example: Although Brutus doesn’t tell her the truth here, it seems to pain him. They appear to have respect for each other.

Act II, Scene II
1. What does Caesar mean when he says, “Cowards die many times before their deaths”?
   Example: The fear that makes them cowards prevents them from accomplishing great things; every missed opportunity is like a small death.
2. Why is Decius Brutus able to convince Caesar that Calpurnia’s dream is a good omen?
   Example: Decius can convince Caesar because Caesar wants to be convinced; he wants to go to the Capitol and receive the crown.
3. How do you think Brutus feels at the end of this scene?
   Example: He probably feels sorrowful; his heart is heavy, yet he is determined to follow through with the plan.

Act II, Scene III
1. Why do you think Shakespeare included this scene?
   Example: It raises questions that engage the audience’s mind, for example, they may wonder how Brutus got this information.

Act II, Scene IV
1. How would you describe Portia’s behavior in this scene?
   Example: She seems agitated and distracted.
Act III, Scenes I–III

Act III Summary

As Caesar makes his way to the Capitol, people stop him to make requests. Caesar ignores Artemidorus' warning because he says he will deal with other people before caring for Artemidorus' personal matters. Metellus Cimber begs Caesar to pardon his brother, and, as he speaks, the conspirators surround Caesar and then stab him. They rejoice in having restored liberty to Rome. Antony, who ran away upon hearing the news, later comes to the Capitol, at first he fears for his life but later he is brought in to the group. The conspirators grant Antony permission to speak at Caesar's funeral, although Cassius finds it disconcerting. In the Forum, Brutus addresses the people and explains why they had to kill Caesar. The people are soon calmed and agree that Brutus did well. Brutus leaves, and Antony addresses the crowd, quickly turning the tide against the conspirators. At the end, a group of citizens attacks Cassius the poet in a rage over Caesar's murder.

Target Objectives

At the end of this section, students are able to:

- demonstrate an understanding of a main character
- analyze speeches and discuss the power of words
- engage in a discussion of justice
- use new vocabulary words correctly
- place quotations in context
- use the text to support their ideas
LESSON PLAN DETAILS

ACTS III

Act III, Scene I
- 1. Journal: Stop the Play—hand out and have students complete in class (20 minutes)

Act III, Scene II
- 1. Rhetoric in the Forum—hand out and have students complete in class (1 class period)

Act III, Scene III
1. Graded Discussion: Justice—hand out and have students complete in class (1 class period)

Act III
1. Vocabulary: Pictionary®—hand out and have students complete in class (20 minutes)
2. Comprehension Check: Quote Quiz—hand out and have students complete in class (15 minutes)

Discussion Questions: Act III (1 class period)

* = Corresponding remedial activity located on the disk
Journal: Stop the Play

Writing a journal entry as a character helps you empathize with that person while demonstrating your understanding of him or her. In Act III, Scene I, Caesar speaks his famous last line, “Et tu, Brute?” The sense of betrayal is strong. What is going through Brutus’ mind then? This activity asks you to pause at this moment in time to reflect on Brutus’ character and determine his reaction to those poignant words.

Directions: Imagine that Brutus could stop all of the action, freeze the conspirators in their places. In the space below, write a journal entry that reflects what his thoughts would be at this time. What is on his mind? How does he feel about his decision now? Does he have regrets? Stay true to everything you have learned about Brutus as a character. Try a stream of consciousness writing style where you empty all of your thoughts onto paper without pausing or worrying about grammar and mechanics. Let the ideas flow.
Rhetoric in the Forum

Rhetoric is the art of using words to convince an audience of a particular opinion. When Brutus and Antony spoke in the Forum after Caesar’s death, each man tries to persuade the audience to agree with his point of view. This activity asks you to analyze various rhetorical approaches to increase your understanding of their power.

**Directions:** Complete each chart below.

<table>
<thead>
<tr>
<th>Brutus’ Message</th>
<th>Brutus’ Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: He addresses them as friends and mentions his honor.</td>
<td>Example: Brutus wants them to feel close to him, and he wants them to think highly of him so they will agree with him.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Antony’s Message</th>
<th>Antony’s Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: He says Caesar was his friend.</td>
<td>Example: He wants the people to think positively about Caesar.</td>
</tr>
</tbody>
</table>
Graded Discussion: Justice

A graded discussion is an excellent way to check for comprehension and lead students to greater insight. It encourages students to think about the ideas presented in class and to speak their opinions in front of their peers. It incorporates the idea of “wait time,” that is, providing sufficient time for students to form their answers, and it offers a safe environment for reluctant participants to share their thoughts. Directions for a graded discussion are below. A student handout is on the following page.

How to Run a Graded Discussion

1. Provide students with the graded discussion questions. Photocopy the questions on the following page. Allow students seven minutes to jot down their responses in a quiet classroom.

2. Start the discussion after students have had time to ponder and respond (in writing) to the questions. Act as a moderator, ensuring that every student has an opportunity to contribute his/her own ideas. Call on students who raise their hands, then choose students who have not yet spoken before calling on those who have already added to the discussion.

3. Grade students based on the number of valid contributions each student makes. Answering one of the primary questions, offering opinions in response to a follow-up question, or making a thoughtful comment on another student’s observation all count as valid contributions. Repetitive, off-topic, or derogatory comments about another student’s answer are invalid.
Let's review what you've read. This activity provides an opportunity to re-examine the facts of the play as well as to think about the reasons behind them. Writing down your ideas before a class discussion makes it easier to participate because you don’t feel “put on the spot” when it’s your turn to speak.

Directions: Answer the following questions in preparation for a graded discussion. Remember that these open-ended questions have many potential answers. As long as you can support your ideas with evidence from the play, you can’t be wrong.

Graded Discussion Questions for Act III, Scene III
1. Were the conspirators justified in killing Caesar?
2. Were the citizens justified in attacking Cinna the poet?
3. How should we apply justice in society? Whose rules do we follow? How do we punish people who break the rules?
4. What is the best way to organize power in a country?
Vocabulary: Pictionary®

Group Activity

Here’s a fun opportunity to demonstrate your mastery of vocabulary words from Acts I–III of Julius Caesar. The more you’ve learned, the easier it will be.

Directions: The teacher divides the class into three teams. Your team needs to elect a “drawer” for each round. During each round, the teacher gives the drawer three vocabulary words from Acts I–III. The drawer’s team members attempt to guess the correct word based on the drawings. The team earns one point for each correct answer. A round lasts 30 seconds, and there may be up to 12 rounds. The team with the most points at the end of the game wins.
Comprehension Check: Quote Quiz

This activity asks you to demonstrate your understanding of Act III by responding to two important quotations.

Directions: For each quote below, explain who said it, what it means, and why it is important to the play.

1. “So oft as that shall be, 
   So often shall the knot of us be call’d 
   The men that gave their country liberty.”

2. “Come I to speak in Caesar’s funeral. 
   He was my friend, faithful and just to me: 
   But Brutus says he was ambitious; 
   And Brutus is an honourable man.”
Discussion Questions: Act III

Directions: Use the following questions to review what’s happened in Act III. Use these questions to generate discussion about the author’s ideas and techniques.

Act III, Scene I
1. How did you feel when Caesar chose not to read Artemidorus’ letter?
   Example: I knew he would die, and it was frustrating because he could have prevented it.
2. How would you stage Caesar’s death to highlight how betrayed he feels by Brutus?
   Example: I would have him die staring into Brutus’ eyes.
3. What did you think about the conspirators when they bathed their arms in Caesar’s blood?
   Example: It seemed excessive to me, more like the butchers that Brutus said they didn’t want to be.
4. Why do you think Cassius tells Antony that he’ll have equal power in the new government?
   Example: It’s a way to keep Antony under control.

Act III, Scene II
1. What does Brutus mean when he says, “not that I loved Caesar less, but that I loved Rome more”?
   Example: Brutus didn’t kill Caesar out of hatred; it was just that he cared for Rome even more than he loved Caesar.
2. Why do you think the people say Brutus has not offended them?
   Example: Brutus is highly respected, and the people trust that he did the right thing.
3. Why does Brutus leave before Antony speaks?
   Example: Brutus is naïve. He trusts Antony completely.
4. How does it affect the crowd when Antony repeats over and over again that Brutus said Caesar was ambitious and Brutus is an honorable man?
   Example: Initially, it helps the crowd to trust Antony, because he is agreeing with Brutus’ position, but, as he gives more examples of Caesar’s lack of ambition, the crowd begins to sense the irony and starts to distrust Brutus.
5. How truthful do you think Antony is during his speech?
   Example: His emotions seem sincere, but I wonder about the part where he has Caesar’s will. It seems almost too convenient to be true.

Act III, Scene III
1. Why do you think Shakespeare includes this scene?
   Example: This scene demonstrates the effects of a mob mentality and suggests that the people cannot be trusted to govern themselves well.
Act IV Summary

In Rome, Antony, Octavius, and Lepidus, acting as the triumvirate, decide whom they will eliminate to consolidate their power. Near Sardis, Cassius joins Brutus at his military camp. They engage in a heated discussion over odd behaviors and misinterpretations between them. Both men feel the other is treating him unfairly. After hurling insults, they calm down and remain friends. Brutus tells Cassius that Portia has committed suicide; Cassius laments this news and wonders that Brutus refrained from killing him during their argument. Brutus receives word that the enemy is approaching Philippi. Cassius suggests that they wait for Antony to reach them, but Brutus persuades Cassius to march toward Philippi. Brutus has a restless night and is visited by Caesar's ghost, who promises to meet him on the battlefield.

Target Objectives:

At the end of this section, students are able to:

• write plausible yet creative potential conclusions
• identify and discuss symbolism
• present a coherent explanation of a key relationship
• use new vocabulary words correctly
• demonstrate an understanding of the plot
• use the text to support their ideas
LESSON PLAN DETAILS

ACT IV

Act IV, Scene I
1. Creative Writing: Be the Playwright—hand out and have students complete in class (30 minutes)

Act IV, Scene III
1. Symbolism—hand out and have students complete in class (20 minutes)
2. Be the Teacher—hand out and have students complete in class (1 class period)

Act IV
1. Vocabulary: Write Your Own Sentences—hand out and have students complete in class (30 minutes)
2. Comprehension Check: True or False—hand out and have students complete in class (15 minutes)

Discussion Questions: Act IV (1 class period)

* = Corresponding remedial activity located on the disk
Julius Caesar has been assassinated, and the people of Rome despise the conspirators. What will happen now? Use what you’ve learned about foreshadowing, the characters’ personalities, and good play writing to predict the end of the story. In this activity you use your creative side while demonstrating your understanding of \textit{Julius Caesar}.

**Directions:** In the space below, write the conclusion of the play. Include some action scenes and maybe even a surprise ending.
Symbolism
Group Activity

A symbol is an object or action that stands for something else. Portia’s death may signal many things to Brutus, to the other characters, and to the audience. This activity asks you to work with your peers as well as individually to determine what her death signifies.

**Directions:** Brainstorm ideas with the class on the topic of what Portia’s death symbolizes. Then, complete the second chart on your own to work through your personal views and opinions.

<table>
<thead>
<tr>
<th>As a class, discuss what Portia’s death symbolizes. Write your ideas here.</th>
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<table>
<thead>
<tr>
<th>On your own, choose one idea that Portia’s death symbolizes and explain why you think Shakespeare added this element to the play.</th>
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</table>
The relationship between Brutus and Cassius is strained in Act IV. Re-examine Scene III to improve your understanding of the events. This activity puts you in the role of a teacher presenting a short lecture to the class.

**Directions:** Imagine you are the teacher, and your class is studying *Julius Caesar*. In the space below, prepare a short lecture about the events in Act IV, Scene III. You’ll want to clarify the facts of the scene but also point out interesting elements your students may have missed. For example, are there psychological factors or literary devices that enhance the scene? Why do you think Shakespeare adds this scene? What does it do for the play as a whole? Be prepared to give your brief lecture out loud.
Vocabulary: Write Your Own Sentences

Now vocabulary words are only useful if you know how to use them correctly. This activity helps you use new words in the correct context and demonstrate what you have learned.

Directions: Below are ten vocabulary words from Act IV. For each word, write a sentence that conveys its meaning as used in Julius Caesar:

1. slanderous:

2. covert:

3. salutation:

4. sober:

5. contaminate:

6. presume:

7. endure:

8. immortal:

9. expedition:

10. strain:

Many of the "old" words in Shakespeare still exist today but their meanings have changed. For example, power meant army.
Comprehension Check: True or False

This activity will clarify what happens in Act IV and ensure that you understand the key events.

Directions: Mark the following statements as true or false.

1. Antony disagrees that his sister’s son must die.  
   - T or F

2. Octavius wants Lepidus to help them rule Rome.  
   - T or F

3. Brutus thinks Cassius is no longer pleased with him.  
   - T or F

4. Brutus wants to discuss his problems with Cassius in public.  
   - T or F

5. Cassius took bribes to support his army.  
   - T or F

6. Cassius considers killing himself.  
   - T or F

7. Brutus’ wife is with him at Sardis.  
   - T or F

8. Octavius and Antony are planning an attack at Thessalonica.  
   - T or F

9. Brutus wants to wait for the enemy to attack them.  
   - T or F

10. Brutus sees Caesar’s ghost.  
    - T or F
**Discussion Questions: Act IV**

**Act IV, Scene I**
1. How would you evaluate the triumvirate's actions in this scene?  
   Example: They are very methodical and emotionless.
2. Why does Shakespeare include Lepidus in a triumvir but essentially ignore him in the play?  
   Example: He wanted to be true to history, but he also wanted to focus on a clear parallel: Antony and Octavius versus Brutus and Cassius.

**Act IV, Scene II**
1. How does Brutus feel about Cassius just prior to speaking with him?  
   Example: Brutus thinks Cassius is no longer friendly toward him, and that reduces Brutus' compassion toward Cassius.
2. Why does Brutus tell Cassius to be silent and wait until they can discuss these issues in private?  
   Example: Brutus knows that a good leader cannot show division in front of his men.

**Act IV, Scene III**
1. Why is Brutus upset over Cassius taking bribes?  
   Example: Brutus staked his reputation and committed murder on the idea of ensuring that justice and righteousness ruled Rome, which cannot be reconciled with the corruption of taking bribes.
2. How accurate is Cassius' position that a friend would overlook faults?  
   Example: It is true up to a point. Everyone has small faults that should be overlooked, but glaring character flaws cannot be ignored.
3. Why do you think Portia kills herself?  
   Example: Perhaps she disagrees with Brutus' actions and no longer sees him as an honorable man.
4. Which general is wiser, Brutus for wanting to approach the enemy in Philippi or Cassius for wanting to stay near Sardis?  
   Example: Attacking seems wiser because otherwise you're just waiting to be ambushed.
5. What thoughts prevent Brutus from sleeping?  
   Example: He is probably consumed with thoughts of the battle, of Portia, and of whether or not he did the right thing.
6. Why do you think Caesar's ghost tells Brutus he will see him at Philippi?  
   Example: It adds to the foreboding and evil pronouncements.

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Act V Summary

Antony and Octavius meet with Brutus and Cassius on the verge of battle and exchange hostilities. Afterwards, Cassius tells his servant that he has seen ill omens and dislikes their prospects of victory. Brutus and Cassius depart, each to lead his own army. The battle begins. From up on a hill, Cassius believes he sees his friend Titinius taken by the enemy. Unable to live with such knowledge, he asks Pindarus to kill him, and he does. When Titinius learns of this, he kills himself. Brutus mourns the death of both men. Lucullus, acting in the guise of Brutus, is captured by Antony's army. Elsewhere on the field, Brutus tells Volumnius that he has seen Caesar's ghost and knows his time is at hand. Brutus convinces Strato to hold his sword so that Brutus might run himself upon it. When Antony arrives and finds the corpse, he declares Brutus was the noblest Roman of them all.

Target Objectives:

At the end of this section, students are able to:
• discuss relevant themes
• explain the customs and practices of ancient warfare
• analyze the climax of the play
• use new vocabulary words correctly
• write an analytical essay
• demonstrate an understanding of key passages in context
• use the text to support their ideas
Julius Caesar

Lesson Plan Details

Act V, Scene I
1. Theme—hand out and have students complete in class (30 minutes)

Act V, Scene II
1. Research: Ancient War Practices—hand out and have students complete in class (1 class period); have students write the paper at home (45 minutes)

Act V, Scene III
1. Plot: Climax—hand out and have students complete in class (25 minutes)

Act V
1. Vocabulary Matching Exercise—hand out and have students complete in class (15 minutes)
2. Expository Writing—hand out and have students complete in class (1 class period)
3. Close Reading on Key Passages—hand out and have students complete in class (1 class period)
4. Interview With the Author—hand out and have students complete in class (1 class period)

Discussion Questions: Act V (1 class period)

* = Corresponding remedial activity located on the disk
Theme

A theme is a general concept or idea, such as love, justice, or sorrow. One way to help you think of themes is to complete the following sentence: “This is a play about ________.”

Before beginning this assignment, take a minute to brainstorm possible themes. This activity helps you think through the play’s message while asking you to do some creative writing.

Directions: Imagine that you are a reporter for the London Times in 1599. Conduct an interview with Shakespeare about his new play Julius Caesar to help you write a play review. Some questions to “ask” him include: What are the themes of the play? What would you like the audience to take away from the play? How are audiences responding thus far? Do you think Julius Caesar will be performed 100 years from now? Of course, you can “ask” other questions as well. Write your play review in the space below.
Research: Ancient War Practices
Group Activity

Research is one way to provide context for a novel or play. In the case of *Julius Caesar*, the final scenes will come alive once you understand the customs of ancient warfare. Learning new information and writing a clearly organized paper helps you to exercise your research skills while teaching you more about an historical concept.

**Directions:**

1. Together with a partner, research ancient war practices, particularly as seen in the Roman Empire around the time of Julius Caesar, 44 B.C. Use encyclopedias, history books, reference works, or the Internet. (Reminder: When using the Internet, choose official web sites such as those sponsored by national organizations [.org] or educational institutions [.edu] to gather more reliable information. You want to be sure your sources are credible.) Use the box below to write your notes.

2. Individually, write a one-page paper tonight that details what you have learned in a clear, well-organized manner. Use the box below to complete your pre-writing.

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The climax of the story is the place where everything that has been brewing reaches its boiling point. This is the point of no return. Some scholars point to Cassius’ death in Act V, Scene III, as the climax of *Julius Caesar*. Others would call Caesar’s death in Act III, Scene I, the point of no return. This activity lets you examine both sides of the issue.

**Directions:** The teacher divides the class in half and assigns each half one side of the argument that the climax occurs in Act V, Scene III or that the climax occurs in Act III, Scene I. Use the space below to prepare an argument that supports your side. Then, find a partner on the opposite side of the debate, share your opinions, and take notes on your partner’s ideas. Finally, explain your personal opinion in the final box.

**Ideas to support my side...**

**Ideas from my partner to support his/her side...**

**My personal opinion...**
Review your vocabulary words from Act V before beginning this assignment. Working with new vocabulary words increases your comprehension and prepares you to use them in your speech and writing.

**Directions:** Match ten of the vocabulary words from Act V to the correct definitions below without using references. After completing the activity, choose one word that you find interesting, explain why it caught your eye, and describe a place you might be able to use it.

<table>
<thead>
<tr>
<th>gallant</th>
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<th>ASSERTED</th>
<th>gorging</th>
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<tbody>
<tr>
<td>1. announce in a public fashion</td>
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<td>2. wait or delay</td>
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<td>3. argumentative, cranky</td>
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<td>4. noble, majestic, brave</td>
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<td>5. confident, made certain</td>
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<td>6. a coward, an inferior person</td>
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<td>7. overeating, eating greedily</td>
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<td>8. handle of a sword</td>
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<td>9. announce in a public fashion</td>
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<td>10. interpreted wrongly</td>
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**An Interesting New Word**

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Expository writing helps you synthesize what you have learned regarding a character, theme, or literary device. In this activity, you get to display your writing skills while demonstrating your insightful analysis of the play.

**Directions:** Respond to one of the two topics below in a well-organized essay. This is a timed exercise wherein you must complete your paper in one class period; therefore, rough draft quality is expected.

1. Antony declares Brutus to be “the noblest Roman of them all.” Evaluate this statement in light of what you know about Brutus’ personality as well as the other main characters’ personalities. You may entirely agree, partially agree and partially disagree, or entirely disagree.

2. Early on Cassius tells Brutus, “The fault, dear Brutus, is not in our stars, But in ourselves, that we are underlings.” Discuss the role of free will versus fate in *Julius Caesar*. Does Cassius’ statement prove to be true? If so, how? If not, why not?
Close reading is the process of re-examining a short passage and asking critical questions about it. We spend so much time discussing content that, at times, form is forgotten. This activity encourages you to dissect the text formally, examining word choice, syntax, and style.

Directions: Divide the class into five groups. Each group will examine a different passage and report back to the class. Look for the following elements:

a. examples of literary devices (for example, simile, metaphor, foreshadowing, irony, diction, and syntax)
b. how the passage fits into the act or scene as a whole
c. how the passage advances our understanding of plot, theme, setting, character, or symbolism

Passages to examine:
1. “Cowards die many times before their deaths... What say the augurers?” (Act II, Scene II)
2. “I could be well moved, if I were as you... But there’s but one in all doth hold his place” (Act III, Scene I)
3. “He was my friend, faithful and just to me... And, sure, he is an honourable man.” (Act III, Scene II)
4. “It is a creature that I teach to fight... But as a property: “ (Act IV, Scene I)
5. “We, at the height, are ready to decline... Or lose our ventures.” (Act IV, Scene III)
The end of a reading experience can leave you feeling sad, satisfied, or curious. This activity gives you an opportunity to interact with the writer, William Shakespeare! Be as creative, humorous, or serious as you like, but you must ask some fundamental questions regarding *Julius Caesar* that only Shakespeare could answer.

**Directions:** Write ten questions regarding the novel that you would like to ask William Shakespeare. Use a separate piece of paper to do this assignment. After you write your questions, exchange papers with another student who will answer the questions.
Julius Caesar

Discussion Questions: Act V

Directions: Use the following questions to review what’s happened in Act V. Use these questions to generate discussion about the author’s ideas and techniques.

Act V, Scene I
1. Why didn’t the enemies, Antony and Octavius versus Brutus and Cassius, simply kill each other when they met?
   Example: It doesn’t fit with their code of honor.
2. What was your opinion of the main characters as they exchanged insults?
   Example: It showed their true feelings, their rage, and it also seemed odd that they’re willing to do battle with one another but not draw their swords against one another.
3. Why does it seem strange that Cassius is concerned with the omen of two eagles falling?
   Example: Earlier in the play he didn’t seem to put much faith in omens.

Act V, Scene II
1. Why does Shakespeare initiate the battle scene with Brutus as opposed to any of the other three men?
   Example: It reinforces Brutus’ role as the main protagonist.

Act V, Scene III
1. Why is Caesar revenged at Cassius’ death?
   Example: Caesar might feel revenged because Cassius was the catalyst behind the plot.
2. Why does Titinius call Cassius the “sun of Rome”?
   Example: Titinius believes that Cassius acted for the good of Rome, protecting it from dark oppression.
3. How does Brutus feel upon seeing Cassius’ corpse?
   Example: Brutus is grief-stricken but must mourn later when the battle is over.

Act V, Scene IV
1. What is the point of Brutus’ statement: “And I am Brutus, Marcus Brutus, I; Brutus, my country’s friend; know me for Brutus!”
   Example: It reminds us who he is and what he stands for in the play.

Act V, Scene V
1. Why is it difficult for Brutus to convince someone to hold his sword, for example, to help him commit suicide?
   Example: They have too much respect for him to kill him.
2. Why does a play labeled a “tragedy” end with the line “To part the glories of this happy day”?
   Example: It suggests that good triumphed in the end.

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Reflect on Reading

The following activities require students to work with the play as a whole. This includes discussion questions, activities, a pre-reading question review, and a final test.

LESSON PLAN DETAILS

Discussion Questions (2 class periods)
1. The Famous Eulogy—hand out and have students complete in class (1 class period)
2. Pictorial Review—hand out and have students complete in class (1 class period)
3. Pre-Reading Question Review—hand out and have students complete in class (1 class period)

Final Test—hand out and have students complete in class (1 class period)
Discuss Reading

Discussion Questions

Directions: Use the following questions to review what’s happened in the play and to discuss the ideas and themes.

1. Who is the hero of Julius Caesar?
   - Example: Brutus is the hero because he adhered to noble ideas.

2. Why do women play such a small role in Julius Caesar?
   - Example: It probably reflects the fact that they were considered lesser citizens at the time.

3. What message does Shakespeare give about fate versus free will?
   - Example: He seems to present instances of both without one taking precedence over the other.

4. Why do Brutus and Cassius take their own lives rather than put themselves at Antony's mercy?
   - Example: They are too proud to submit to their enemy.

5. What function does Caesar's ghost fill in the play?
   - Example: He acts as Brutus' conscience.

6. Which omen seemed the most foreboding to you?
   - Example: When the augurers could not find a heart in the beast, it seemed more supernatural than the other events.

7. How would you characterize Brutus' intentions when he joined the conspiracy?
   - Example: Brutus was focused on the general good.

8. How would you characterize Cassius when he formed the conspiracy?
   - Example: Cassius was focused on not being inferior to Caesar.

9. What did you think of Antony's speech in the Forum?
   - Example: Antony's speech was clever and shrewd.

10. What does it suggest that Marullus and Flavius were killed for taking down Caesar's decorations?
    - Example: It shows that the Roman people were not free to express their opinions.

11. Evaluate Antony's and Octavius' decision to kill up to 100 senators.
    - Example: It seems like the only way to ensure their successful rule, but it also seems to go against the idea of the Republic.
12. Why do you think Brutus was devoted to the idea of the Republic?
   Example: He believed it was the only way for men to be free.

13. Why does Antony use Caesar's will to persuade the people?
   Example: Antony recognizes that people are often selfish and proud, by telling the Romans
   that Caesar loved them enough to leave them money and land, he got them to automatically
   love Caesar.

14. Why do you think the audience witnesses Brutus' inner turmoil over killing Caesar, but none of
   the other conspirators' tension?
   Example: Perhaps the other conspirators lack Brutus' conscience; they had no inner turmoil.

15. In what ways is this play a tragedy?
   Example: It is a tragedy in that great men such as Caesar and Brutus die and can no longer
   lead Rome.

16. How do you think the Elizabethan audience responded to this play?
   Example: They probably enjoyed the sense of justice and liked seeing the evil men fulfilled
   because it was a style they were used to seeing.

17. What lines did you recognize as you were reading?
   Example: I recognized when Casca says, "It was Greek to me."

18. Why do you think *Julius Caesar* became one of Shakespeare's more famous plays?
   Example: It discusses ideas of justice and righteousness that exist in every time and
   in every place.

19. What lessons from *Julius Caesar* are applicable today?
   Example: The lesson of life over death, meaning killing isn't the answer even if it appears to
   be the only option, is important.

20. If you were the teacher, would you choose to have your students read *Julius Caesar*?
   Why or why not?
   Example: Yes, I would because there are a lot of scenes and lines that are part of our cultural
   vocabulary.
The Famous Eulogy
Group Activity

Antony delivers a famous eulogy after Caesar's death. As a class you will perform this important speech. This activity increases your familiarity with well-known literature and provides public speaking practice in small doses.

Directions: Antony's speech is 215 lines, beginning with “Friends, Romans, countrymen,” and ending with “Take thou what course thou wilt” (skip the citizens' interjections). The teacher divides the speech equally among the students so that everyone is responsible for just a few lines. Memorize your portion and add the appropriate inflection and/or gestures. Then, as a class, practice giving the speech without pausing. You’ll have to pay careful attention to make it sound like one speaker.
Visual aids provide an excellent way to review a story quickly. In this activity, you will work in a group to create pictorial representations of each scene in Julius Caesar. By studying each group’s picture, you’ll be reminded of the key events in the play.

**Directions:** The teacher divides the class into 18 groups, one for each scene in the play. As a group, create a poster that covers the major events in your assigned scene. Hang them up around the room and view your classmates’ work for a great tutorial on Julius Caesar.
Pre-Reading Question Review

Take out the pre-reading questions that you completed before you read *Julius Caesar*. Determine if the play has changed your beliefs.

**Directions:** Complete the chart below in preparation for a discussion with your classmates.

<table>
<thead>
<tr>
<th>Pre-Reading Question</th>
<th>Answers Before Reading</th>
<th>Answers After Reading</th>
<th>Changes? Write Yes or No</th>
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<tbody>
<tr>
<td>1. How would you define treason?</td>
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<td>2. Why is the life of an individual less important than the wellbeing of a society? Or is it?</td>
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<td>3. What are the benefits and drawbacks to having a representative government?</td>
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<td>4. What dominates your life, fate or free will? Why do you believe that?</td>
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<td>5. What does foreshadowing add to a story? How much do you think there should be?</td>
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The following test assesses your knowledge and understanding of Julius Caesar.

**Directions:** Read all the directions and questions carefully.

**Multiple Choice**

**Directions:** Circle the letter of the correct answer. (1 pt. each)

1. Caesar is warned about coming danger through  
   a) Soothsayer.  
   b) a letter.  
   c) dreams.  
   d) all of the above.

2. Cassius believes he is Caesar's  
   a) equal.  
   b) inferior.  
   c) master.  
   d) servant.

3. Antony is loyal to  
   a) Caesar.  
   b) Cassius.  
   c) Octavius.  
   d) Cassius.

4. When thinking about murdering Caesar, Brutus experiences great  
   a) comfort.  
   b) happiness.  
   c) agitation.  
   d) illness.

5. Casca observes three omens including  
   a) a tree split by lightning.  
   b) a lion walking in the Capitol.  
   c) a beast without a heart.  
   d) two eagles falling.

6. Cassius also wants to kill  
   a) Caesar.  
   b) Antony.  
   c) Augustus.  
   d) Artemidorus.

7. Caesar's fatal wounds are inflicted with  
   a) arrows.  
   b) swords.  
   c) daggers.  
   d) swords.

8. When Antony speaks at Caesar's funeral, he is  
   a) accompanied by Brutus.  
   b) accompanied by Octavius.  
   c) accompanied by Cassius.  
   d) on his own.
9. During the eulogy, Antony describes Brutus as
   a) a conspirator.  c) an honorable man.
   b) a liar.  d) a senator.

10. The triumvirate includes Antony, Octavius and
    a) Lucilius.  c) Marullus.
    b) Lepidus.  d) Messala.

11. Brutus is angry because Cassius
    a) took bribes.  c) took a shortcut.
    b) disagrees with him.  d) escaped.

12. Portia committed suicide by
    a) stabbing herself.  c) drinking poison.
    b) swallowing fire.  d) sacrificing herself on the altar.

13. Cassius argues that they should
    a) stay near Sardis.  c) increase the size of their army.
    b) send half the soldiers ahead.  d) meet Antony at Philippi.

14. Brutus believes life under Caesar would be
    a) happy.  c) oppressive.
    b) free.  d) battle-ridden.

15. In the end, the new ruler of Rome is
    a) Octavius.  c) Lepidus.
    b) Lucilius.  d) Antony.

Matching
Directions: Choose the letter that fits the description. Make sure that you use each letter just once and that you have no letters left over. (1 pt. each)

1. _____ a sign that usually predicts bad fortune  a. Flavius
2. _____ Caesar defeated this man  b. theme
3. _____ a predetermined future  c. Cinna
4. _____ Brutus’ wife  d. Forum
5. _____ Caesar dies at this time  e. republic
6. _____ Cinna plants this in Brutus’s house  f. chum
Event Sequencing

Directions: Order the following events chronologically from 1 to 10. (1pt. each)

______ a. Portia sends a servant to check on Brutus
______ b. Caesar almost drowns in the Tiber
______ c. the Ides of March arrives
______ d. Cassius commits suicide
______ e. Antony runs a race
______ f. Calpurnia begs Caesar to stay home
______ g. Brutus addresses the crowd
______ h. Caesar refuses the crown a second time
______ i. Caesar dies
______ j. Brutus commits suicide
Short Answer Directions: Write your answer to each question on a separate piece of paper. Use complete sentences. (4 pts. each)

1. What happens in Calpurnia's dream?
2. What are Brutus' two reasons for letting Antony live?
3. What refrain does Antony use throughout his funeral speech?
4. What does Decius Brutus tell Caesar to convince him to leave the house?
5. How does Brutus feel about Caesar?
6. How does Antony use Caesar's will to persuade the citizens?
7. Who is Octavius Caesar?
8. Why do Cassius and Iulius kill themselves?
9. How does Brutus treat Portia?
10. Who is the most important man in the conspiracy and why?

Essay Questions Directions: Choose one of the three essay questions listed below. The length needs to be approximately 350 words. Make sure your response is well-organized and grammatically correct. Use a separate piece of paper. (20 pts.)

1. Evaluate the theme of free will versus fate as it is worked out in Julius Caesar.
2. Discuss betrayal and loyalty as seen in Julius Caesar.
3. Analyze the method Antony uses to turn the crowd against Brutus and the conspirators.
This section provides answers to activities and the test in the order in which they appear in the guide.

**Novel Road Map to Success**

**Before We Start**

**Handout 1**

**Act I, Scene I**
1. They are celebrating Caesar’s victory and his return to Rome.
2. They believe the people are fickle: where once they loved Pompey, they now love Caesar.
3. They take down the decorations in the town.

**Act I, Scene II**
1. He wants Antony to touch his wife Calpurnia during the race because there is a superstition that touching an infertile woman during the race will make her have children.
2. He says he will do anything Caesar asks of him.
3. He says to beware the ides of March.
4. He is afraid they are asking Caesar to be their king.
5. He believes they were born equal, that Caesar has no right to have authority over him, and that Caesar has exhibited cowardice and weakness that make him unfit to rule.
6. Brutus says he has had similar thoughts; he does not wish to continue the discussion now, but he will at a later time.
7. He believes he is dangerous.
8. Antony offers it.
9. He thinks that each time it was harder for Caesar to refuse it.
10. He falls down foaming at the mouth.
11. He thinks Caesar has the falling-sickness, epilepsy.
12. They were executed.
13. He says he will meet with Cassius the next day.

**Act I, Scene III**
1. He sees a slave whose hand burns without feeling pain, a lion in the Capitol, men on fire walking in the streets, and an owl in the marketplace at noon.
2. They plan to make Caesar their king.
3. He is saying he would rather kill himself than live under Caesar as king.
4. He looks down on them and calls them trash; he feels they are inferior beings if they want Caesar as their king.
5. They side with Cassius.
6. He asks Cinna to sneak a letter into a place where Brutus will find it.

**Act II, Scene I**
1. He has no reason to dislike him; his concern is for the people of Rome.
2. He thinks it might change Caesar’s personality, and a darker side would appear.
3. It tells Brute to wake up, pay attention, and fix the wrongs that have been done to Rome.
4. No, he’s received several in various places.
5. In March 15, the ides of March.
6. He has suffered terrible mental agitation; it haunts him.
7. It seems cowardly to him, and he wonders how they’ll ever show their faces during the day if they’re afraid to show them at night when no one can see them anyway.
8. Cassius brings Casca, Decius Brutus, Cinna, Metellus Cimber, and Trebonius.
9. He believes that the oppression of their times is enough to support their endeavor and if any man disagrees, then he should not join them.
10. He wants to kill Caesar and Mark Antony.
11. He says they will seem bloodthirsty if they kill both men and that Antony will lose his power after Caesar’s death.
12. He has been superstitious lately, and the unexplained events might convince him to stay home.
13. It is clear that something is bothering him, but he won’t tell her what it is.
14. Caius Ligarius comes to join in the conspiracy.

Act II, Scene I
1. She dreams that someone murders Caesar.
2. Although she never paid attention to signs and omens, the numerous unnatural occurrences have frightened her.
3. He dismisses them and says he will never be a coward.
4. She dreams that a statue of Caesar poured blood from many places and Romans bathed their hands in the blood.
5. He says it means that the Romans will receive life-giving blood from Caesar; he says it is a positive dream.

Act II, Scene IV
1. He wants to warn him against men he trusts, the conspirators.

Act II, Scene V
1. She tells him to run to the Capitol and return with news of Brutus and Caesar.
2. He wants to warn him of danger that seems to be approaching.

Act III, Scene I
1. He says things that pertain to him he will handle last. He will hear other people’s petitions first.
2. He gets Antony out of the way so they can kill Caesar.
3. Metellus Cimber begs Caesar to free his enslaved brother. The other conspirators gather around Caesar, pleading with him to grant the request.
4. His hands are holding a dagger to stab Caesar, and this action reveals what is in Cassius’s mind and heart.
5. He says, “Et tu, Brute? Then fall, Caesar!”
6. They feel that liberty and freedom rule Rome once again.
7. He runs to his house.
8. They put it on their forearms and their swords.
9. He welcomes him and treats him well.
10. He says Antony will have as much power as any of them.
11. He shakes their bloody hands.
12. He wants to speak at Caesar’s funeral.
13. Cassius is wary; he thinks Antony might sway the people against the conspirators. Brutus grants Antony’s request and believes Antony will not do any harm.

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14. He asks Caesar to forgive him for appearing to agree with the conspirators, and he says he'll get revenge.

15. Antony tells Octavius to stay outside of Rome for now because it is too dangerous for him.

**Act III, Scene I**

1. He says that he loved Caesar as a friend, but Caesar would have oppressed the Romans and become a cruel leader so they were forced to remove him in order to preserve the Romans' freedom.
2. He calls Brutus an honorable man.
3. He reminds the citizens that Antony offered Caesar the crown but Caesar refused it three times.
4. He says he found Caesar's will.
5. He has the citizens come closer, and he shows them Caesar's mutilated corpse.
6. Antony tells the citizens that Caesar gave every man 75 drachmas and left his walk, arbors, and orchards to the people of Rome.
7. They are angry and mutinous; they want to attack the conspirators.
8. He goes to see Octavius, who has already come to Rome.

**Act III, Scene II**

1. Several citizens attack him because he has the same name as one of the conspirators.

**Act IV, Scene I**

1. They are deciding which men will die.
2. Octavius believes he is brave. Antony has doubts and says Lepidus has no better qualities than a good war horse.
3. Brutus and Cassius are building an army.

**Act IV, Scene II**

1. Lucilius says that Cassius is not happy with Brutus.
2. Cassius says Brutus has done him wrong. Antony has doubts and says Lepidus has no better qualities than a good war horse.
3. Brutus and Cassius are building an army.

**Act IV, Scene III**

1. Cassius says Brutus condemned Lucius Pella for taking bribes even though Cassius had written to Brutus and asked him not to punish him.
2. Brutus asks Cassius of taking bribes as well.
3. Cassius says Brutus has done him wrong.
4. Brutus says he loves Cassius like a brother and would never wrong him. He asks Cassius to continue the discussion with Brutus in private.

**Act V, Scene I**

1. Antony will attack from the left.
2. He begins to call him Caesar.
3. They call each other names.
4. He says there was an ill omen of two eagles falling and it seems that the army stands under a shadow of death.

Act V, Scene II
1. The battle has begun, and Brutus sends Messala with a message to Cassius that Brutus plans to attack Octavius’s army.

Act V, Scene III
1. Pindarus encourages Cassius to flee because Octavius’ army has the upper hand.
2. Cassius believes that Titinius, his best friend, has been captured, and Cassius no longer wants to live.
3. Cassius’ army has been defeated by Antony, but Brutus’ men defeated Octavius’ army.
4. Titinius kills himself.
5. Brutus says Julius Caesar’s ghost is revenging himself, causing these men to turn their swords upon themselves.

Act V, Scene IV
1. They believe they have captured Brutus.

Act V, Scene V
1. He runs on his own sword.
2. Brutus thinks his motives for killing Caesar weren’t half as good as the ones he has for killing himself.
3. Antony says Brutus was nobler than any other conspirator because he acted only for the good of Rome and not for himself.

Foreshadowing
Act I, Scene III
1. First omen: a slave’s hand is on fire but doesn’t burn. Second omen: a lion walking through the Capitol that didn’t harm him. Third omen: an owl shrieking at noon in the market.
2. These omens are unnatural. When things go against nature, it suggests the world is out of control and chaos, which means terrible events may occur.
3. The tone is one of foreboding, fear, and potential violence.
4. Answers will vary.

Comprehension Check: Who are the Conspirators?
Act II
Handout 1

Graded Discussion: Justice
Act III, Scene III
Handout 1
1. Example: No, because they acted against the laws of their own republic that they were trying to save.
2. Example: Definitely not because they knew he had nothing to do with murder.
3. Example: There should be a strong judicial system that deters people from committing crimes and lets people know exactly what the penalty will be.

4. Example: It is best to let the people have a vote; a democratic government serves the people.

Comprehension Check: Quote Quiz

Act III
Handout 2
1. Cassius is speaking after they have killed Caesar and bathed their arms in his blood. It reveals how the conspirators view themselves and how they believe history will view them, that is, as the people who freed Rome from Caesar’s tyranny and restored freedom to all the citizens. This is important because it reinforces their motives for the assassination and shows Cassius as a hero and not just a man who dislikes Caesar.

2. Antony says this during his speech at Caesar’s funeral. He reminds the crowd how much he loved Caesar; then he explains Brutus’ view that Caesar was ambitious and uses a phrase that he repeats often, “Brutus is an honourable man.” This is important because it shows the power of words and directs the people’s emotions for the remainder of the play. Antony says Brutus is honorable but makes point after point suggesting Brutus isn’t honorable. Eventually Antony turns the crowd against Brutus and for Antony himself.

Comprehension Check: True or False

Act IV
Handout 2

Vocabulary Matching Exercise

Act V

Matching


Final Test

Reflect on Reading

Multiple Choice

1. d 2. a 3. d 4. c 5. b 6. a 7. c 8. d 9. a 10. b

Matching

1. b 2. k 3. i 4. l 5. j 6. m 7. f 8. a 9. g 10. h

Sequencing

a. b. 1 c. 4 d. 9 e. 2 f. 3 g. 8 h. 5 i. 7 j. 10

Short Answer

1. She dreams that Caesar’s statue pours blood from many holes and that Romans bathe in the blood.

2. He says Antony has no power without Caesar and killing Antony would make them appear to be butchers.

3. He says that Brutus said Caesar was ambitious and that Brutus is an honorable man.

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4. He tells Caesar that the senators plan to crown him king.
5. He likes him as an individual but feels he may become a tyrant if given unchecked power over the people.
6. Antony tells the people that Caesar left them each 75 drachmas and his private arbors so that the people will have sympathy for Caesar.
7. He is Caesar's adopted son, he acts as part of the triumvirate immediately after Caesar's death, he rules Rome at the end.
8. He believes that his best friend, Tullius, has been captured and that his army will lose the battle.
9. He requests her to love her, but she refuses to tell her what is being planned.
10. Brutus is because he has the highest reputation, and the people will believe the conspirators acted in good faith if Brutus is part of the conspiracy.

Essay Questions

These are general answer suggestions. Answers may include some or all of the points listed below.

1. Instances of free will include 1) The conspirators choosing to join together, 2) Caesar's belief that the fault lies in themselves, and 3) Caesar says it is in his 'will' that he stay home.

2. Instances of free will include 1) the Soothsayer's predictions, 2) Caesar's statement that death comes when it will come, 3) Cassius' feeling that an evil 'canopy' hung over their armies, and 4) Brutus' idea that Caesar's ghost dooms their enterprise. The play doesn't hold one clearly above the other. This can be taken as equal appreciation for both or left entirely to the audience's interpretation.

3. Antony begins by asserting loyalty to the conspirators; this inclines the crowd to listen to him. Antony continually calls Brutus an 'honorable man' in order to identify with Brutus, whom the people currently adore. Antony points to numerous instances where Caesar acted kindly, compassionately, etc.; this slow build up of Caesar's good qualities has time to take root in the people's minds. Antony shows personal grief over Caesar's death, pausing to regain his composure; this tells the people that a good man is mourning Caesar's death and suggests they should, too. Antony reads them Caesar's will, of which the Roman people seemed to be the greatest beneficiary; this captures the people's hearts for Caesar.
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