

# 12.2.2 Lesson 2

## Introduction

In this lesson, students read and analyze *Julius Caesar*, Act 1.2, lines 1-138 (from “Calphurnia. / Peace, ho! Caesar speaks. / Calphurnia” to “start of the majestic world / And bear the palm alone”). In this scene, a soothsayer warns Caesar, “Beware the ides of March” (line 21). After Caesar leaves, Brutus and Cassius discuss Caesar’s rise to power. Students participate in a whole-class dramatic reading of the scene, analyzing how Shakespeare develops characters and introduces central ideas. Student learning is assessed via a Quick Write at the end of the lesson: Select Brutus, Caesar, or Cassius. How does Shakespeare develop this character in Act 1.2, lines 1-138?

For homework, students annotate Act 1.1 and Act 1.2, lines 1-138 (from “Calphurnia. / Peace, ho! Caesar speaks. / Calphurnia” to “start of the majestic world / And bear the palm alone”) for how Shakespeare develops relationships and answer the following question: How do the relationships among characters in Act 1.1 and Act 1.2, lines 1-138 contribute to the emergence of a new central idea?

Additionally, students read lines 139-187 of *Julius Caesar* (from “Another general shout! / I do believe that these applauses” to “thus much show of fire from / Brutus”), box any unfamiliar words, and look up their definitions. Students choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text. Also, students summarize the scene and annotate the text for central ideas.

## Standards

Assessed Standard(s)	
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Addressed Standard(s)	
W. 11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>
L. 11-12.4.c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>

## Assessment

File: 12.2.2 Lesson 2 Date: 2/13/15 Classroom Use: Starting 2/2015

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**Assessment(s)**

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Select Caesar, Brutus, or Cassius. How does Shakespeare develop this character in Act 1.2, lines 1-138?

**High Performance Response(s)**

A High Performance Response should:

- Identify a significant character in the scene (e.g., Caesar; Brutus; Cassius).
- Explain how Shakespeare develops the character in these lines (e.g., Shakespeare uses Cassius's dialogue with Brutus to demonstrate Cassius's ability to persuade and manipulate others. Cassius begins to persuade Brutus by saying, "Well, honor is the subject of my story" (line 99). Cassius's statement appeals to Brutus by emphasizing honor, which Cassius knows is important to Brutus. Cassius continues his efforts to persuade Brutus by telling Brutus, "I was born free as Caesar; so were you" (line 104). This statement appeals to Brutus's honor by reminding him of his status as a free man. Cassius continues his efforts to persuade Brutus by carefully selecting and framing stories about earlier events in Caesar's life that demonstrate Caesar is not fit to be king. Cassius tells Brutus about the time Caesar needed Cassius to save him from the Tiber and called to Cassius, "Help me, Cassius, or I sink!" (line 118). He follows this story with a report about the time Caesar needed Titinius to get him water during his illness in Spain, when he was weak "[a]s a sick girl" (line 135). Cassius's stories and comments demonstrate that Cassius believes that he and Brutus are not only equal to Caesar but also better than Caesar. In this scene, Shakespeare depicts Cassius as a persuasive speaker who can manipulate his audience.).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- soothsayer (n.) - someone who makes predictions about what is going to happen in the future
- countenance (n.) - appearance, especially the look or expression of the face
- vexed (adj.) - annoyed or worried
- cogitations (n.) - thoughts
- lamented (v.) - felt, showed, or expressed grief, sorrow, or regret
- yoke (n.) - an arched device formerly laid on the neck of a defeated person, or a frame fitted to a person's shoulders to carry a load in two equal portions; servitude, bondage
- fawn (v.) - try to get the approval of an important or powerful person by giving that person praise, special attention, etc.
- \*laughter (n.) - butt of jokes, laughingstock
- \*scandal (v.) - slander
- impart (v.) - make known; tell
- aught (n.) - anything

### Vocabulary to teach (may include direct word work and/or questions)

- None.

### Additional vocabulary to support English Language Learners (to provide directly)

- beware (v.) - be wary, cautious or careful of
- reflection (n.) - image that is seen in a mirror or on a shiny surface
- torrent (n.) - a large amount of water that moves very quickly in one direction
- buffet (v.) - hit with great force many times
- feeble (adj.) - very weak

- Words defined in the explanatory notes are marked with an asterisk.

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.11-12.3, W.11-12.9.a, L.11-12.4.c</li> <li>Text: <i>Julius Caesar</i> by William Shakespeare, Act 1.2: lines 1-138</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Whole-Class Dramatic Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 65%</li> <li>4. 15%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the 12.2 Common Core Learning Standards Tool (refer to 12.2.1 Lesson 4) (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)

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## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.3. In this lesson, students analyze how Shakespeare develops his characters in Act 1.2, lines 1-138 of his play *Julius Caesar*. Students engage in a whole-class dramatic reading of the scene and in small-group discussions.

- Students look at the agenda.
- Differentiation Consideration:** If students are using the 12.2 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard RL.11-12.3. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses may include:
  - The standard requires students to analyze how authors structure texts (for example, how to begin or end a story).
  - The standard requires students to analyze how these choices affect the overall meaning of the text.
  - The standard requires students to analyze how these choices affect the beauty or power of the text.

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## Activity 2: Homework Accountability

10%

Instruct students to share and discuss the vocabulary words they identified for homework (L. 11-12.4.c).

- Students may identify the following words: *soothsayer*, *countenance*, *vexèd*, *cogitations*, *lamented*, *yoke*, *fawn*, *\*laughter*, *\*scandal*, *impart*, and *aught*.
- **Differentiation Consideration:** Students may also identify the following words: *beware*, *reflection*, *torrent*, *buffet*, and *feeble*.
- Definitions are provided in the Vocabulary box in this lesson.

Instruct students to take out their responses to the previous lesson's homework assignment. (Read Act 1.2, lines 1-138. Summarize the scene and develop 2-3 discussion questions focused on how Cassius's attitudes toward Caesar are similar to or different from the Tribunes' attitudes. Prepare possible answers to your questions for discussion.) Instruct students to share and discuss their summaries in groups. Select one group to share with the class their most complete summary and invite other groups to add pertinent details if needed.

- In Act 1.2, Caesar first appears on stage accompanied by his wife, Calphurnia, and other supporters. A soothsayer warns him, "Beware the ides of March" (lines 21, 28), but Caesar dismisses the man as "a dreamer" (line 29). After Caesar and his train exit the state, Cassius and Brutus discuss Caesar's rise to power. Cassius first questions Brutus about their friendship and then about Brutus's attitudes regarding Caesar. When Cassius is sure that Brutus does not want Caesar to become king, he appeals to Brutus's sense of honor and shares his own attitudes toward Caesar by telling stories that demonstrate why Caesar is unfit to be king.

Lead a brief whole-class discussion of student summaries.

- Students are held accountable for the questions and responses that they generated for homework during Activity 3: Whole-Class Dramatic Reading and Discussion.

## Activity 3: Whole-Class Dramatic Reading and Discussion

65%

Transition to a whole-class dramatic reading. Assign students to read the roles of Caesar, Casca, Calphurnia, Antony, the Soothsayer, Brutus, and Cassius in Act 1.2, lines 1-84 (from "Calphurnia. / Peace, ho! Caesar speaks. / Calphurnia" to "To all the rout, then hold me dangerous").

- **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

### What do we learn about the characters in this scene?

Instruct students to read aloud Act 1.2, lines 1-84, and then answer the following questions in their small groups.

### How does Shakespeare introduce Caesar's character on the stage?

- Student responses may include:
  - Caesar first appears on stage surrounded by many other characters and followed by still more, including the Tribunes. This develops the idea established in Act 1.1 that he is an important figure in Roman society.
  - By introducing Caesar surrounded by a crowd of people, Shakespeare develops Caesar's character through his interactions with others, which give the audience access to his inner thoughts. Introducing Caesar in this way contributes to the mystery around Caesar, who speaks little and generally only to give orders such as his command to Calphurnia to "[s]tand ... directly in Antonius's way" (line 5).

### What does Caesar's interaction with the Soothsayer suggest about Caesar's character?

- Student responses may include:
  - Caesar's noticing the Soothsayer while walking through a busy crowd suggests that he is attentive to the people. When the Soothsayer first calls out, Caesar immediately asks, "Ha! Who calls?" (line 16) and then asks to have the man brought forward to speak, suggesting that Caesar is interested in the people in the crowd and is willing to make time for them.
  - Caesar's dismissal of the Soothsayer with the words, "He is a dreamer. Let us leave him. Pass" (line 29), suggests that Caesar is somewhat arrogant.
- **Differentiation Consideration:** Consider posing the following question:

### How does Shakespeare's use of repetition in lines 21-29 establish the mood of the scene?

- Student responses should include:



- The phrase “Beware the Ides of March” is repeated three times in these lines. The Soothsayer speaks the warning twice (lines 21 and 28), and Brutus reports the Soothsayer’s words once (line 23). By repeating the phrase three times, Shakespeare emphasizes the importance of the warning and introduces a foreboding mood to the scene.
- If necessary, explain to students that the *mood* of a text is the emotional state or feeling that it conveys or evokes.

### How do Cassius’s first words to Brutus in lines 37-41 establish their relationship?

- Cassius’s observation, “I have not from your eyes that gentleness / And show of love as I was wont to have,” suggests that the two men are friends and usually have a good relationship, but Cassius notices that Brutus’s feelings toward him have changed recently (lines 38-39).
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

### What does Brutus’s response to Cassius in lines 42-53 suggest about Brutus’s recent behavior?

- Brutus says, “Vexèd I am / Of late with passions of some difference, / Conceptions only proper to myself” (lines 45-47) to explain that he has been preoccupied with a private struggle, and thus, and not as friendly as usual. He says that because he is “with himself at war” he “forgets the shows of love to other men” (lines 52-53).

### Paraphrase lines 61-68.

- It is a shame that you cannot see yourselves as others do, Brutus, because many well-respected Romans, who are concerned by Caesar’s rise to power, have wished that you could see your own qualities more clearly.

### How does Brutus respond to Cassius’s compliments?

- Student responses may include:
  - Brutus is suspicious of Cassius’s compliments. He asks, “Into what dangers would you lead me, Cassius?” (line 69).
  - Brutus is flattered. He claims he does not have the qualities that Cassius suggests, but he invites Cassius to continue by asking, “Into what dangers would you lead me, Cassius, / That you would have me seek into myself / For that which is not in me?” (lines 69-71).

**How does Cassius try to gain Brutus’s trust in lines 72-84? What does Cassius’s approach suggest about his perception of Brutus?**

- Student responses may include:
  - Cassius attempts to gain Brutus’s trust by describing himself in terms that appeal to Brutus’s values. Cassius describes himself as serious, pointing out that he is not a “common laughter” or a foolish person (line 78), implying that Brutus is a serious person who does not respect frivolous people. Cassius goes on to claim that he is sincere and does not “stale with ordinary oaths [his] love / To every new protester” (lines 79-80), and that he is not a hypocrite because he does not “fawn on men and hug them hard / And after scandal them” (lines 81-82). By emphasizing his own seriousness and honesty, Cassius focuses on values that he perceives as important to Brutus, suggesting that he sees Brutus as a serious and honorable person.
  - Recognizing that Brutus prides himself on his own seriousness and honesty, Cassius focuses on these values in himself in an effort to manipulate Brutus and persuade him to trust him.

**What kind of relationship is Cassius trying to establish with Brutus?**

- Cassius is trying to establish a friendly relationship with Brutus but one in which Cassius is in control. He refers to Brutus’s “hidden worthiness” (line 63) and addresses him as “noble Brutus” (line 68), suggesting that he admires and respects Brutus. At the same time, Cassius’s description of himself is carefully phrased to appeal to Brutus’s own perception of himself, suggesting that Cassius knows Brutus very well and may be trying to gain influence him through flattery. Cassius wants to earn Brutus’s trust and respect but also wants to be able to manipulate him.

Lead a brief whole-class discussion of student responses.

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Assign students to read the roles of Brutus and Cassius. Instruct students to read Act 1.2, lines 85-138 (from “What means this shouting? I do fear the people” to “start of the majestic world / And bear the palm alone”) and then answer the following questions in groups.

**How does Shakespeare establish Brutus’s relationship with Caesar in lines 85-89?**

- Brutus first says he “fear[s] the people / Choose Caesar for their King,” (lines 85-86) and then adds to this statement, “yet I love him well” (line 89). The two statements

establish a complex relationship between the men: Brutus loves Caesar as a friend, but he opposes his political rise to power.

**What does Brutus's use of the word *honor* in lines 92-96 suggest about his view of ethics?**

- Brutus's comment that he "love[s] / The name of honor more than [he] fear[s] death" (lines 95-96) shows that Brutus is committed to preserving his honor by doing the right thing for "the general good" (line 92), even if the cost is death. Brutus would rather die with a reputation for being honorable than live and be considered dishonorable.

**What do Brutus and Cassius's references to *honor* in lines 93-103 suggest about the role of honor in Roman society?**

- Brutus and Cassius's comments suggest that honor is a shared and important value in Roman society. Brutus claims that he "love[s] / The name of honor more than [he] fear[s] death" (lines 95-96), and Cassius suggests that he shares that value when he remarks that "honor is the subject of [his] story" (line 99).
- In preparation for their work with central ideas in 12.2.2 Lesson 3, consider giving students the phrase "ethics of honor" to describe how the characters in *Julius Caesar* use the socially valued concept of honor to guide their decisions about right and wrong.
- Ethics is a central idea common to both "Civil Disobedience" and *Julius Caesar*. Consider reminding students of their work with ethics in 12.2.1 Lesson 6, in which *ethics* is defined as "moral principles of an individual."

**How do Cassius's stories and comments (lines 107-135) express his view of Caesar?**

- Student responses should include:
  - Cassius's stories show that he views Caesar as weak. He tells Brutus of the time Caesar challenged Cassius to swim across the Tiber. Cassius accepted the challenge and started out but had to stop to save Caesar from drowning when Caesar called out, "Help me, Cassius or I sink!" (line 118). Cassius also tells Brutus about the time Caesar "had a fever when he was in Spain" (line 126). Cassius says that "he [Caesar] did shake" (line 128) and "his coward lips did from their color fly" (line 129), showing that Caesar responded to illness just as anyone else would, not as one would expect a god to respond. In fact, according to Cassius, Caesar was as needy "[a]s a sick girl" (line 135) calling out to another companion for water.
  - Cassius's comments demonstrate that Cassius does not believe Caesar is worthy to rule Rome. After reporting how he saved Caesar from the Tiber, Cassius says, "And this man / Is now become a god, and Cassius is / A wretched creature and must

bend his body / If Caesar carelessly but nod on him” (lines 122-125), demonstrating his resentment of Caesar’s power. After telling Brutus about Caesar’s illness in Spain, Cassius says, “You gods, it doth amaze me / A man of such a feeble temper should / So get the start of the majestic world / And bear the palm alone” (lines 135-138). This statement expresses Cassius’s resentment that Caesar, a man prone to illness and weakness, should now be recognized as the sole source of triumph in Rome.

Lead a brief whole-class discussion of student responses.

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Instruct groups to share their responses to the previous lesson’s homework assignment. (Read Act 1.2, lines 1-138. Develop 2-3 discussion questions focused on how Cassius’s attitudes toward Caesar are similar to or different from the Tribunes’ attitudes. Prepare possible answers to your questions for discussion.)

Instruct groups to share with the class the question and answer that best supports their understanding of the text. Lead a brief, whole-class discussion of student questions and responses.

- Student questions may include:

**How are the Tribunes’ and Cassius’s attitudes toward Caesar similar?**

- Student responses may include:
  - Flavius says the Tribunes should remove signs of Caesar’s triumph because otherwise he “would soar above the view of men” (Act 1.1, line 79). These words suggest that they believe Caesar is ambitious to accept a position that he does not deserve. Similarly, Cassius says, “And this man / Is now become a god,” expressing his amazement that Caesar “should / So get the start of the majestic world / And bear the palm alone” (Act 1.2, lines 122-123, 137-138). These lines show that Cassius, too, suspects that Caesar is acquiring power he does not deserve.
  - Flavius expresses his concern that Caesar will use his new position to control his fellow-citizens, saying Caesar will “keep us all in servile fearfulness” (Act 1.1, line 80). Similarly, Cassius insists he would rather be dead than have to behave as though he is in awe of a fellow citizen when he says, “I had as lief not be as live to be / In awe of such a thing as I myself” (Act 1.2, lines 102-103). Both men suspect that Caesar will use his power to limit their freedom.

**How are the Tribunes' and Cassius's attitudes toward Caesar different?**

- Student responses should include:
  - Marullus criticizes the Commoners for welcoming Caesar, who “comes in triumph over Pompey’s blood” (Act 1.1, line 56). Marullus’s criticism suggests that part of the reason that the Tribunes do not support Caesar is that they supported Pompey, his rival.
  - Cassius says, “And this man / Is now become a god, and Cassius is / A wretched creature and must bend his body / If Caesar carelessly but nod on him” (Act 1.2, lines 122-125). His words show that he resents Caesar’s rise to power because Cassius does not believe that Caesar is any better than Cassius and resents the power that Caesar now has over him.

Lead a brief whole-class discussion of student responses.

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Pose the following discussion question to the class. Instruct half of the groups to consider the character of Brutus and the other half of the groups to consider the character of Cassius:

**How do Brutus's and Cassius's responses to the possibility of Caesar's gaining the crown develop their characters?**

- Student responses may include:
  - Brutus says he does not want Caesar to be king because he is concerned for the “general good” (line 92) even though Brutus “love[s] him well” (line 89). He says, “I do fear the people / Choose Caesar for their king” (lines 85-86).
  - Cassius does not want Caesar to be king because he believes that Caesar is no more deserving of this honor than Cassius or Brutus. He says, “I was born free as Caesar; so were you; / We both have fed as well, and we can both / Endure the winter’s cold as well as he” (lines 104-106). Although Brutus, Cassius, and Caesar had similar beginnings and abilities, according to Cassius, the people now treat Caesar as “a god” (line 123) and Cassius “must bend his body / If Caesar carelessly but nod on him” (lines 124-125). Caesar’s rise seems to make Cassius resentful.

Lead a brief whole-class discussion of student responses.

**Activity 4: Quick Write****15%**

Instruct students to respond briefly in writing to the following prompt:

**Select Caesar, Brutus, or Cassius. How does Shakespeare develop this character in Act 1.2, lines 1-138?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.
- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.
- Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to annotate Act 1.1 and Act 1.2, lines 1-138 (from “Calphurnia. / Peace, ho! Caesar speaks. / Calphurnia” to “start of the majestic world / And bear the palm alone”) for how Shakespeare develops relationships (W.11-12.9.a) and answer the following question:

**How do the relationships among characters in Act 1.1 and Act 1.2, lines 1-138 contribute to the emergence of a new central idea?**

Ask students to use this lesson's vocabulary wherever possible in their written responses.

Additionally, instruct students to read Act 1.2, lines 139-187 (from “Another general shout! / I do believe that these applauses” to “thus much show of fire from / Brutus”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text (L.11-12.4.c). To support comprehension, instruct students to summarize the lines and annotate for central ideas (W.11-12.9.a).

- Students follow along.

## Homework

Annotate Act 1.1 and Act 1.2, lines 1-138 (from “Calphurnia. / Peace, ho! Caesar speaks. / Calphurnia” to “start of the majestic world / And bear the palm alone”) for how Shakespeare develops relationships and answer the following question:

**How do the relationships among characters in Act 1.1 and Act 1.2, lines 1-138 contribute to the emergence of a new central idea?**

Use this lesson’s vocabulary wherever possible in your written responses.

Additionally, read Act 1.2, lines 139-187 (from “Another general shout! / I do believe that these applauses” to “thus much show of fire from / Brutus”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text. In addition, summarize the scene and annotate the text for central ideas.