

12.2.2 Lesson 14

Introduction

In this lesson, students listen to a masterful reading of Act 3.2, lines 1-67 of *Julius Caesar* (from “We will be satisfied! Let us be satisfied!” to “Save I alone, till Antony have spoke”), in which Brutus addresses the people of Rome to justify the murder of Caesar. Students focus on lines 14-49 (from “Romans, countrymen, and lovers, hear me for my / cause” to “when it shall please my country to need my death”), analyzing Brutus’s use of rhetoric in his speech in preparation for a similar analysis of Antony’s speech in 12.2.2 Lesson 15. Student learning is assessed via a Quick Write at the end of the lesson: How does Brutus justify Caesar’s death to the Plebeians?

For homework, students reread Act 3.2, lines 1-67 (from “We will be satisfied! Let us be satisfied!” to “Save I alone, till Antony have spoke”) and continue reading lines 68-79 (from “Stay, ho, and let us hear Mark Antony!” to “Peace, let us hear what Antony can say”) before responding to two focus questions. Students also review the scenes listed on the 12.2.2 End-of-Unit Scene Selection Sheet, choosing three scenes of their own preference.

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Standards

Assessed Standard(s)	
RL. 11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Addressed Standard(s)	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
W. 11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
L.11-12.4.a	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. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Assessment

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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.

- How does Brutus justify Caesar's death to the Plebeians?

High Performance Response(s)

A High Performance Response should:

- Analyze Brutus's justification for killing Caesar (e.g., Brutus justifies Caesar's murder to the Plebeians by highlighting Caesar's ambition and the danger that it posed to Rome. Brutus first reminds the crowd of his reputation as a virtuous man, saying, "Believe me / for mine honor" (lines 16-17), to suggest that his actions, too, were honorable. Then, by asking a series of rhetorical questions in lines 23-26 and lines 30-35, Brutus implies that Caesar would have become a tyrant had he lived. For example, through the question, "Had you rather Caesar were living, and / die all slaves, then that Caesar were dead, to live all / freeman?" (lines 23-26), Brutus justifies Caesar's death to the Plebeians by framing the murder as a choice between liberty and slavery. He emphasizes the danger of Caesar's ambition when he declares, "As Caesar loved me, I weep for him. As he / was fortunate, I rejoice at it. As he was valiant, I / honor him. But, as he was ambitious, I slew him" (lines 26-28). The parallel structure of these sentences suggests that Brutus's decision to murder Caesar for his ambition is just as reasonable as his responses to Caesar's other traits. Finally, in lines 47-48, Brutus asserts that he "slew [his] best lover for the good of Rome," echoing his explanation in lines 23-24 that he killed Caesar not for personal reasons but for the good of Rome: "not that I loved Caesar less, but that I loved / Rome more" (lines 23-24). These statements demonstrate Brutus's belief that his duty to Rome, as an individual citizen, was more important than his duty to Caesar, his best friend, and justify to the people that it was for their sake that he killed Caesar.).

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)

- base (adj.) - lacking higher qualities of mind or spirit

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

- censure (v.) - judge

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

- assembly (n.) - a group of people who have gathered together
- rose (v.) - began to fight in order to remove a ruler or government
- valiant (adj.) - very brave or courageous
- mourned (v.) - felt or expressed sorrow or grief
- ancestors (n.) - people from whom a person is descended

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.11-12.2, CCRA.R.6, W.11-12.9.a, L.11-12.4.a • Text: <i>Julius Caesar</i> by William Shakespeare, Act 3.2: lines 1-67 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 10% 4. 55% 5. 10% 6. 5%

Materials

- Student copies of the 12.2 Common Core Learning Standards Tool (refer to 12.2.1 Lesson 4) (optional)
- Free audio resource: <https://librivox.org/julius-caesar-by-william-shakespeare/>

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- Herbert Wise's 1979 BBC version of *Julius Caesar* (01:25:37-01:30:40) (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)
- Copies of the 12.2.2 End-of-Unit Scene Selection Sheet for each student

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.
	Bold text indicates questions for the teacher to ask students.
	<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.11-12.2. In this lesson, students read Act 3.2, lines 14-49 of Shakespeare's *Julius Caesar* and analyze how Brutus uses rhetoric to justify Caesar's death. Additionally, students analyze how the speech develops the central idea of the relationship between the individual and the state.

- 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 CCRA.R.6. Instruct students to talk in pairs about what they think the standard means. Ask students the following question:

How does standard CCRA.R.6 compare to standard RL.11-12.6? How do the standards differ?

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- Student responses should include:
 - Standard CCRA.R.6 requires students to consider how an author or narrator's opinion, attitude, or reason for writing relates to the expression of ideas in a text.
 - Standard RL.11-12.6 also requires students to analyze point of view, but does not include an analysis of purpose.
 - Standard RL.11-12.6 requires students to determine an author or narrator's point of view from implied meanings in the text, while standard CCRA.R.6 requires students to analyze how point of view relates to the way an author or narrator expresses ideas.
- Students were introduced to RL.11-12.6 in 12.2.2 Lesson 12.
- Explain to students that *rhetoric* refers to the specific techniques that writers or speakers use to create meaning in a text, make a text or a speech more powerful, and, often, persuade readers or listeners. Students were introduced to the definition of *rhetoric* in 12.1.1 Lesson 5.
- If necessary, explain to students that *style* and *content*, two of the key terms in standard CCRA.R.6, are related to rhetoric. Students considered the rhetorical effects of style and content in their work with *The Autobiography of Malcolm X* in 12.1.1. Remind students of the following definitions from 12.1.1 Lesson 5: *style* means “how the author expresses content, which frequently includes the use of figurative language or rhetorical devices” and *content* means “what the author writes, including events, ideas, and details the author chooses to include.”

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the first part of previous lesson's homework assignment. (Read and summarize Act 3.1, line 302 to Act 3.2, line 12.) Instruct students to share their summaries in pairs.

- Student summaries should include:
 - Act 3.1, Lines 302-324: Antony informs Octavius's servant that Caesar requested that Octavius come to Rome. After confirming that Octavius is coming, the servant abruptly begins to weep at the sight of Caesar's dead body. Antony tells the servant to warn Octavius that it is too dangerous for Octavius to come to Rome right now. Then Antony explains that he will carry the body of Caesar into the marketplace and use his funeral oration to judge how the people feel about Caesar's death. Antony and the servant exit, carrying the body of Caesar.

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- Act 3.2, Lines 1-12: Act 3.2 opens with the commoners demanding answers about Caesar's death. Brutus responds by urging the Plebeians to listen to him or Cassius speak publicly about their reasons for killing Caesar. Two commoners share a brief conversation in which they agree to each attend a different speech, and then compare Brutus's and Cassius's reasoning.

Lead a brief whole-class discussion of student responses.

Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Develop 2-3 discussion questions focused on the interaction between Brutus and the Plebeians.) Instruct students to discuss their questions in pairs, and then share with the class the question and answer that best supports their understanding of the text.

- Student responses may include:

What does the Plebeians' cry "We will be satisfied! Let us be satisfied!" (Act 3.2, line 1) suggest about their opinion of Brutus?

- The Plebeians' demands of Brutus emphasize that they are confused or upset by the actions of Brutus and the conspirators, and that they see Brutus as someone who can offer an explanation that might calm them.

What does the third Plebeian's description of Brutus further suggest about Brutus's reputation among the common people?

- The third Plebeian describes Brutus as "noble" (Act 3.2, line 12). This suggests that Brutus has a reputation for honor or morality amongst the common people.

Lead a brief whole-class discussion of student questions and responses.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of Act 3.2, lines 1-67 of *Julius Caesar* (from "We will be satisfied! Let us be satisfied!" to "Save I alone, till Antony have spoke"), listening for how Brutus uses rhetoric to persuade his listeners that his decision to assassinate Caesar was correct.

- Students follow along, reading silently.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout the lesson:

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How does Brutus use rhetoric to justify killing Caesar?

- For this and other masterful readings in 12.2.2, consider using <https://librivox.org/julius-caesar-by-william-shakespeare/> or another audio version of *Julius Caesar*.

Activity 4: Reading and Discussion

55%

Instruct students to form pairs or small groups. Post or project each set of questions below for students to discuss. Instruct students to annotate for central ideas throughout the reading and discussion, using the code CI (W.11-12.9.a).

Instruct student pairs or groups to read Act 3.2, lines 1-49 (from “We will be satisfied! Let us be satisfied!” to “when it shall please my country to need my death”) and answer the following questions before sharing out with the class.

Provide students with the definition of *base*.

- Students may be familiar with this word. Consider asking students to volunteer a definition before providing one to the group.
 - Students write the definition of *base* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the definitions of *assembly*, *rose*, *valiant*, *mourned*, and *ancestors*.
 - Students write the definitions of *assembly*, *rose*, *valiant*, *mourned*, and *ancestors* on their copies of the text or in a vocabulary journal.

What do lines 1-8 suggest about the purpose of Cassius and Brutus’s speeches?

- In line 1, the Plebeians demand an explanation for Caesar’s death, crying, “Let us be satisfied!” In lines 7-8, Brutus states that “public reasons shall be rendered / Of Caesar’s death,” suggesting that he and Cassius will attempt to calm the crowd by explaining why they killed Caesar.

What do lines 15-17 of Brutus’s speech suggest about his opinion of himself?

- Brutus uses the word *honor* twice, saying “Believe me / for mine honor, and have respect to mine honor / that you may believe” (lines 15-17). His repeated use of the word *honor* emphasizes Brutus’s pride in his reputation as a virtuous man of honor that can be trusted. The repeated use of the word *honor* also expresses Brutus’s confidence that his reputation for honor is reason enough for the people to believe him.

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How does Brutus gain the trust of his audience?

- Student responses may include:
 - Brutus reminds his audience that as fellow Romans, they share Brutus's values. His greeting, "Romans, countrymen, and lovers" (line 14), establishes that Brutus and the audience have strong bonds as fellow citizens of Rome.
 - Brutus establishes his credibility as a speaker. He first reminds the audience of his reputation as a man of honor as evidence that he can be trusted, saying, "Believe me / for mine honor, and have respect to mine honor / that you may believe" (lines 15-17). By repeating the word *honor* (line 16), Brutus reminds the audience not only of his own good character but also of the values that they share.
 - Brutus flatters the crowd when he says, "Censure me in your wisdom" (line 17), suggesting that he trusts the crowd's good judgment and sense of right and wrong.
 - Brutus establishes his credibility as a man who, like the members of the crowd, loved Caesar, telling the audience that "Brutus' love to Caesar was no less" than anyone else's (lines 20-21).
- Remind students that Brutus's efforts to gain the audience's trust are *appeals to ethos*. Remind students that an *appeal to ethos* is a rhetorical device that can be defined as "an appeal to a listener's or reader's conscience or sense of what is right or ethical."
- Students analyzed Bhutto's use of *appeal to ethos* in 12.2.1 Lesson 3.
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

How do the parallel structure of lines 14-19 and your understanding of the word *judge* clarify the meaning of the word *censure*? (L.11-12.4.a)

- Since Brutus begins and ends each of the first two phrases with the same word (*hear, believe*), the first and last words in the final phrase probably have the same meaning. *Censure*, the word he uses at the beginning of the sentence, must mean *judge*, the word he uses at the end of the sentence.

How does Brutus's comparison in lines 23-24 develop a central idea?

- Brutus compares his love of Caesar to his love of Rome when he says, "not that I loved Caesar less, but that I loved / Rome more" (lines 23-24). The comparison demonstrates that Brutus believes his relationship with Rome takes priority over any personal friendships. For Brutus, the duty of a Roman is to preserve Rome and the freedoms it gives to its citizens, even if serving Rome requires sacrificing individual loyalties, such as the loyalty due to a friend.

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How does Brutus use parallel structure in lines 26-30 to strengthen his argument for killing Caesar?

- Student responses should include:
 - In lines 26-28, Brutus uses parallel structure to support his justification for killing Caesar, saying, “As Caesar loved me, I weep for him. As he / was fortunate, I rejoice at it. As he was valiant, I / honor him. But, as he was ambitious, I slew him” (lines 26-28). Since the first three responses seem reasonable, Brutus suggests that the third response is equally reasonable and that Brutus was justified in killing Caesar for his ambition. The use of parallel structure in these lines also highlights the contrast between Caesar’s positive and negative qualities by first describing Caesar as “valiant” and “fortunate” (line 27) and then, using the same sentence structure, describing him as “ambitious” (line 28).
 - In lines 29-30, Brutus uses parallel structure when he states, “There is tears for his love, joy for his fortune, honor / for his valor, and death for his ambition.” The similar structure of each phrase suggests that just as “tears,” “joy,” and “honor” are the logical consequences of Caesar’s “love,” “fortune,” and “valor,” so “death” is the logical consequence of Caesar’s “ambition.”
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

In what ways are the sentences in lines 26-28 similar?

- Student responses should include:
 - Each sentence begins with a description of Caesar beginning with the word “As.” Brutus says, “As Caesar loved me ... As he was fortunate ... As he was valiant ... But, as he was ambitious.”
 - Each sentence ends with Brutus’s response to Caesar. He says, “I weep for him ... I rejoice at it ... I honor him ... I slew him.”
- If necessary, explain to students that the repeated word pattern is an example of a rhetorical device or stylistic choice called *parallel structure*. *Parallel structure* means “instances of using the same pattern of words to show that two or more ideas are equally important.”
- Students were introduced to *parallel structure* in 12.1.1 Lesson 10.

How does Brutus use rhetorical questions in lines 26-30 to strengthen his argument for killing Caesar?

- Brutus uses rhetorical questions to convince his audience to accept his justification that killing Caesar was necessary to preserve the freedom of Romans. He asks, “Who is

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/ here so base that would be a bondman? ... Who is here so rude / that would not be a Roman? ... Who is here so vile that will not / love his country?" (lines 30-35). The questions emphasize Brutus's belief that no Roman could possibly consent to live under the rule of an ambitious leader who might impede freedom, and imply that no reasonable member of the audience could disagree with Brutus's position.

How does Brutus appeal to the emotions of his audience in the conclusion of his speech? What is the impact of his appeal?

- Student responses should include:
 - Brutus reminds the audience of the sacrifice he made when he "slew [his] best lover / for the good of Rome," emphasizing the pain it caused him to kill his best friend in order to save Rome (lines 47-48).
 - As Brutus concludes his speech, he states, "I have the same dagger for myself / when it shall please my country to need my death" (lines 48-49). The conclusion indicates Brutus's strong love for Rome and his willingness to die for the good of Rome.
 - Brutus's appeal to the listeners' emotions persuades them to support Brutus. They cheer, "Live, Brutus, live, live!" (line 50).
- If necessary, remind students that these are *appeals to pathos*. Remind students that an *appeal to pathos* is a rhetorical device that can be defined as "efforts to sway a reader's or listener's opinion by appealing to their emotions."
- Students analyzed Bhutto's use of *appeal to pathos* in 12.2.1 Lesson 3.

What tone does Brutus establish in his speech? How does Brutus establish this tone?

- Student responses may include:
 - Brutus establishes a confident tone at the beginning of his speech by ordering the people, "Hear me ... be silent ... Believe me ... have respect to mine honor / ... Censure me ... awake your senses" (lines 14-18). Brutus's commands make it clear that he is used to being in control and assumes that his position of authority will not be questioned.
 - Brutus develops the authority of his tone through his repetition of the personal pronoun *I* throughout the second part of the speech in phrases such as, "I say," "I loved," "I weep," "I rejoice," "I / honor," and "I slew" (lines 20, 23, 26, 27-28). In doing so, he emphasizes his role as a leader and accepts responsibility for the conspirators' actions in killing Caesar.

- Brutus establishes an authoritative tone by asking rhetorical questions that force the audience to choose either to accept Brutus's point of view or acknowledge themselves to be offended by his point of view and therefore be "base," "rude," or "vile" (lines 31, 32, 34). The rhetorical questions are not actual exchanges with the audience, but opportunities for Brutus to put forth his own views.
- Brutus ends his speech with confidence, saying, "I have the same dagger for myself / when it shall please my country to need my death" (lines 48-49). He displays a dagger to the crowd as he speaks, confident that the crowd will support him rather than demand his death.

How does Brutus's justification for Caesar's death develop the central idea of the relationship between the individual and the state?

- Brutus's first rhetorical question, "Had you rather Caesar were living, and / die all slaves, than that Caesar were dead, to live all freemen?" (lines 24-26) presents a stark contrast between Caesar's Rome as a place of tyranny, and Rome without Caesar as a place of freedom. This contrast, which follows Brutus's statement that he "loved Rome more" (lines 23-24) than he loved Caesar, demonstrates his belief that the relationship between the individual and the state should be one in which the individual is a free citizen.

Lead a brief whole-class discussion based on student responses.

- This is a critical speech in the play. Consider using this discussion to ensure comprehension.
- To support comprehension and fluency, consider showing Herbert Wise's 1979 BBC version of *Julius Caesar* (01:25:37-1:30:40).

Activity 5: Quick Write

10%

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

How does Brutus justify Caesar's death to the Plebeians?

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.

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- 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread *Julius Caesar*, Act 3.2, lines 1-67 (from “We will be satisfied! Let us be satisfied!” to “Save I alone, till Antony have spoke”), read lines 68-79 (from “Stay, ho, and let us hear Mark Antony!” to “Peace, let us hear what Antony can say”), and respond to the following focus questions.

How does Shakespeare show the relationship between Brutus and the crowd through the crowd's response to Brutus's speech?

Evaluate Brutus's sincerity in these lines. Support your answer with evidence from the text.

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

In addition, distribute the 12.2.2 End-of-Unit Scene Selection Sheet and instruct students to review the scenes listed and choose three scenes that interest them. Instruct students to list the scenes in their order of preference. Explain to students that the End-of-Unit Assessment involves a dramatic reading of one of these scenes, and that this assessment will be introduced in detail in 12.2.2 Lesson 16.

- Use students' completed 12.2.2 End-of-Unit Scene Selection Sheets to create groups that will meet to discuss and prepare scenes for the End-of-Unit Assessment in 12.2.2 Lesson 21. Students will begin meeting with their groups in 12.2.2 Lesson 16.
- Some scenes include additional minor speaking roles. Consider assigning no more students to a group than necessary to fill the major speaking roles (indicated in parentheses below). Instruct students to assume one or more minor speaking roles in addition to the major speaking role so that all group members participate fully in the dramatic reading.
 - Students follow along.

Homework

Reread Act 3.2, lines 1-67 (from “We will be satisfied! Let us be satisfied!” to “Save I alone, till Antony have spoke”), read lines 68-79 (from “Stay, ho, and let us hear Mark Antony!” to “Peace, let us hear what Antony can say”), and respond to the following focus questions.

How does Shakespeare develop the relationship between Brutus and the crowd through the crowd’s response to Brutus’s speech?

Evaluate Brutus’s sincerity in these lines. Support your answer with evidence from the text.

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

In addition, review the scenes listed on the 12.2.2 End-of-Unit Scene Selection Sheet. Choose three scenes that interest you and list them in your order of preference.

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12.2.2 End-of-Unit Scene Selection Sheet

Name :		Class :		Date :	
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Directions: Reread each of the scenes below and think about which you would like to perform for the End-of-Unit Assessment in 12.2.2 Lesson 21. Identify your preferences by listing your first choice as 1, your second as 2, etc.

Act.Scene, line(s)	Description	Preference
Act 1.1, lines 1-80	Encounter among the tribunes, the carpenter, and the cobbler (Flavius, Marullus)	
Act 1.2, lines 85-187	Dialogue between Brutus and Cassius (Brutus, Cassius)	
Act 2.1, lines 123-205	Discussion among Cassius, Brutus, and other conspirators (Brutus, Cassius)	
Act 3.1, lines 1-85	Death of Caesar (Caesar, Brutus, Cassius)	
Act 3.1, lines 163-230	Discussion among Brutus, Antony, and Cassius (Brutus, Antony)	

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