

12.2.2 Lesson 12

Introduction

In this lesson, students read Act 3.1, lines 163-230 of *Julius Caesar* (from “But here comes Antony. — Welcome, Mark Antony!” to “Dost thou here lie”), in which Antony mourns the death of Caesar and accepts the conspirators’ offer of friendship. Students consider what Antony’s reactions to Caesar’s death suggest about his opinion of the conspirators and their actions. Student learning is assessed via a Quick Write at the end of the lesson: Analyze Antony’s point of view of Caesar’s death in Act 3.1, lines 163-230.

For homework, students read Act 3.1, lines 231-301 of *Julius Caesar* (from “Mark Antony —/ Pardon me, Caius Cassius” to “With carrion men groaning for burial”), box unfamiliar words, and look up their definitions. Additionally, students respond in writing to the following question: How does Antony’s character continue to develop over the course of lines 231-301?

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Standards

| Assessed Standard(s) | |
|-----------------------|---|
| RL. 11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| Addressed Standard(s) | |
| W.1112.9.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”). |
| SL. 11-12.1.c | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| L. 11-12.4.c | 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. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| L. 11-12.5.a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |

Assessment

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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.

- Analyze Antony's point of view of Caesar's death in Act 3.1, lines 163-230.

High Performance Response(s)

A High Performance Response should:

- Describe Antony's reactions to Caesar's death (e.g., Antony declares his "love" (Act 3.1, line 213) for Caesar and grieves over the loss of his friend, yet unites in "friendship" with the conspirators (line 222)).
- Analyze what Antony's reactions suggest about his point of view of Caesar's death (e.g., Antony's point of view on Caesar's death is unclear because of the ambiguity of his reaction in lines 163-230. Initially, Antony appears to agree with the conspirators and their actions when he shakes the "bloody hand[s]" of the conspirators (line 201), and accepts the "friendship" of Caesar's "enemies" (line 222). However, Antony also declares his "love" (line 213) for Caesar and grieves over the loss of his friend. Antony's describes Caesar as "brave" (line 223), and a "deer" (line 229) struck down by the conspirators who are "hunters" (line 225) splattered in the blood of their slaughter, suggesting that he sees Caesar's death as a butchery or an act of murder, and believes that the conspirators committed a crime. Antony's indecisive reaction to Caesar's death leaves questions about Antony's actual opinion of events, and where his allegiance lies.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- spoils (n.) - plunder taken from an enemy in war
- choice (adj.) - very good
- multitude (n.) - ordinary or common people as a group
- render (v.) - give (something) to someone

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

- None.

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

- reek (v.) - have a very strong and unpleasant smell
- business (n.) - a matter, event, or situation
- deed (n.) - an act or action
- leaden (adj.) - heavy and difficult to move
- malice (n.) - a desire to cause harm to another person
- appeased (v.) - made (someone) pleased or less angry by giving or saying something desired
- valiant (adj.) - very brave or courageous
- flatterer (n.) - someone who praises (someone) in a way that is not sincere
- grieve (v.) - cause (someone) to feel sad or unhappy
- foes (n.) - enemies

Lesson Agenda/Overview

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

| Student-Facing Agenda | % of Lesson |
|--|---|
| Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.6, W.11-12.9.a, SL.11-12.1.c, L.11-12.4.c, L.11-12.5.a Text: <i>Julius Caesar</i> by William Shakespeare, Act 3.1: lines 163-230 | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Jigsaw Activity Quick Write Closing | <ol style="list-style-type: none"> 5% 10% 10% 30% 30% 10% 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/>
- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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.11-12.6. In this lesson, students read Act 3.1, lines 163-230 of *Julius Caesar*, and analyze Antony's point of view on Caesar's death. Students begin their analysis in a whole-class discussion, then break into pairs and participate in a jigsaw discussion.

- 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.11-12.6. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses should include:
 - The standard requires students to analyze point of view, or an author or narrator's opinion, attitude, or judgment.
 - The standard requires students to tell the difference between the words an author or narrator uses, and the meaning the author or narrator intends.

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs or groups about how they applied a focus standard to their Accountable Independent Reading (AIR) texts. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

Instruct students to take out their responses to the previous lesson's homework assignment. (Read Act 3.1, lines 92-162 of *Julius Caesar*. Respond briefly to the following questions.) Instruct students to share their responses in pairs.

What do the conspirators' words and actions in lines 117-136 suggest about their reasons for killing Caesar?

- Student responses may include:
 - The words and actions of the conspirators suggest that they view Caesar's death as a noble act. By smearing their hands and swords with Caesar's blood, they not only suggest that they are proud of their actions, and are unafraid to admit them, but that they view them as a kind of sacrifice or ritual act. Their cries of "Peace, freedom, and liberty" (line 122) suggest that they believe they have brought these values to Rome by killing Caesar. They see their actions as a "lofty scene" (line 125) and view themselves as "[t]he men that gave their country liberty" (line 132).
 - The words and actions of the conspirators suggest that they have, in part, acted out of ambition and the desire for glory. They imagine the admiration of future generations: Cassius exclaims, "How many ages hence / Shall this our lofty scene be acted over / In states unborn and accents yet unknown" (lines 124-126), and refers to himself and his fellow conspirators as "the most boldest and best hearts of Rome" (line 136).

What do the servant's words suggest about Mark Antony's response to Caesar's death?

- Student responses may include:
 - The servant's speech suggests that Mark Antony is fearful of and submissive to the conspirators. Antony's decision to send a servant rather than appearing himself suggests that he is fearful that the conspirators may harm him. Additionally,

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

according to the servant, Mark Antony instructed him to kneel, which is a submissive gesture: “Thus, Brutus, did my master bid me kneel. / Thus did Mark Antony bid me fall down” (lines 138-139). He also flatters Brutus in particular, calling him “noble, wise, valiant, and honest” (line 141), and refers to him as “noble Brutus” (line 150).

- Mark Antony’s message suggests that he is willing to work with the conspirators, as he promises that “Mark Antony shall not love Caesar dead / So well as Brutus living” (lines 148-149), and that he will follow Brutus “[t]hrough the hazards of this untrod state” (line 151).
- Although he seems to submit to and be willing to follow the conspirators, Mark Antony’s speech suggests that he is cautious and practical. He promises to work with Caesar’s killers only if “Brutus will vouchsafe that Antony / May safely come to him and be resolved / How Caesar hath deserved to lie in death” (lines 145-147), suggesting that he does not yet fully trust the conspirators.
- Mark Antony’s speech praises both Brutus and Caesar, when he states, “Brutus is noble, wise, valiant, and honest; / Caesar was mighty, bold, royal, and loving” (lines 141-142). Antony’s words suggest that he is unsure to whom he should pledge his allegiance in the aftermath of Caesar’s death, or perhaps that Antony continues to respect both Caesar and the conspirators despite the fact that the conspirators are responsible for Caesar’s death.
- Mark Antony’s servant requests that the conspirators explain the reasons for Caesar’s death, or tell him “How Caesar hath deserved to lie in death” (line 147). The servant’s request suggests that Antony is confused by Caesar’s death, or does not understand the reasons behind the conspirators’ actions.

Lead a brief whole-class discussion of student responses.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of Act 3.1, lines 163-230 of *Julius Caesar* (from “But here comes Antony. —Welcome, Mark Antony!” to “Dost thou here lie!”). Ask students to listen for how Shakespeare develops Mark Antony’s point of view on Caesar’s death.

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

How does Antony react to Caesar’s death?

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- 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

30%

Post or project each set of questions below for students to discuss as a whole class. Instruct students to continue to annotate the text as they read and discuss (W.11-12.9.a).

Instruct students to read Act 3.1, lines 163-230 of *Julius Caesar* (from “But here comes Antony. - Welcome, Mark Antony!” to “Dost thou here lie!”) and discuss the following questions as a whole class.

Provide students with the definitions of *spoils*, *choice*, *multitude*, and *render*.

- Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
 - Students write the definitions of *spoils*, *choice*, *multitude*, and *render* on their copies of the text or in their vocabulary journals.
- **Differentiation Consideration:** Consider providing students with the definitions of *reek*, *business*, *deed*, *leaden*, *malice*, *appeased*, *valiant*, *flatterer*, *grieve*, and *foes*.
 - Students write the definitions of *reek*, *business*, *deed*, *leaden*, *malice*, *appeased*, *valiant*, *flatterer*, *grieve*, and *foes* on their copies of the text or in a vocabulary journal.

What do Antony’s words over Caesar’s body suggest about his point of view of Caesar’s death?

- Student responses may include:
 - Antony tells the conspirators that if they “bear [him] hard” (line 173) or hold a grudge against him, they should “fulfill [their] pleasure” (line 175) and kill him with the same “swords made rich / With the most noble blood of all this world” (lines 171-172) that they used to kill Caesar. Antony’s assumption that the conspirators wish to kill him suggests that he believes the conspirators are bloodthirsty, and that Caesar’s death is one of many that will occur at their hands.
 - Antony describes the conspirators’ hands as “purpled” and “smok[ing],” or covered in hot blood, and foul smelling or “reek[ing]” (line 174). This description emphasizes the gruesome nature of Caesar’s death, and suggests that Antony sees Caesar’s assassination as bloody and horrible.

What does Brutus’s description of the hands and hearts of the conspirators reveal about how he understands their actions?

- Brutus states that although their hands may seem “bloody and cruel” (line 181) because of the “bleeding business they have done” (line 184), their “hearts” are “not” (line 185). Rather, they are full of “pity” for Rome (line 186) and brotherly feeling for Antony. This description suggests that although the conspirators have committed a “bloody” crime, Brutus believes that their actions were just because they were for the good of Rome.
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

How does the phrase “as fire drives out fire” (line 187) clarify the meaning of the phrase “so pity pity” (line 187)?

- The phrase “as fire drives out fire” (line 187) clarifies that the phrase “so pity pity” (line 187) can be read as “so pity drives out pity.” Therefore, Brutus means that just as fire leaves no oxygen for more fire, or “fire drives out fire” (line 187), if a person pities someone or something (in this case, Rome), it leaves no room for them to pity someone or something else (in this case, Caesar).

How does Antony’s response to Brutus compare to his initial reaction to Caesar’s death?

- Rather than being horrified by the “purpled” (line 174) hands of the conspirators as he was upon entering the scene, Antony shakes the “bloody hand[s]” (line 201) of the conspirators in “friendship” (line 222), and claims that he will defer to their “wisdom” (line 200). Initially, Antony seems to condemn the actions of the conspirators, but now he appears to agree with them.

How does the figurative language that Antony uses to describe Caesar’s death relate to Brutus’s description of Caesar’s assassination in Act 2.1, lines 179-187? (L.11-12.5.a)

- Prior to Caesar’s assassination, Brutus uses the imagery of a dead animal to counsel the conspirators against butchery when he says, “Let’s be sacrificers, but not butchers, Caius / ... Let’s kill him boldly, but not wrathfully. / Let’s carve him as a dish fit for the gods, / Not hew him as a carcass fit for hounds” (Act 2.1, lines 179-187). Antony’s description of Caesar as a slain deer echoes Brutus’s earlier imagery, and suggests that Caesar’s death is a butchery, rather than the bloodless sacrifice that Brutus intended.

What does the figurative language in lines Act 3.1, lines 223-230 suggest about Antony’s actions in lines 200-212? (L.11-12.5.a)

- Antony's use of figurative language in lines 223-230 suggests that he sees Caesar's death as a butchery, or an act of murder. This point of view suggests that his earlier claim that he will defer to the conspirators' "wisdom" (line 200) and his decision to shake the "bloody hand[s]" (line 201) of the conspirators in "friendship" (line 222) is just a show to hide his true feelings about the conspirators.

What does Antony's use of figurative language in lines 223-230 suggest about his point of view of Caesar's death?

- Antony describes Caesar as a "brave" (line 223) "deer" (line 229) struck down by the conspirators, whom he describes as "hunters" (line 225) who are splattered or "crimsoned" in the blood of their slaughter (line 226). This description suggests that Antony understands Caesar's death as a butchery, or an act of murder.

Lead a brief whole-class discussion of student responses.

Activity 5: Jigsaw Activity

30%

Inform students that they are going to participate in a jigsaw discussion. Instruct students to form pairs. Post or project the following focus questions:

Focus Question #1: How does Antony's reaction to Caesar's death support or undermine Cassius's assertion that Antony is a "shrewd contriver" (Act 2.1, line 171)?

Focus Question #2: How does Antony's reaction to Caesar's death support or undermine Antony's assertion "that I did love thee, Caesar" (Act 3.1, line 213)?

Assign half of the student pairs to respond to Focus Question #1, and half of the student pairs to respond to Focus Question #2. Instruct students to review this lesson's focus excerpt (Act 3.1, lines 163-230) and work in their pairs to answer their focus question, drawing on evidence from throughout the passage in their responses.

- Students work in pairs to answer their focus question.

Once student pairs have answered their focus question, instruct each pair to form a group of 4 by joining with another student pair that answered a different focus question. Instruct both pairs to share and discuss their responses in the group.

- Student groups engage in a brief discussion about Antony's reaction to Caesar's death.
- See below for possible student responses.

- Consider drawing students' attention to their application of SL.11-12.1.c through the process of participating effectively in a range of collaborative discussions and propelling conversations by posing and responding to questions.

How does Antony's reaction to Caesar's death support or undermine Cassius's assertion that Antony is a "shrewd contriver" (Act 2.1, line 171)?

- Student responses may include:
 - Antony's decision to shake the "bloody hand[s]" (Act 3.1, line 201) of the conspirators in a sign of "friendship" (Act 3.1, line 222) seems to support Cassius's assertion that Antony is a "shrewd contriver" (Act 2.1, line 171). Although Antony recognizes that "making his peace, / Shaking the bloody fingers of [Caesar's] foes" would "grieve" Caesar whom he loves (Act 3.1, lines 215-217), he chooses to act according to what is politically advantageous for him, rather than in a way that would honor his friendship with Caesar.
 - Antony's decision to shake the "bloody hand[s]" of the conspirators seems to support Cassius's assertion that Antony is a "shrewd contriver" (Act 2.1, line 171). Antony immediately reveals to Caesar's corpse his belief that this demonstration of "friendship" is just a show (Act 3.1, line 222), and that he thinks these men are Caesar's "enemies" (line 222) and "foes" (line 217). Therefore, Antony's decision to shake hands with the conspirators may reveal his ability to act strategically, rather than emotionally.
 - Antony's decision to flatter the conspirators by proclaiming that he "doubt[s] not of [their] wisdom" (Act 3.1, line 200), and by describing Casca as "valiant" (Act 3.1, line 206), appears to support Cassius's suspicion that Antony is a "shrewd contriver" (Act 2.1, line 171). Antony's flattery may be an appeal to the vanity of the conspirators in order to win their trust.
 - Antony's grief-stricken speech in front of Caesar's corpse undermines Cassius's assertion that Antony is a "shrewd contriver" (Act 2.1, line 171). His declaration in front of the conspirators that it would be more honorable for him to "weep[]" (Act 3.1, line 220) over Caesar's death than make friends with Caesar's "enemies" (line 222) conflicts with his earlier show of "friendship" (line 222), and could raise doubts among the conspirators about where Antony's allegiance lies.
 - Antony's graphic depiction of the bloody hands of the conspirators as "purpled," "reek[ing]," and "smok[ing]" (Act 3.1, line 174) undermines Cassius's assertion that Antony is a "shrewd contriver" (Act 2.1, line 171). This imagery suggests that he believes Caesar's death was a bloody and horrible act, and that the conspirators are murderers. Antony's decision to align himself with the dead Caesar, rather than

the conspirators who are currently in political power, appears to be a testament to his love for his friend, rather than a strategic political decision.

How does Antony's reaction to Caesar's death support or undermine Antony's assertion "[t]hat I did love thee, Caesar" (Act 3.1, line 213)?

- Student responses may include:
 - Antony's shocked reaction upon seeing such a great and "mighty" man brought down so "low" in death (line 164) supports his assertion that he "love[d]" Caesar (line 213). His reaction suggests that he believes Caesar was a powerful leader "[w]ith the most noble blood of all this world" (line 172), and that his death is a tragedy because it "shrank" (line 166), or minimized, Caesar's great accomplishments.
 - Antony's emotional plea that the conspirators "fulfill [their] pleasure" (line 175) and kill him as well seems to support his assertion that he "love[d]" (line 213) Caesar. He claims that there would be no greater honor than dying alongside his friend, who he believes to be "the choice and master spirits of this age" (line 179).
 - Antony's grotesque depiction of the bloody hands of the conspirators as "purpled," "reek[ing]," and "smok[ing]" (line 174) appears to support his assertion that he loved Caesar. This imagery emphasizes that Caesar's death was a bloody and horrible act to be condemned, rather than a just assassination to be celebrated.
 - Antony's sudden display of grief over Caesar's corpse after shaking hands with the conspirators supports his assertion that he "love[d]" Caesar (line 213), because he appears to forget the danger to himself, and openly declares his love for Caesar and sorrow over his death in front of the conspirators. Antony's decision to declare his allegiance to Caesar in front of those who killed him potentially puts his own life at risk, and so may reveal that the deep love that he has for his friend is more powerful than any fear he might have for his own wellbeing.
 - Antony's decision to shake the "bloody hand[s]" of the conspirators (line 201), and unite in "friendship" with Caesar's "enemies" (line 222) appears to undermine his assertion that he loves Caesar. He recognizes that his actions would "grieve" Caesar "dearer than [his] death" (line 215) but chooses to act for his own advantage, rather than in a way that would honor his love for Caesar.

Lead a brief whole-class discussion of student responses.

Activity 6: Quick Write

10%

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

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

Analyze Antony’s point of view of Caesar’s death in Act 3.1, lines 163-230.

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 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read Act 3.1, lines 231-301 of *Julius Caesar* (from “Mark Antony—/ Pardon me, Caius Cassius” to “With carrion men groaning for burial”). 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).

Additionally, instruct students to respond briefly in writing to the following question:

How does Antony’s character continue to develop over the course of lines 231-301?

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

- Students follow along.

Homework

Read Act 3.1, lines 231-301 of *Julius Caesar* (from “Mark Antony—/ Pardon me, Caius Cassius” to “With carrion men groaning for burial”). 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.

Additionally, respond briefly in writing to the following question:

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

How does Antony's character continue to develop over the course of lines 231-301?

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

File: 12.2.2 Lesson 12 Date: 2/13/15 Classroom Use: Starting 2/2015

© 2015 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License