

12.2.2 Lesson 17

Introduction

In this lesson, students read and analyze Act 4.3, lines 317.1-355.1 of *Julius Caesar* (from “Enter the Ghost of Caesar” to “It shall be done, my lord. *They exit*”), in which the ghost of Caesar appears to Brutus at Phillipi. Students then reread and analyze different descriptions of Caesar’s spirit in Act 2.1 and Act 3.1, to make connections across the text as they consider how the appearance of Caesar’s ghost develops a conflict in the play. Student learning is assessed via a Quick Write at the end of the lesson: How does the appearance of Caesar’s ghost refine your understanding of his death as either “butchery” or “sacrifice”?

For homework, students read Act 5.1, lines 1-71 of *Julius Caesar* (from “Now, Antony, our hopes are answered” to “If not, when you have stomachs”), box unfamiliar words, and look up their definitions. Additionally, students conduct a brief search into the historical figure of Octavius and identify three important facts about his relationship with Julius Caesar and with Mark Antony. Students then respond briefly in writing to a question about the interaction between Antony and Octavius.

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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)	
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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”).
SL. 11-12.1	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.
SL. 11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See <i>grades 11-12 Language standards 1 and 3</i> for specific expectations.)
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 of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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 the appearance of Caesar’s ghost refine your understanding of his death as either “butchery” or “sacrifice”?

High Performance Response(s)

A High Performance Response should:

- Analyze what the appearance of Caesar’s ghost suggests about his death as a “sacrifice” or “butchery” (e.g., The appearance of Caesar’s ghost in Act 4.3 highlights the strength of Antony’s interpretation of Caesar’s death as a “butchery,” and emphasizes the mistaken idealism of Brutus’s interpretation of Caesar’s death as a “necessary” (Act 2.1, line 191) “sacrifice[]” (Act 2.1, line 179). The appearance of Caesar’s ghost on the eve of battle fulfills Antony’s prophecy in Act 3.1 that Caesar’s spirit, “ranging for revenge” (Act 3.1, line 296), will unleash “the dogs of war” (Act 3.1, line 299). The invincibility of Caesar’s spirit and the related death and destruction at Phillipi is in stark contrast to the peaceful resolution that Brutus envisions in Act 2.1, in which he describes Caesar’s assassination as a just “sacrifice[]” (Act 2.1, line 179) that would cleanse Rome of Caesar’s harmful “spirit” (Act 2.1, line 180) or corrupting influence. Although the conspirators successfully destroy Caesar’s body, the “spirit” that Brutus intended to destroy lives on (Act 2.1, line 180) to remind Brutus of the “evil” he has committed (Act 4.3, line 325), and the futility of trying to “purge[]” or cleanse Rome of Caesar’s powerful influence (Act 2.1, line 193).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- apparition (n.) - a ghost or spirit of a dead person

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

- None.

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

- vanishest (v.) - disappear entirely without a clear explanation

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.3, RL.11-12.4, W.11-12.9.a, SL.11-12.1, SL.11-12.6, L.11-12.4.c Text: <i>Julius Caesar</i> by William Shakespeare, Act 4.3: lines 317.1-355.1 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Whole-Class Dramatic Reading and Discussion Jigsaw Activity Quick Write Preparation for End-of-Unit Assessment (Optional) Closing 	<ol style="list-style-type: none"> 5% 20% 30% 15% 10% 15% 5%

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.
	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.11-12.3. In this lesson, students read Act 4.3, lines 317.1-355.1 of *Julius Caesar* (from “Enter the Ghost of Caesar” to “It shall be done, my lord. / They exit”), and consider how the appearance of Caesar’s ghost develops their understanding of his death as a “butchery” or “sacrifice.”

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read and summarize Act 4.1, line 1 to Act 4.3, line 317. Additionally, develop 2-3 discussion questions focused on character development. Prepare possible answers to your questions for discussion.)

- Student summaries may include:
 - Act 4.1: Antony, Octavius, and Lepidus have taken control of the government and are creating a list of enemies to be killed. After dismissing Lepidus, Antony proposes that Lepidus be eliminated from leadership so that only Octavius and

Antony will share power. Antony and Octavius begin to plan their battle against Brutus and Cassius.

- Act 4.2: Brutus and the other conspirators prepare for battle. Lucilius reports that there seems to be a change in Cassius's feelings towards Brutus. When Cassius arrives, he accuses Brutus of harming him, saying, "Most noble brother, you have done me wrong" (line 41).
- Act 4.3, lines 1-317: Cassius and Brutus argue. Brutus accuses Cassius of having an "itching palm" (line 10) and greedily refusing to give him money. Cassius accuses Brutus of wronging him in "every way" (line 60) and being overly critical. Finally, the two decide to put aside their differences. Brutus admits that he is troubled and "sick of many griefs" (p. 165) because his wife, Portia, has committed suicide. Titinius and Messala arrive with reports about Octavius and Mark Antony. Cassius argues against marching to Phillipi, but Brutus dismisses Cassius's concerns and insists on this action.
- Student questions may include:

What does Antony's behavior in Act 4.1 suggest about his character?

- Student responses may include:
 - By coldly selecting names from a list to decide who will live and who will die, Antony reveals his ruthlessness. He says of his sister's son, "He shall not live; look, with a spot I damn him" (line 8) to prove to Lepidus that he is as willing to condemn his own family as he is to condemn the family members of others.
 - Antony's criticism that Lepidus is a "slight, unmeritable man" (line 14), and his attempts to convince Octavius that Lepidus is of no more worth to them as a "horse" (line 33) suggest that he is calculating or conniving. His actions appear to be an attempt to undermine Lepidus, a man with whom he pretends to be allied, by speaking poorly of him behind his back.
 - Antony's attempts to remove Lepidus from power by convincing Octavius that Lepidus is only "meet to be sent on errands" (line 15) and therefore not "fit" (line 15) to be "one of the three to share" power (line 17), suggest that he is ambitious or power hungry, because excluding Lepidus would consolidate Antony's power over Rome.

How does the dialogue in Act 4.3, lines 1-30 (from "That you have wronged me doth appear in this" to "Than such a Roman. / Brutus, bait not me") explain the change in the relationship between Brutus and Cassius?

- In these lines Brutus accuses Cassius of having “an itching palm” (line 10), meaning that he accepts bribes. Brutus tells Cassius that they killed Caesar for “justice’ sake” (line 20), and so they should not corrupt their cause by using their position for profit. Brutus explains that he would “rather be a dog and bay the moon / Than such a Roman” (lines 28-29).

Lead a brief whole-class discussion of student responses.

Activity 3: Whole-Class Dramatic Reading and Discussion

30%

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

- Alternatively, consider having a whole-class discussion of these questions rather than in small groups.
- 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:

How does the appearance of Caesar’s ghost affect Brutus?

Assign students the roles of Brutus, Ghost, Lucius, Varro, and Claudius for the dramatic reading. Instruct these students to stand and read Act 4.3, lines 317.1-355.1 of *Julius Caesar* (from “Enter the Ghost of Caesar” to “It shall be done, my lord. / They exit”), while the rest of the class follows along.

Provide students with the definition of *apparition*.

- 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 *apparition* on their copies of the text or in their vocabulary journals.
- **Differentiation Consideration:** Consider providing students with the definition of *vanishest*.
 - Students write the definition of *vanishest* on their copies of the text or in a vocabulary journal.

How does Caesar’s ghost identify himself? What does this reference suggest about why he appears to Brutus?

- Student responses should include:
 - Caesar’s ghost identifies himself as Brutus’s “evil spirit” (Act 4.3, line 325).
- Student responses may include:
 - This reference suggests that Caesar’s ghost has come to haunt Brutus in order to punish him for “evil” (Act 4.3, line 325) that he has done, or to appeal to Brutus’s conscience by condemning the “evil” he has done by killing Caesar.
 - This reference suggests that Caesar’s ghost appears to show Brutus that Brutus’s own spirit has come to reflect Caesar’s, or that through his actions, Brutus has become the very threat to Rome which he once tried to destroy.

What reason does the ghost give for his presence? How does this reason develop Antony’s prophecy in Act 3.1, lines 288-290?

- Student responses should include:
 - When Brutus asks the ghost “Why com’st thou?” (Act 4.3, line 326), Caesar’s ghost answers by warning Brutus that he will see him on the battlefield “at Phillipi” (Act 4.3, line 327).
 - The ghost’s warning to Brutus that he will see him on the battlefield affirms Antony’s “prophecy” (Act 3.1, line 285) that “Caesar’s spirit” (Act 3.1, line 296) would unleash “blood” and “destruction” (Act 3.1, line 291) in order to avenge his murder.

What might Caesar’s ghost represent?

- Student responses may include:
 - The continued presence of Caesar’s ghost may represent the invincibility or strength of Caesar’s spirit, which continues to be a powerful force in Rome, despite his death.
 - The ghost’s warning that he will see Brutus on the battlefield at Phillipi suggests that the ghost represents violent retribution or “revenge” (Act 3.1, line 296) for Brutus’s betrayal.
 - Caesar’s ghost represents the transformation that has occurred in Brutus because of his decision to kill Caesar. Rather than cleansing Rome of the threat Caesar’s spirit represents, Caesar’s ghost remains as a reflection and reminder of Brutus’s

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own “evil” (Act 4.3, line 325) actions, which he once justified as an honorable “sacrifice[]” (Act 2.1, line 179).

- As Caesar’s ghost appears to Brutus alone, the ghost may represent Brutus’s conscience, or the sense that his own spirit, as Caesar’s ghost states, is “evil” (Act 4.3, line 325), because he killed Caesar.

Lead a brief whole-class discussion of student responses.

- Consider asking students which passages they found difficult or problematic. Lead a brief whole-class discussion of student responses.

Activity 4: Jigsaw Activity

15%

Inform students that they are going to participate in a jigsaw discussion about the appearance of Caesar’s ghost in Act 4.3 in relation to Brutus and Antony’s competing interpretations of Caesar’s assassination in Act 2.1 and Act 3.1.

- **Differentiation Consideration:** If students require additional support before beginning the jigsaw discussion, consider asking students to return to previous descriptions of Caesar’s spirit in Act 2.1 and Act 3.1 to consider how these passages inform their understanding of the appearance of Caesar’s ghost in Act 4.3. Instruct student groups to reread Act 2.1, lines 179-193 (from “Let’s be sacrificers, but not butchers, Caius” to “We shall be called purgers, not murderers”) and Act 3.1, lines 288-301 (from “A curse shall light upon the limbs of men;” to “With carrion men groaning for burial”) and annotate for references to Caesar’s spirit (W.11-12.9.a). Then, post or project the following question for whole-class discussion:

How do the descriptions of Caesar’s spirit in Act 2.1 and Act 3.1 relate to a conflict in the play?

- The differing descriptions of Caesar’s spirit offered by Antony and Brutus confirm the conflict between Antony’s understanding of Caesar’s death, and that of Brutus and the conspirators. Brutus’s description of the assassination as an action demonstrating his determination to “stand up against the spirit of Caesar” (Act 2.1, line 180) develops his understanding of the assassination as a “necessary” (Act 2.1, line 191) “sacrifice[]” (Act 2.1, line 179) that will cleanse Rome of Caesar’s influence and so bring about peace and resolution. This interpretation conflicts with Antony’s interpretation of Caesar’s death as an unjust murder, or a “butchery” that must be avenged through more bloodshed, as expressed through his description of Caesar’s spirit as a bloodthirsty ghost “ranging for revenge” (Act 3.1, line 296). Antony does not see

Caesar's death as providing a resolution to Rome's problems, as Brutus envisions, but as a "butchery" that sets into motion an endless cycle of violence.

- Consider instructing students to review their notes and annotations from their work with Antony's soliloquy in 12.2.2 Lesson 13, and their analysis of Brutus's vision of Caesar's assassination in 12.2.2 Lesson 7.

Instruct students to form pairs. Post or project the following focus questions:

Focus Question 1: How does the appearance of Caesar's ghost in Act 4.3 relate to Brutus's vision of the assassination in Act 2.1?

Focus Question 2: How does the appearance of Caesar's ghost in Act 4.3 relate to Antony's description of the assassination in Act 3.1?

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 4.3, lines 317.1-355.1) 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 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.
- See below for possible student responses.

Focus Question 1: How does the appearance of Caesar's ghost in Act 4.3 relate to Brutus's vision of the assassination in Act 2.1?

- Student responses may include:
 - The appearance of Caesar's ghost in Act 4.3 seems to suggest that Brutus's earlier vision of the assassination as a "sacrifice[]" (Act 2.1, line 179) that would cleanse Rome of corruption was idealistic, or misguided. Although Brutus describes the assassination as a means to "stand up against" the bloodless "spirit" (Act 2.1, line 180) of Caesar, the appearance of Caesar's ghost suggests that Brutus's actions have achieved the opposite of his intended outcome. Although the conspirators successfully destroy Caesar's body, the "spirit" which Brutus intended to "stand up against" lives on (Act 2.1, line 180), suggesting that Caesar's influence over Rome remains strong.

- The appearance of Caesar's ghost on the eve of battle highlights the futility or meaninglessness of the honorable intentions that Brutus expresses through his depiction of the assassination as a "necessary" (Act 2.1, line 191) "sacrifice[]" (Act 2.1, line 179) that will cleanse Rome of corruption. Despite the fact that Brutus envisions his actions as for the good of all, he has brought only war and destruction to the people of Rome, as is evidenced by the ghost's insistence that he will see Brutus on the battlefield "at Phillipi" (Act 4.3, line 329).
- The ghost's identification of himself as Brutus's own "evil spirit" (Act 4.3, line 325) suggests that the good intentions that Brutus describes in his interpretation of the assassination in Act 3.1 have come back to haunt him. Brutus's once noble spirit has become the very "evil" (Act 4.3, line 325) he intended to "purge[]" (Act 2, line 193). Rather than destroying Caesar's spirit, or what Caesar stands for, his actions have transformed his own spirit into a reflection of Caesar's.

Focus Question 2: How does the appearance of Caesar's ghost in Act 4.3 relate to Antony's description of the assassination in Act 3.1?

- Student responses may include:
 - The appearance of Caesar's ghost to Brutus on the battlefield suggests that Antony's vision of the invincibility of Caesar's spirit and the resulting death and "destruction" that will befall Rome has come to pass (Act 3.1, line 291).
 - Antony depicts Caesar's assassination as an unjust murder that must be avenged through further bloodshed and "war" (Act 3.1, line 299). The appearance of Caesar's ghost to haunt Brutus on the eve of battle suggests that Antony's prediction of the disastrous ramifications of Caesar's death for the conspirators was accurate.
 - Antony's depiction of Brutus and the other conspirators as "butchers" (Act 3.1, line 281), and Caesar's death as a bloody and senseless crime, is reinforced by the ghost's claim that he is Brutus's own "evil spirit" (Act 4.3, line 325). The ghost's words suggest that Brutus's actions were ultimately dishonorable.

Lead a brief whole-class discussion of student responses.

- Consider drawing students' attention to their application of SL.11-12.1 through the process of participating effectively in a range of collaborative discussions.

Activity 5: Quick Write

10%

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

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How does the appearance of Caesar’s ghost refine your understanding of his death as either “butchery” or “sacrifice”?

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 6: Preparation for 12.2.2 End-of-Unit Assessment (Optional) 15%

- The following optional in-class activity prepares students for the 12.2.2 Part 1 End-of-Unit Assessment, in which students perform small-group dramatic readings of key scenes in *Julius Caesar*. Instruct students to meet in the small groups established in the previous lesson (12.2.2 Lesson 16).
- **Differentiation Consideration:** Consider introducing students to standard RL.11-12.4 to support their preparation Part 1 of the End-of-Unit Assessment. If students are using the 12.2 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson.

Post or project standard RL.11-12.4. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

- Student responses may include:
 - This standard requires students to understand the meanings of words in context, including their implied or non-literal meanings.
 - The standard requires students to analyze how word choice affects meaning and tone.
 - The standard requires students to identify language that is particularly striking.

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- If necessary, provide students with the following definitions: *figurative* means “not literal; meaning beyond the basic meaning of words” and *connotative* means “suggesting an idea or quality that a word inspires in addition to its meaning.”
- Standard RL.11-12.4 will be assessed in the 12.2.2 Part 1 End-of-Unit Assessment.

Instruct students to answer the following question in their small groups before sharing out with the class:

How does comprehension of a text improve a dramatic reading?

- Student responses may include:
 - Comprehension or understanding of the text helps a performer convey meaning to the audience.
 - Understanding the meaning of the text makes a performance appear more polished and practiced, because it demonstrates that a performer is familiar with the lines and knows what he/she is saying.

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

Instruct students to practice their small-group dramatic readings. Explain that during this practice time, students should focus on conveying an accurate understanding of the passage that they are reading.

- Student groups practice their dramatic readings with a focus on conveying understanding.
- Standard SL.11-12.6 will also be assessed in the 12.2.2 Part 1 End-of-Unit Assessment. Students were introduced to SL.11-12.6 in 12.1.1 Lesson 11. Consider explaining to students that rehearsals for the 12.2.1 Part 1 End-of-Unit Assessment are an opportunity to practice adapting their speech to a variety of contexts and tasks and to demonstrate mastery of standard, formal English.
- Students may instead meet outside of class to practice their dramatic readings, in which case the time allotted to this activity should be added to Activity 3: Whole-Class Dramatic Reading and Discussion.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read Act 5.1, lines 1-71 of *Julius Caesar* (from “Now, Antony, our hopes are answered” to “If not, when you have stomachs”). Direct students to box any unfamiliar words and look up their

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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 conduct a brief search into the historical figure of Octavius using <http://www.pbs.org/> (Google search terms: PBS, the Roman Empire, Augustus), and identify three important facts about his relationship with Julius Caesar and with Mark Antony.

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

How does the interaction between Antony and Octavius in Act 5.1, lines 1-27 contribute to the development of Octavius's character?

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

- Students follow along.

Homework

Read Act 5.1, lines 1-71 of *Julius Caesar* (from “Now, Antony, our hopes are answered” to “If not, when you have stomachs”). 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, conduct a brief search into the historical figure of Octavius using <http://www.pbs.org/> (Google search terms: PBS, the Roman Empire, Augustus), and identify three important facts about his relationship with Julius Caesar and with Mark Antony. Then, respond briefly in writing to the following question:

How does the interaction between Antony and Octavius in Act 5.1, lines 1-27 contribute to the development of Octavius's character?

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