

12.2.2 Lesson 15

Introduction

In this lesson, students listen to a masterful reading of *Julius Caesar* Act 3.2, lines 68-149 (from “Stay, ho, and let us hear Mark Antony!” to “Bequeathing it as a rich legacy / Unto their issue”), in which Antony uses his funeral speech for Caesar to regain the crowd’s affection for Caesar. Students then read and analyze lines 82-117 (from “Friends, Romans, countrymen, lend me your ears” to “And I must pause till it come back to me”), the beginning portion of Antony’s speech. Students also reread Brutus’s speech, lines 14-49 (from “Romans, countrymen, and lovers, hear me” to “When it shall please my country to need my death”) before participating in a jigsaw discussion to consider how Brutus and Antony use the words *ambition* and *honor* in their speeches. Students then discuss Antony’s sincerity in this speech as a whole class. Student learning is assessed via a Quick Write at the end of the lesson: Reread Act 3.1, lines 270-272. To what extent does Antony’s speech in Act 3.2, lines 82-117 meet or fail to meet Brutus’s conditions for speaking at the funeral?

For homework, students reread Act 3.2, lines 68-149 and read lines 150-287 (from “We’ll hear the will. Read it, Mark Antony” to “How I had moved them. Bring me to Octavius”) before responding to two focus questions. In addition, students respond briefly to a prompt that compares Antony’s and Brutus’s speeches to a quote from Thoreau’s *Civil Disobedience*.

Standards

| Assessed Standard(s) | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RL. 11-12.6 | Analyze a case in which grasping a 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. 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> |
| SL. 11-12.1.c | <p>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.</p> <p>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.</p> |
| L.11-12.5.a | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> |

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Assessment

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.

- Reread Act 3.1, lines 270-272. To what extent does Antony’s speech in Act 3.2, lines 82-117 meet or fail to meet Brutus’s conditions for speaking at the funeral?

High Performance Response(s)

A High Performance Response should:

- Identify Brutus’s conditions for Antony’s speech (e.g., Brutus tells Antony that he may speak at the funeral and praise Caesar as long as he does not blame the conspirators, and as long as he tells the crowd that he is speaking with the consent of the conspirators. Brutus tells Antony, “You shall not in your funeral speech blame us.” He insists, “And say you do ’t by our permission” (Act 3.1, lines 270, 272).
- Analyze to what extent Antony meets Brutus’s conditions (e.g., Antony acknowledges Brutus’s role in allowing him to speak by stating, “Here, under leave of Brutus and the rest / ... Come I to speak in Caesar’s funeral” (lines 90-93). In addition, Antony praises Brutus and the other conspirators by describing them as “all honorable men” (line 92). However, although Antony repeats his praise for Brutus and the conspirators as “honorable” throughout the speech (lines 91, 92, 96, 103, 108), he undercuts that praise by raising subtle doubts that Caesar deserved to die because he was “ambitious” (line 87, 95). Over the course of the speech, Antony offers different examples of Caesar’s behavior, all of which contradict Brutus’s assessment of Caesar as “ambitious.” For example, Antony points out that Caesar rejected “a kingly crown” (line 105) three times. After each example of Caesar’s benevolence, Antony repeats Brutus’s accusation of Caesar’s ambition while conceding that “Brutus is an honorable man” (lines 96, 103, 108) until the reference to Brutus’s honor becomes ironic. This raises doubts about Brutus’s honor; while Antony does not explicitly blame the conspirators, thus meeting Brutus’s conditions, he still causes the crowd to question the decision to kill Caesar.).

Vocabulary

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| |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary to provide directly (will not include extended instruction) |
| <ul style="list-style-type: none"> coffers (n.) - treasury |
| Vocabulary to teach (may include direct word work and/or questions) |
| <ul style="list-style-type: none"> None. |
| Additional vocabulary to support English Language Learners (to provide directly) |
| <ul style="list-style-type: none"> coffin (n.) - box in which a dead person is buried will (n.) - legal document in which a person states who should receive his or her possessions after he or she dies sacred (adj.) - worthy of religious worship; very holy |

Lesson Agenda/Overview

| 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.11-12.5.a Text: <i>Julius Caesar</i> by William Shakespeare, Act 3.2: lines 68-149 | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Reading and Discussion Jigsaw Discussion Quick Write Closing | <ol style="list-style-type: none"> 5% 15% 10% 25% 30% 10% 5% |

Materials

- Free audio resource: <https://librivox.org/julius-caesar-by-william-shakespeare/>
- Herbert Wise’s 1979 BBC version of *Julius Caesar* (1:30:40-1:35:46) (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.11-12.6. In this lesson, students read and analyze Antony's funeral oration, focusing on how Antony combines sincerity and calculation to deliver a complex speech. Students first work in pairs or small groups to analyze the speech and then participate in a jigsaw activity in which they consider how Brutus and Antony use the words *ambition* and *honor*.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the first part of the previous lesson's homework assignment. (Reread Act 3.2, lines 1-67, read lines 68-79, and respond to the following focus questions.) Instruct students to form pairs and share their responses.

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

- Student responses may include:

- The crowd's response to Brutus's speech shows that the crowd respects and supports Brutus. The Plebeians demonstrate their support for Brutus through their shouts, "Live, Brutus, live, live!" (line 50) and the First Plebeian's cry, "Bring him with triumph home unto his house ... We'll bring him to his house with shouts and / clamors" (lines 51, 56-57).
- The crowd's response to Brutus's speech shows that Brutus and the crowd have different views about what it means to be a Roman. In his speech, Brutus explains that he killed Caesar to save Romans from dying "all slaves" (line 25) and to preserve their status as "freemen" (line 26). The crowd, in its enthusiasm for Brutus, demonstrates that they are not concerned with these values, however. The Third Plebeian shouts, "Let him [Brutus] be Caesar" (line 53) and the Fourth Plebeian calls out, "Caesar's better parts / Shall be crowned in Brutus" (lines 54-55).

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

- Student responses may include:
 - Much of what Brutus says in this speech confirms ideas and feelings he expressed earlier in the play. Brutus establishes his fondness for Caesar in Act 1.2, when Brutus tells Cassius that although he does not want to see Caesar crowned, "yet I love him well" (line 89). Similarly, Brutus consistently expresses his pride in his honor, and his love of and willingness to sacrifice for Rome. In Act 1.2, Brutus tells Cassius that he will "Set honor in one eye and death i' the' other / And [] will look on both indifferently" (lines 92-94), suggesting that because he is honorable, Brutus would die for the "general good" of Rome. He concludes, "I love / The name of honor more than I fear death" (lines 95-96). The same ideas are expressed in Brutus's speech in Act 3.2, when he offers to die for Rome, proclaiming, "I have the same dagger for myself / when it shall please my country to need my death" (lines 48-49).

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. (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.) Collect students' 12.2.2 End-of-Unit Scene Selection Sheets.

- Use student responses to create groups 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.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of Act 3.2, lines 68-149, from “Stay, ho, and let us hear Mark Antony!” to “Bequeathing it as a rich legacy / Unto their issue,” listening for how Antony gauges the mood of the people and attempts to persuade them.

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

What is Antony’s purpose in this scene?

- 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

25%

Instruct students to form pairs. 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).

Instruct student pairs to read Act 3.2, lines 68-117 (from “Friends, Romans, countrymen, lend me your ears” to “And I must pause till it come back to me”) and answer the following questions before sharing out with the class.

Provide students with the definition of *coffers*.

- Students may be familiar with some of this word. Consider asking students to volunteer a definition before providing one to the group.
 - Students write the definition of *coffers* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing the definitions of *coffin*, *will*, and *sacred*.
 - Students write the definitions of *coffin*, *will*, and *sacred* on their copies of the text or in a vocabulary journal.

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How does Antony gain the trust of the crowd?

- Student responses may include:
 - Antony’s opening words, “Friends, Romans, countrymen, lend me your ears” (line 82) echo the opening words of Brutus’s speech, “Romans, countrymen, and lovers, hear me for my / cause” (lines 14-15), suggesting that Antony’s speech will continue the ideas Brutus introduced and that the crowd has accepted with cheers.
 - Like Brutus, Antony appeals to the crowd’s sense of community, addressing the people as “friends” and fellow “Romans” and “countrymen” to remind them of their shared values.
 - Antony says he has come merely to participate in Caesar’s funeral, not to speak well of him. He says, “I come to bury Caesar, not to praise him” (line 83). Since Brutus has persuaded the crowd that Caesar was ambitious and deserved to die, this statement suggests that Antony shares the crowd’s opinion and so can be trusted to give a speech they will support.

How does Antony characterize Caesar in lines 82-117?

- Student responses should include:
 - Antony presents Caesar in positive terms, describing him as “my friend, faithful and just to me” (line 94).
 - Antony describes Caesar as a generous man who “brought many captives home to Rome” and “[w]hose ransoms did the general coffers fill” (lines 97-98), reminding the crowd of how Caesar’s actions benefited the city rather than just himself.
 - Antony acknowledges Brutus’s accusation that Caesar was ambitious, but counters that accusation with examples that cast doubt on its accuracy. For example, after describing Caesar’s generosity, Antony asks rhetorically, “Did this in Caesar seem ambitious?” (line 99)
 - Antony describes Caesar as a man who sympathized with the needy, noting, “When that the poor have cried, Caesar hath wept” (line 100). Antony suggests that a truly ambitious man would not have bothered to think about the poor, but would have remained focused on achieving his own goals.
 - Antony characterizes Caesar as humble by reminding the crowd, “You did all see that on the Lupercal / I thrice presented him a kingly crown, / Which he did thrice refuse” (lines 104-106).

- Antony describes Caesar as a man deserving of the crowd's affection, recalling, "You all did love him once, not without cause" (line 111). Here, Antony calls on the crowd to remember the affection they once had for; the people should not be so quick to forget the good reasons they had for loving Caesar and should not be so quick to believe he was ambitious.

How does Antony characterize Brutus in lines 82-117?

- Antony uses concession to raise questions about Brutus's judgment regarding Caesar's ambition. Throughout the speech he concedes, "Brutus is an honorable man," but at the same time, he provides examples of Caesar's behavior that contradict Brutus's charge that Caesar was ambitious.
- Consider reminding students that this technique of acknowledging a point made by one's opponent is known as *concession*. Students were introduced to *concession* in 12.2.1 Lesson 14.

How does the tone of Antony's speech develop over the course of lines 82-117?

- The tone of the speech changes from one of measured gratitude to one of great emotion. Antony begins his speech by appearing grateful to Brutus and the conspirators. He acknowledges that he is speaking "under leave of Brutus and the rest" (line 90) and says, "For Brutus is an honorable man; / So are they all, all honorable men" (lines 91-92). The tone becomes more personal when Antony recalls his relationship with Caesar. Antony proclaims, "He was my friend, faithful and just to me" (line 94), drawing upon Antony's own knowledge of and friendship with Caesar. The speech becomes more emotional as Antony reprimands the crowd, "You all did love him once, not without cause. / What cause withholds you, then, to mourn for / him?" At this point, Antony breaks off his speech to comment that "men have lost their reason" (line 115) and finally excuses himself, asking for time to regain his composure. Weeping publicly, Antony says, "Bear with me; / My heart is in the coffin there with Caesar, / And I must pause till it come back to me" (lines 115-117).

Lead a brief whole-class discussion of student responses.

Activity 5: Jigsaw Discussion

30%

Instruct students to form pairs. Explain to students that this part of the lesson is a jigsaw discussion, in which half of the student pairs answers one set of questions and the other half answers another set. Instruct students to reread Brutus's speech in Act 3.2, lines 14-49 (from "Romans, countrymen, and lovers, hear me" to "when it shall please my country to need my death").

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Post or project the following focus questions:

Focus Questions 1 and 2:

- How does Brutus use the word *ambition* in lines 14-49?
- How does Antony use the word *ambition* in lines 82-117?

Focus Questions 3 and 4:

- How does Brutus use the word *honor* in lines 14-49?
- How does Antony use the word *honor* in lines 82-117?

Assign half of the student pairs to respond to Focus Questions 1 and 2 and the other half of the student pairs to respond to Focus Questions 3 and 4. Instruct students to work in their pairs to answer their focus questions, drawing on evidence from throughout the passages in their responses.

- Students work in pairs to answer their focus questions.
- Consider reminding students that the Jigsaw Discussion is an opportunity to apply standard SL.1112.1.c, by participating effectively in a collaborative discussion. Students may especially focus on propelling the discussion by posing and responding to questions that probe reasoning and evidence; clarifying, verifying, or challenging ideas and conclusions; and promoting divergent and creative perspectives.

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

- Student groups engage in a brief discussion about how Brutus and Antony use the words *ambition* and *honor*.
- See below for possible student responses.

How does Brutus use the word *ambition* in lines 14-49?

- Brutus uses the word *ambition* to portray Caesar as a man who deserved to die and to justify his decision to kill Caesar. After stating that he killed Caesar not because he “loved Caesar less” but because he “loved / Rome more” (lines 23-24), Brutus explains that as Caesar was “ambitious, I slew him” (line 28), and claims that just as Caesar deserved “tears for his love, joy for his fortune, honor / for his valor,” he also deserved “death for his ambition” (lines 29-30). According to Brutus, Caesar’s ambition

threatened the rights of every Roman, who would be reduced to living as “a bondman” (line 31). Brutus claims he killed Caesar to save Romans from living as bondmen.

How does Antony use the word *ambition* in lines 82-117?

- Antony uses the word *ambition* to question Brutus’s judgment and to persuade the crowd that Brutus was wrong to kill Caesar. He introduces the word by repeating Brutus’s accusation, saying, “The noble Brutus / Hath told you Caesar was ambitious” (lines 86-87) and concedes that ambition is dangerous. He suggests doubt, however, when he says, “If it were so, it was a grievous fault” (line 88). Throughout the rest of the speech, Antony provides evidence to prove that Caesar’s behavior suggests he was generous, sympathetic and humble, noting that Caesar “did the general coffers fill” (line 98), that he “wept” when the poor cried (line 100), and that he “did thrice refuse” the crown that Antony offered him at Lupercal (line 106). After presenting each piece of evidence, Antony reminds the crowd, “Brutus says he was ambitious,” calling into question Brutus’s judgment and what it means to be ambitious.

How does Brutus use the word *honor* in lines 14-49?

- Brutus uses the word *honor* to justify his decision to kill Caesar. He first reminds the crowd that he is an honorable and trustworthy man by commanding them, “Believe me for mine honor, and have respect to mine honor that you may believe” (lines 15-17). Brutus also points out that Caesar also deserved honor, when he says, “As he [Caesar] was valiant, I honor him” and later, “There is ... honor for his valor” (lines 27-28, 29-30). But he suggests that Caesar’s ambition was a more significant trait than his honor when he says, “But, as he was ambitious, I slew him” and confirms, “There is ... death for his ambition” (lines 28, 29-30).

How does Antony use the word *honor* in lines 82-117?

- Student responses may include:
 - Antony first uses the phrase “Brutus is an honorable man” (line 91) to suggest that he, too, admires Brutus, whom the crowd has just cheered. He describes Brutus and the other conspirators as “all, all honorable men” (line 92) to gain the crowd’s trust by suggesting that he shares their opinion of the conspirators.
 - Antony questions the value of *honor* in lines 82-117. He follows his description of Caesar as “my friend, faithful and just to me” (line 94) with the words, “But Brutus says he was ambitious. / And Brutus is an honorable man” (lines 95-96). While seeming to defer to Brutus’s judgment because he is “honorable,” Antony contrasts his own direct knowledge of Caesar’s qualities of faithfulness and justice

with Brutus’s report that Caesar was ambitious and forces the crowd to consider alternate views of Caesar. Antony forces the crowd to weigh the evidence Antony presents against Brutus’s reputation for honor.

Lead a brief whole-class discussion of student responses.

Post or project the following question for students to discuss:

Evaluate Antony’s sincerity in lines 82-117.

- Antony is both sincere and insincere in his speech. He speaks sincerely of his love for Caesar when he states, “He was my friend, faithful and just to me” (line 94). Antony’s use of the word *honorable* to describe Brutus, however, is ambiguous. While Antony never disputes Brutus’s honor, he presents evidence that suggests Brutus’s decision to kill Caesar is questionable. Antony uses Brutus’s own words, “Brutus says he was ambitious” (lines 95, 102, 107) against him by placing the good Caesar has done in contrast with Brutus’s accusations. Finally, Antony’s demonstrative outburst while speaking may be interpreted either as an expression of Antony’s genuine sorrow regarding Caesar’s death or a calculated display designed to manipulate the crowd’s emotions.
- To support comprehension and fluency, consider showing Herbert Wise’s 1979 BBC version of *Julius Caesar* (1:30:40-1:35:46).

Activity 6: Quick Write

10%

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

Reread Act 3.1, lines 270-272. To what extent does Antony’s speech in Act 3.2, lines 82-117 meet or fail to meet Brutus’s conditions for speaking at the funeral?

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 reread Act 3.2, lines 68-149 of *Julius Caesar* (from “Stay, ho, and let us hear Mark Antony!” to “Bequeathing it as a rich legacy / Unto their issue”) along with lines 150-287 (from “We’ll hear the will. Read it, Mark Antony” to “How I had moved them. Bring me to Octavius”). Instruct students to respond to the following focus questions.

How does Antony’s use of figurative language in lines 188-193 (from “Through this the well-belovèd Brutus stabbed” to “For Brutus, as you know, was Caesar’s angel”) contribute to the tone of his speech? (L.11-12.5.a)

In what way was Brutus’s “the most unkindest cut of all” (line 195)?

- **Differentiation Consideration:** Consider providing the following optional extension homework to deepen students' understanding. Respond in writing to the following question:

How do Antony’s rhetorical appeals in lines 82-266 differ from Brutus’s rhetorical appeals in lines 14-49?

Additionally, instruct students to respond briefly to the following prompt:

In *Civil Disobedience*, Thoreau states, “We love eloquence for its own sake, and not for any truth which it may utter, or any heroism it may inspire” (part 3, par. 18). How does Thoreau’s observation, as well your reading of Brutus’s and Antony’s speeches in Act 3.2 of *Julius Caesar*, develop your understanding of the relationship between eloquence and the citizens of a given society?

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

- Students follow along.

Homework

Reread Act 3.2, lines 68-149 of *Julius Caesar* (from “Stay, ho, and let us hear Mark Antony!” to “Bequeathing it as a rich legacy / Unto their issue”) along with lines 150-287 (from “We’ll

hear the will. Read it, Mark Antony” to “How I had moved them. Bring me to Octavius”). Respond to the following focus questions:

How does Antony’s use of figurative language in lines 188-193 (from “Through this the well-belovèd Brutus stabbed” to “For Brutus, as you know, was Caesar’s angel”) contribute to the tone of his speech?

In what way was Brutus’s “the most unkindest cut of all” (line 195)?

Additionally, respond briefly to the following prompt:

In *Civil Disobedience*, Thoreau states, “We love eloquence for its own sake, and not for any truth which it may utter, or any heroism it may inspire” (Part 3, par. 18). How does Thoreau’s observation, as well your reading of Brutus’s and Antony’s speeches in Act 3.2 of *Julius Caesar*, develop your understanding of the relationship between eloquence and the citizens of a given society?

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