

# 12.2.2 Lesson 4

## Introduction

In this lesson students read Act 1.2, lines 225-334 of *Julius Caesar* (from “You pulled me by the cloak. Would you speak” to “For we will shake him, or worse days endure”). In these lines, Casca retells the events of Antony offering the crown to Caesar. Students analyze Shakespeare’s choice to present events from Casca’s perspective and analyze the impact of this choice on the plot of the play. Student learning is assessed via a Quick Write at the end of the lesson: Analyze how Shakespeare’s choice to relate events through Casca in Act 1.2, lines 225-334 impacts the plot of the drama.

For homework, students read Act 1.3, lines 1-41 (“Good even, Casca. Brought you Caesar home?” to “Is not to walk in. / Farewell, Cicero”) and respond to a series of questions.

## Standards

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

## Assessment

File: 12.2.2 Lesson 4 Date: 2/13/15 Classroom Use: Starting 2/2015

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**Assessment(s)**

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

- Analyze how Shakespeare's choice to relate events through Casca in Act 1.2, lines 225-334 impacts the plot of the drama.

**High Performance Response(s)**

A High Performance Response should:

- Analyze how Shakespeare's choice to relate events through Casca impacts the plot of the drama (e.g., Shakespeare's choice to explain Caesar's rejection of the crown through Casca's account of events develops tension and conflict within the play around Caesar's growing power. According to Casca, Caesar wants to be crowned king, an idea to which some patricians—including Brutus, Cassius, and Casca—are opposed. In his account, Casca introduces his belief that Caesar wants to be king, even though Caesar refuses the crown from Antony. Casca states his opinion that Caesar "would have fain had [the crown]" (line 250) and that Caesar was "very loath to lay his fingers off [the crown]" (line 252); these opinions introduce to the audience, and to Brutus and Cassius, doubt about Caesar's motivations. Relating the events through Casca also allows the audience to witness the responses of Brutus and Cassius, who reveal the mistrust that some patricians feel toward Caesar. This interaction sets up a conflict of power between the patricians and the unknowing Caesar, which creates tension for the audience who is aware of the patricians' resentment of Caesar. Casca's retelling of events further advances the plot as he suggests he would have killed Caesar if he had been one of the common people to whom Caesar "offered ... his throat to cut" (lines 276-277). Casca's claim creates more tension for the audience and continues to develop a conflict between the patricians and Caesar by implying that in spite of Caesar's popularity, the possibility of Caesar's death is real.).

## Vocabulary

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

- \*mark (v.) - take notice; give attention; consider
- coronets (n.) - small crowns
- \*fain (adv.) - gladly
- loath (adj.) - unwilling; reluctant; disinclined; averse
- rabblement (n.) - a tumult; disturbance
- swooned (v.) - fainted; lost consciousness
- \*infirmity (n.) - a physical weakness or ailment
- mettle (n.) - temperament or disposition
- wrought (adj.) - worked into shape

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

- chanced (v.) - came about, happened

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

- thrice (adv.) - three times
- \*chopped (adj.) - chapped; red, dry, and cracked usually because of cold air or wind
- \*doublet (n.) - a man's close-fitting (Elizabethan) jacket
- rogues (n.) - men who are dishonest or immoral
- foolery (n.) - silly behavior
- sauce (n.) - a thick liquid that is eaten with or on food to add flavor to it
- seduced (adj.) - persuaded to do something

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

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.11-12.3, W.11-12.9.a, L.11-12.4.c</li> <li>Text: <i>Julius Caesar</i> by William Shakespeare, Act 1.2: lines 225-334</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 65%</li> <li>4. 10%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)

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## Learning Sequence

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

### Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.3. In this lesson, students read and analyze Act 1.2, lines 225-334 of *Julius Caesar* and analyze the impact of Shakespeare's choice to retell events through Casca on the plot of the play. Student learning is assessed via a Quick Write at the end of the lesson.

- 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. (Read Act 1.2, lines 188-224 and respond to the following questions.) Instruct students to talk in groups about their responses.

**How does Caesar describe Cassius in Act 1.2, lines 204-217?**

- Student responses may include:
  - Caesar describes Cassius as ambitious when he says he has a "lean and hungry look" (line 204).

- Caesar describes Cassius as a serious person who “thinks too much,” “reads much,” “loves no plays,” and “Seldom ... smiles” (lines 205, 211, 213, and 215).
- Caesar describes Cassius as observant and not easily deceived. Caesar comments that Cassius “is a great observer, and he looks / quite through the deeds of men” (lines 212-213).

**What do lines 204-217 suggest about the characters of Caesar and Cassius?**

- Student responses may include:
  - Caesar’s description of Cassius shows that Caesar is wary of Cassius. He says that Cassius is someone to be feared because he has a “lean and hungry look” (line 204) and that “[s]uch men are dangerous” (line 205).
  - Caesar’s comments about Cassius confirm what the audience already knows about Cassius, and therefore, show that Caesar is perceptive. For example, Caesar notes that Cassius is envious and that “[s]uch men as he be never at heart’s ease / Whiles they behold a greater than themselves” (lines 218-219). Cassius’s envy became evident to the audience earlier in the scene when Cassius told stories and made comments about Caesar. When describing Caesar’s weaknesses, Cassius complained, “You gods, it doth amaze me / A man of such a feeble temper should / So get the start of the majestic world / And bear the palm alone” (lines 135-138).
  - Caesar’s comments about Cassius emphasize that Cassius is shrewd and perceptive, combining the ability to observe men carefully with the ability to understand what is important to people. Cassius makes his appeals to Brutus by emphasizing Brutus’s honor, saying, “I know that virtue to be in you, Brutus, / As well as I do know your outward favor. / Well, honor is the subject of my story” (lines 97-99).

Lead a brief whole-class discussion of student responses.

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

- Students may identify the following words: *\*mark*, *coronets*, *\*fain*, *loath*, *rabblement*, *swooned*, and *\*infirmity*.
- **Differentiation Consideration:** Students may also identify the following words: *thrice*, *\*chopped*, *\*doublet*, and *rogues*.

- Definitions are provided in the Vocabulary box in this lesson.

### Activity 3: Reading and Discussion

**65%**

Instruct students to form 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).

- 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 the lesson:

**How does Shakespeare develop the character of Caesar while Caesar is not on stage?**

Instruct student groups to read aloud lines Act 1.2, lines 225-243 of *Julius Caesar* (from “You pulled me by the cloak. Would you speak” to “Who offered him the crown? / Why, Antony”) with different students taking the part of Brutus, Cassius, or Casca. Then instruct student groups to answer the following questions before sharing out with the class.

**Summarize the events Casca relates to Brutus and Cassius in lines 225-243.**

- Casca tells Brutus and Cassius that Antony offered Caesar the crown three different times, but each time Caesar refused. The common people were watching and shouted each time Caesar rejected the crown.
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

**What words could replace *chanced* as Brutus uses it on lines 227 and 230?**

- On line 227 Brutus says, “[t]ell us what hath chanced today.” On line 230, Brutus says, “I should not then ask Casca what had chanced.” In both cases, “happened” or “took place” could replace *chanced*.

**What is the meaning of the phrase “put it by” that Casca uses on lines 232 and 239?**

- When “there was a crown offered him” (line 231), Caesar “put it by with the back of his hand” (lines 232). This describes how Caesar refused the crown, pushing it away.

Lead a brief whole-class discussion of student responses.



Instruct student groups to keep their assigned parts, and read aloud Act 1.2, lines 244-272 (from “Tell us the manner of it, gentle Casca” to “the players in the theater, I am no true man”) and answer the following question before sharing out with the class.

**What is Casca’s attitude toward Caesar’s rejection of the crown?**

- Student responses may include:
  - “Casca says he “did not mark” (line 246) the events, which suggests that he did not pay attention to Antony offering Caesar the crown or thought it unimportant. Casca describes the offering of the crown as “mere foolery” (line 246) and supports his statement by describing how Antony presents Caesar with “one of these coronets” (line 248) instead of presenting him a real crown.
  - Casca says that Caesar “would have fain had [the crown]” (line 250), and that “he was very loath to lay his fingers off [the crown]” (line 252). These phrases suggest that Casca believes Caesar wants to be king even though he refuses the crown.
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

**How do the people react when Caesar falls down?**

- When Caesar falls down, some people cheer him and some people curse him. Casca describes that people did “clap him and hiss him” (line 270), as they would an actor in the theater.

**How do Brutus and Cassius react to the account of Caesar’s collapse? What do these reactions suggest about their attitudes toward Caesar?**

- Whereas Brutus’s response that “[Caesar] hath the falling sickness” (line 265) seems neutral and does not suggest any hostility toward Caesar, Cassius’s response implies resentment of Caesar and his position: “Caesar hath it not; but you and I / And honest Casca, we have the falling sickness” (lines 266-267). Cassius’s reaction suggests that the three patricians are suffering under Caesar because of their lower social position, further reinforcing Cassius’s hostility towards Caesar and desire to act against him.

Lead a brief whole class discussion of student responses.

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Instruct student groups keep their assigned parts and read aloud Act 1.2, lines 273-286 (from “What said he when he came unto himself?” to “their mothers, they would have done no less”) and answer the following questions before sharing out with the class.

**How does Caesar's offer to the people develop his character?**

- Caesar offers to let the people cut his throat “when he perceived the common herd was glad” (lines 274-275). Because Caesar made the offer when the people were happy with him, this suggests that Caesar is a skillful politician who knows how to appeal to the citizens.
- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

**What does Caesar offer the people before he “swooned” (line 259)?**

- Caesar opens his jacket and offers “them his throat to cut” (line 276-277) when he realizes that they were happy that he refused the crown.

**How do lines 274-286 develop Casca's opinion of Caesar's relationship with the people?**

- Student responses may include:
  - Casca describes the people's reaction to Caesar in a way that illustrates Caesar's ability to control them. Caesar has the ability to “perceive[] the common herd” (line 274-275), which means that Caesar is aware of what the people are thinking or feeling. After Caesar understands what the people are thinking or feeling, he gains their approval by offering to let them cut his throat rather than making him king.
  - Some people “hiss” (line 270) at Caesar but after he tells them his “infirmity” caused him to fall (line 282), they forgive him immediately. Casca claims, “if Caesar had stabbed their mothers, they would have done no less” (lines 285-286). This claim suggests that as a Roman leader, Caesar is beloved and the common people trust him. However, Casca believes the people may be foolish for placing so much trust in Caesar.

**How do Casca's words in lines 274-286 develop his attitude toward Caesar?**

- Casca confirms that he wants to see Caesar killed. He says he would have “taken [Caesar] at a word” (line 278), suggesting that he would have accepted Caesar's offer to cut his throat if he had been one of the common people who received the offer.

**How does Casca's second account of Caesar's refusal of the crown (lines 245-286) develop the meaning of the events in lines 231-241?**

- In Casca's first account, he briefly explains that someone offered Caesar a crown three times, but he refused it each time. Casca explains that the people observing Caesar shouted each time he refused the crown. After Brutus asks, “tell us the manner of

it” (line 244), Casca provides a second account that provides more details, including that Antony was the person who offered the crown and that Caesar “fell down in the marketplace and foamed at the mouth and was speechless” (lines 263-264) after refusing the crown. The second account also includes Casca’s commentary on the event. For example, Casca uses the phrase “to my thinking” (lines 249-250 and lines 251-252) to introduce his opinion that Caesar wants the crown. In the second account, Casca also describes his opinion that “there’s no heed to be taken of the [common people]” (lines 284-285) because they trust and forgive Caesar so easily.

Lead a brief whole class discussion of student responses.

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Instruct student groups to keep their assigned parts and read aloud Act 1.2, lines 287-334 (from “And, after that, he came thus sad away?” to “For we will shake him, or worse days endure”) and answer the following questions before sharing out with the class.

Provide students with the definitions of *mettle* and *wrought*.

- 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 for *mettle* and *wrought* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the definitions of *foolery*, *sauce*, and *seduced*.
  - Students write the definitions of *foolery*, *sauce*, and *seduced* on their copies of the text or in a vocabulary journal.

**How does Cassius’s description of Brutus in the soliloquy at the end of Act 1.2 develop his view of Brutus?**

- In the soliloquy, Cassius says that Brutus is noble, but that his “honorable mettle may be wrought” (line 321). Cassius believes Brutus may be persuaded to join the conspiracy against Caesar. Cassius also believes Brutus is important to the plan because Caesar loves him.

**What plan does Cassius outline in the soliloquy at the end of Act 1.2?**

- Cassius describes his plan to leave several false letters “[a]s if they came from several citizens” (line 329) in Brutus’s window. The goal of the plan is to convince Brutus that Romans respect his name and are concerned about Caesar’s ambition.

Lead a brief whole-class discussion of student responses.

### Activity 4: Quick Write

**10%**

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

**Analyze how Shakespeare’s choice to relate events through Casca in Act 1.2, lines 225-334 impacts the plot of the drama.**

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

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

Transition to the independent Quick Write.

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

### Activity 5: Closing

**5%**

For homework, instruct students to read Act 1.3, lines 1-41 (“Good even, Casca. Brought you Caesar home?” to “Is not to walk in. / Farewell, Cicero”) and respond briefly to the following questions.

**What events in Lines 1-41 cause Casca to be “breathless”?**

**Using context and the explanatory notes, explain what the “prodigies” are on line 28.**

**What does Casca believe is the meaning of the omens in lines 1-41?**

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

## Homework

Read Act 1.3, lines 1-41 (“Good even, Casca. Brought you Caesar home?” to “Is not to walk in. / Farewell, Cicero”), and respond briefly to the following questions.

**What events in lines 1-41 cause Casca to be “breathless”?**

**Using context and the explanatory notes, explain what the “prodigies” are on line 28.**

**What does Casca believe is the meaning of the omens in lines 1-41?**

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