

12.2.2

Lesson 22

Introduction

In this final lesson of the unit, the second part of the End-of-Unit Assessment, students write a multi-paragraph analysis in response to the following prompt: Explain how the title *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.

For homework, students review and expand their notes and annotations from the Module 12.2 texts in preparation for the 12.2 Performance Assessment.

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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).
W. 11-12.2. a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1112.2. a, b	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
Addressed Standard(s)	
None.	

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Assessment

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Assessment(s)

Student learning is assessed via a formal, multi-paragraph response to the End-of-Unit Assessment. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Explain how the title *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.
- Student responses are assessed using the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric.

High Performance Response(s)

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A High Performance Response should:

- Make a claim as to whether the title *The Tragedy of Julius Caesar* is appropriate to the play.
- Use textual evidence to support that claim either by explaining how the title is appropriate or by proposing a new title and explaining why it is more appropriate.

A High Performance Response may include the following evidence in support of a multi-paragraph analysis.

- The title *The Tragedy of Julius Caesar* is appropriate to the play because Shakespeare places Julius Caesar at the center of the tragedy. From the very opening of the play, Caesar is the focus of conflict, as the tribunes Marullus and Flavius confront a group of commoners who have taken the day off “to see Caesar and to rejoice in his / triumph” (Act 1.1, lines 34-35). In the following scene, the conversation between Cassius and Brutus develops this conflict as Cassius expresses the discontent of certain patricians, complaining to Brutus, “[Caesar] doth bestride the narrow world / Like a Colossus, and we petty men / Walk under his huge legs and peep about / To find ourselves dishonorable graves” (Act 1.2, lines 142-145). This discontent develops into the plot to kill Caesar, as Brutus reluctantly decides that “[i]t must be by his death” (Act 2.1, line 10), meaning that Caesar must be killed in order to resolve the tension between Caesar’s vision of himself as the all-powerful leader, “constant as the Northern Star” (Act 3.1, line 66), and the conspirators’ view of Caesar as both vulnerable and dangerous, like the “serpent’s egg” (Act 2.1, line 36). However, even after the conspirators eliminate Caesar, he remains the center of the conflict that drives the action of the second half of the play, as Antony disagrees with the conspirators’ interpretation of his death as a necessary “sacrifice[.]” (Act 2.1, line 179) and calls the conspirators “butchers” in his soliloquy over Caesar’s body (Act 3.1, line 281). Even after death, Caesar continues to exercise influence, in particular through the appearance of his ghost to Brutus in Act 4.3, lines 317.1-330. So strong is his continued power that Brutus addresses him directly with his dying words, pleading, “Caesar, now be still” (Act 5.5, line 56). Therefore, despite his death in Act 3.1, line 85, Caesar continues to dominate the play as the competing interpretations of his death generate a new, violent conflict that ends in death for the conspirators and the triumph of Antony and Octavius as, with Brutus’s suicide, Caesar’s murder is avenged.
- A more appropriate title for *The Tragedy of Julius Caesar* would be *The Tragedy of Brutus*. The central conflict of the play does not involve Caesar but rather centers on Brutus’s internal struggle with himself over his involvement in Caesar’s death. In Act 2.1, Shakespeare presents Brutus as torn between his personal loyalty to Caesar, as he admits that he “know[s] no personal cause to spurn at [Caesar]” (Act 2.1, line 11), and his growing conviction that Caesar is a “serpent’s egg” (Act 2.1, line 33) who may prove to be dangerous. Shakespeare presents Caesar as arrogant and unsympathetic in his interactions with others, for example, in his interactions with the Soothsayer, whom he

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Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
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 directly
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b Text: <i>Julius Caesar</i> by William Shakespeare 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 12.2.2 Part 2 End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Copies of the 12.2.2 Part 2 End-of-Unit Assessment for each student
- Student copies of the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric and Checklist (refer to 12.2.2 Lesson 21)

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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 standards for this lesson: RL.11-12.3, W.11-12.2.a-f, L.11-12.1, and L.11-12.2.a, b. In this lesson, students craft a multi-paragraph response discussing the full title of the play, *The Tragedy of Julius Caesar*.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Ask students to take out their materials for the 12.2.2 Part 2 End-of-Unit Assessment, including all notes, annotations, and Quick Writes.

- Students take out their materials for the 12.2.2 Part 2 End-of-Unit Assessment.
- Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 12.2.2 Part 2 End-of-Unit Assessment

80%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement, well-organized ideas supported by the most significant and relevant textual evidence, and a concluding statement or section. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and use precise language and domain-specific vocabulary. Remind students to use this unit's vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

Instruct students to write a multi-paragraph response to the following prompt:

Explain how the title *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.

Remind students to use the 12.2.2 End-of-Unit Text Analysis Rubric to guide their written responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

- Display the prompt for students to see, or provide the prompt in hard copy.

Instruct students to use the remaining class period to write their End-of-Unit Assessment.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.
- Consider encouraging students who finish early to reread and revise their responses using the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review and expand their notes and annotations from all three Module 12.2 texts in preparation for the 12.2 Performance Assessment. Post or project the 12.2 Performance Assessment prompts:

Is democracy “the last improvement possible in government” (Thoreau, part 3, par. 19)?

What is the role and responsibility of government?

Who should have the power to make decisions in a society?

Read the 12.2 Performance Assessment prompts and explain that during the 12.2 Performance Assessment, students will discuss the prompts from the perspective of authors and characters from the Module 12.2 texts. Explain that after discussion, students will choose one of the prompts and write a multi-paragraph response to the prompt from their own perspective.

- Students follow along.

Homework

Review and expand your notes and annotations from all three Module 12.2 texts in preparation for the 12.2 Performance Assessment.

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12.2.2 Part 2 End-of-Unit Assessment

Text-Based Response

Your Task: Based on your reading and analysis of William Shakespeare’s *The Tragedy of Julius Caesar*, write a multi-paragraph response to the following prompt:

Explain how the title The Tragedy of Julius Caesar is appropriate for the play, or propose a new title and explain why it is more appropriate.

Your response will be assessed using 12.2.2 Part 2 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RL.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b

Commentary on the Task:

This task measures RL.11-12.3 because it demands that students:

- 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).

This task measures W.11-12.2.a-f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2.a, b because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Observe hyphenation conventions.
 - Spell correctly.