

# 12.2.2 Lesson 20

## Introduction

In this lesson, students continue their reading and analysis of *Julius Caesar* by William Shakespeare. Students read Act 5.5, lines 1-87 (from “Come, poor remains of friends, rest on this rock” to “To part the glories of this happy day”), in which Brutus acknowledges his defeat and takes his own life. Student learning is assessed via a Quick Write at the end of the lesson: How do Shakespeare’s choices about how to end *Julius Caesar* provide a tragic resolution?

For homework, students continue rehearsing their dramatic reading assignment for Part 1 of the End-of-Unit Assessment. In addition, students review their searches into the biography of Octavius from 12.2.2 Lesson 17’s homework and write a brief, one-paragraph response to the following question: How do the achievements of the historical figure of Octavius add meaning to the play’s ending?

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## Standards

Assessed Standard(s)	
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Addressed Standard(s)	
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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

## 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 do Shakespeare's choices about how to end *Julius Caesar* provide a tragic resolution?

**High Performance Response(s)**

A High Performance Response should:

- Identify at least one choice Shakespeare makes to end the play (e.g., Brutus's death, the characters' responses to Brutus's death).
- Analyze how these choices provide tragic resolution (e.g., Brutus's death provides a tragic resolution because, while it puts an end to the major remaining conflict of the play between the conspirators and Antony and Octavius, it does so only at the cost of the life of a man to whom Antony refers as "the noblest Roman of them all" (Act 5.5, line 74). Through Brutus's own words, his appearance and the responses of those around him, Shakespeare shows Brutus's despair and inspires pity in the audience. According to Clitus, Brutus is reduced to tears as "[n]ow is that noble vessel full of grief / That it runs over even at his eyes" (Act 5.5, lines 15-16) and Brutus confesses to Volumnius that "[his] bones would rest, / That have but labored to attain this hour" (Act 5.5, lines 45-46). Brutus's death marks his final recognition that he has fought in vain, and that he is facing his own ruin and that of his "poor remains of friends" (Act 5.5, line 1); having lost the battle, he tells Volumnius that his "hour is come" (Act 5.5, line 23). In ending the play with Brutus's death, Shakespeare at once provides resolution, and emphasizes the cost of that resolution.).

## Vocabulary

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

- prithee (v.) - used to express a wish or request
- tarry (v.) - be slow in going; stay somewhere

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

- None.

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

- meditates (v.) - thinks about something carefully
- vessel (n.) - a hollow container for holding liquids

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.11-12.5, W.11-12.9.a, <a href="#">SL.11-12.6</a></li> <li>Text: <i>Julius Caesar</i> by William Shakespeare, Act 5.5: lines 1-87</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. Whole-Class Dramatic Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Preparation for End-of-Unit Assessment (Optional)</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 50%</li> <li>4. 10%</li> <li>5. 15%</li> <li>6. 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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.5. In this lesson, students read Act 5.5, lines 1-87 (from “Come, poor remains of friends, rest on this rock” to “To part the glories of this happy day”). Students analyze the effects created by Shakespeare’s structural choices in the text.

- 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 and summarize Act 5.3, lines 80-123 (from “What, Pindarus! Where art thou, Pindarus?” to “We shall try fortune in a second fight”). Respond briefly in writing to the following questions.) Instruct students to form pairs and share their summaries.

- In these lines, Titinius and Messala discover that Cassius has killed himself. When Messala leaves to find Brutus, Titinius takes his own life out of loyalty and grief. Brutus enters and, seeing their bodies, expresses his great sadness at the loss of his close friends. At the end of the scene, Brutus rallies the troops for another battle.

**What do Brutus’s words in lines 105-107 suggest about his relationship with Caesar?**

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- Student responses may include:
  - Brutus's words show that Caesar has great power over Brutus, even in death. Brutus states that Caesar remains powerful, or is "mighty yet" (line 105). Brutus's statement that Caesar "turns [their] swords / In [their] own proper entrails" (lines 106-107) suggests that Brutus blames Caesar's "spirit" (line 106) for the deaths of Cassius and Titinius.

**How does Brutus's reaction to Titinius and Cassius's deaths contribute to the tragedy of *Julius Caesar*?**

- Student responses may include:
  - Brutus's reaction represents a moment of recognition and awareness. When Brutus blames the spirit of Caesar for Cassius's and Titinius's deaths, exclaiming, "O Julius Caesar, thou art mighty yet; Thy spirit walks abroad and turns our swords / Into our own entrails" (lines 105-107), he draws a direct connection between his friends' suicides and his murder of Caesar. This connection suggests that Brutus understands that he made a fatal error in killing Caesar, one that has set off a chain of events ending with his downfall and that of his co-conspirators.
  - Brutus sees Cassius's and Titinius's deaths not only as individual losses but also as representative of the loss of an ideal of Rome. By addressing Cassius and Titinius as "[t]he last of all the Romans" (line 111) and claiming that "[i]t is impossible that ever Rome / Should breed thy fellow" (lines 112-113), Brutus suggests that their deaths represent the death of the values for which the conspirators killed Caesar, and the ruin of Brutus and his friends.
  - Brutus's sadness at the death of his friends inspires pity in the audience. He addresses Cassius and Titinius directly, as though they were still alive, with the words "fare thee well" (line 111), and tells Cassius, "I shall find time, Cassius; I shall find time" (line 116). Brutus expresses both his grief for Cassius and his sadness that he does not have the time to express that grief fully when he tells his remaining companions, "I owe more / tears / To this dead man than you shall see me pay" (lines 113-115).

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. (Read and summarize Act 5.4, lines 1-33 (from "Yet, countrymen, O,

yet hold up your heads!” to “And bring us word unto Octavius’ tent / How everything is chanced”).) Instruct students to share their summaries in their pairs.

- Cato and Lucilius charge into battle. Cato dies in battle. Lucilius pretends to be Brutus to deceive Antony’s troops, who fall for the trick. Antony quickly realizes that it is Lucilius, not Brutus, who has been captured. Antony commands his troops to take good care of Lucilius, as he wants to reconcile with his enemies and gain their friendship.

### Activity 3: Whole-Class Dramatic Reading and Discussion

**50%**

Transition to a whole-class dramatic reading. Assign students to the roles of Brutus, Clitus, Dardanus, Volumnius, and Strato. Instruct students to read Act 5.5, lines 1-57 (from “Come, poor remains of friends, rest on this rock” to “I killed not thee with half so good a will”). After line 57, ask students to Turn-and-Talk about the following questions. 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 this lesson:

**How is a major conflict of the play resolved?**

Provide students with the definitions of *prithoe* and *tarry*.

- 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 *prithoe* and *tarry* on their copies of the text or in a vocabulary journal.
- Consider providing students with the definitions of *meditates* and *vessel*.
  - Students write the definitions of *meditates* and *vessel* on their copies of the text or in a vocabulary journal.

**What does Brutus’s decision to die suggest about his character?**

- Student responses should include:
  - Brutus’s decision to die shows his despair as he realizes that all hope is lost for his cause and he is “full of grief” (line 15), which “runs over even at his eyes” (line 16). In this moment of recognition, Brutus admits to himself that his “hour is come” (line 23).

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- Brutus's decision to die demonstrates his strong sense of honor again. He tells Volumnius that it is nobler to commit suicide than to wait to be captured and killed by one's enemies: "[o]ur enemies have beat us to the pit. / It is more worthy to leap in ourselves / Than tarry till they push us" (lines 27-29). Similarly, when Titinius and Cassius killed themselves, Brutus referred to them as "the last of all the Romans" (Act 5.3, line 111), implying their suicides were the honorable and commendable acts of true Romans.
- **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question.

**What does Brutus whisper to Dardanus (line 9)?**

- Brutus asks Dardanus "[t]o kill him," as Dardanus tells Clitus in line 14.

**What do Brutus's words in lines 37-46 suggest about his state of mind?**

- Student responses may include:
  - Brutus's words in lines 38-42 suggest that he has retained his sense of dignity and honor. He takes pride in the loyalty of his friends, as he points out that, "yet in all [his life] / [He] found no man but he was true to me" (lines 38-39). Brutus does not see himself as dishonored by defeat for a cause in which he believed, and believes that, in spite of the result of the battle, he has acted with more honor than Antony and Octavius, remarking that he will "have glory by this losing day / More than Octavius and Mark Antony / By this vile conquest shall attain unto" (lines 40-42).
  - Brutus's words express a sense of peace and resolution. He believes that it is time for him to die, telling his companions that "Brutus' tongue / Hath almost ended his life's history" (lines 43-44).
  - Brutus's words evoke his weariness and sense of relief at the prospect of death. His remark that "Night hangs upon mine eyes" (line 45) suggests his fatigue, implying that death will be as much of a relief for him as falling asleep. Brutus ends his speech by suggesting that death is a welcome relief and a chance to rest, claiming that his "bones would rest / That have but labored to attain this hour" (lines 45-46).

**What does Brutus mean by the words "Caesar, now be still. / I killed not thee with half so good a will" (lines 55-56)?**

- Student responses may include:



- With the words “be still” (line 56), Brutus asks Caesar’s spirit to rest in peace and to stop looking for revenge against the conspirators once Brutus, their leader, has died. When Brutus tells Caesar that he “killed [him] not with half so good a will” (line 57), he emphasizes that his decision to kill Caesar was one that he made unwillingly, since it went against his personal friendship with Caesar. Brutus is happier to die himself than he was to kill Caesar.
- Brutus’s final words, “Caesar, now be still. / I killed not thee with half so good a will” (lines 55-56) suggest that Brutus’s reasons for killing Caesar were for the good of Rome, rather than for any personal reason. Brutus is taking his own life far more willingly than he took Caesar’s; his motives were for the good of Rome rather than as a result of any personal dislike for Caesar.

Lead a brief whole-class discussion of student responses.

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Instruct students to Think, Pair, Share about the following questions in preparation for reading and analysis of lines 58-87.

**What are the major conflicts that drive the action of the play?**

- Student responses should include:
  - The dissatisfaction of the patricians with Caesar’s power drives the action of the first two acts of the play. This dissatisfaction develops from Cassius’s complaint in Act 1.2 that Caesar “doth bestride the narrow world / Like a Colossus” (lines 142-143), into a conspiracy to kill Caesar in Act 2.1, in which Brutus concludes that the only way to stop Caesar is to kill him, reflecting that “[i]t must be by his death” (line 10). Shakespeare generates tension in these first two acts by contrasting the plotting of the conspirators with Caesar’s lack of awareness. Caesar shows his confidence in Act 2.2, lines 47-48, when he declares that, “[d]anger knows full well / That Caesar is more dangerous than he.”
  - Following Caesar’s death, a new conflict emerges between the conspirators and Mark Antony, whose competing interpretations of the conspirators as “sacrificers” (Act 2.1, line 179) and “butchers” (Act 3.1, line 281) can only be reconciled through a military conflict which will enable one side to make known its interpretation of events.

**How, or to what extent, are the major conflicts resolved by the end of the play?**

- Student responses may include:

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- The first conflict, in which the conspirators plot to assassinate the unsuspecting Caesar, appears to be resolved by Caesar's death, which takes place in Act 3.1. However, with the arrival of Caesar's ghost in Act 4.4, then again in Act 5.3 after Cassius's and Titinius's deaths, Brutus acknowledges that Caesar is "mighty yet" (Act 5.3, line 105), or still powerful. Caesar's ghost casts into doubt, for Brutus and the audience, the success of the conspirators' endeavor.
- Both major conflicts of the play are resolved by Brutus's suicide in Act 5.5. Once Brutus dies, Caesar is fully avenged and the battle between the armies ends. Antony and Octavius are the victors who, though they honor Brutus, enjoy the "glories of this happy day" (line 87), and gain control of both Rome's history and its future.

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Transition back to the whole-class dramatic reading. Assign students to the roles of Octavius, Messala, Strato, Lucilius, and Antony. Instruct students to read Act 5.5, lines 58-87 (from "What man is that? / My master's man" to "To part the glories of this happy day"). After line 87, ask students to Turn-and-Talk about the following question.

**How does Brutus's death contribute to the tragic resolution of *Julius Caesar*?**

- Student responses may include:
  - Brutus's death contributes to the tragic resolution of the play because it represents his final recognition and acceptance of defeat. He tells Volumnius that "[his] hour is come" (line 23), and does not flee in response to Clitus's pleas, but prefers to stay and run on his own sword, telling those around him that "Brutus' tongue / Hath almost ended his life's history" (lines 43-44).
  - Shakespeare inspires sympathy in the audience by depicting Brutus's despair through Brutus's words and appearance leading up to his death. Brutus is left with only "poor remains of friends" (line 1) at the end of the play, and the exchange between Clitus and Daradanus following his request that one of them kill him indicates that his grief and despair are visible, as Clitus notes his tears with the words, "[n]ow is that noble vessel full of grief / That it runs over even at his eyes" (lines 15-16). Brutus tells Volumnius that he is so weary that he longs for death, admitting that "[his] bones would rest" (line 45), and his final words to Caesar's spirit, "I killed not thee with half so good a will" (line 57), indicate that he is happier to die than he was to kill Caesar.
  - Shakespeare further evokes pity and sadness in the audience through the responses of other characters to his death, in particular Antony and Octavius, who became

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his enemies in the military conflict that followed the death of Caesar. Antony acknowledges that Brutus killed Caesar for the “common good” (line 78) rather than out of jealousy: “[a]ll the conspirators save only [Brutus] / Did that they did in envy of great Caesar. / He only in a general honest thought / And common good to all made one of them” (lines 75-78). Antony also describes Brutus as “the noblest Roman of them all” (line 74), reflecting not only Brutus’s nobility but also the loss that Rome has suffered through his death. Octavius also refers to Brutus’s “virtue” (line 82), and promises that “[w]ithin my tent his bones tonight shall lie, / Most like a soldier, ordered honorably” (lines 84-85), words that show the extent of Octavius’s respect for Brutus, that he would allow Brutus’s body to lie in Octavius’s own tent.

- Brutus’s death allows for the resolution of the conflicts that have driven the play, leaving only Antony and Octavius’s interpretation of Caesar’s death in place as Octavius calls an end to the battle and calls on his soldiers to “part the glories of this happy day” (line 87) in the final line of the play.

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:

**How do Shakespeare’s choices about how to end *Julius Caesar* provide a tragic resolution?**

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: Preparation for End-of-Unit Assessment (Optional)

**15%**

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- The following optional in-class activity prepares students for Part 1 of the 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 12.2.2 Lesson 16.

Pose the following question for students to answer in their small groups before sharing out with the class.

**What is the role of *movement* in a dramatic reading?**

- Student responses may include:
  - Movement is an important part of a performance because it helps the audience understand what is going on between the actors.
  - Movement makes a performance come to life by putting action behind the words.

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 their movements.

- Student groups practice their dramatic readings with a focus on movement.
- Standard SL.11-12.6 will 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue rehearsing their interpretive dramatic reading assignments.

Also for homework, instruct students to review the search they carried out for homework in 12.2.2 Lesson 17 into the life of Octavius and write a brief, one-paragraph response to the following question:

**How do the achievements of the historical figure of Octavius add meaning to the play's ending?**

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

- Students follow along.

## Homework

Continue rehearsing your interpretive dramatic reading assignments.

Also, review the search you carried out for homework in 12.2.2 Lesson 17 into the life of Octavius and write a brief, one-paragraph response to the following question:

**How do the achievements of the historical figure of Octavius add meaning to the play's ending?**

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

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