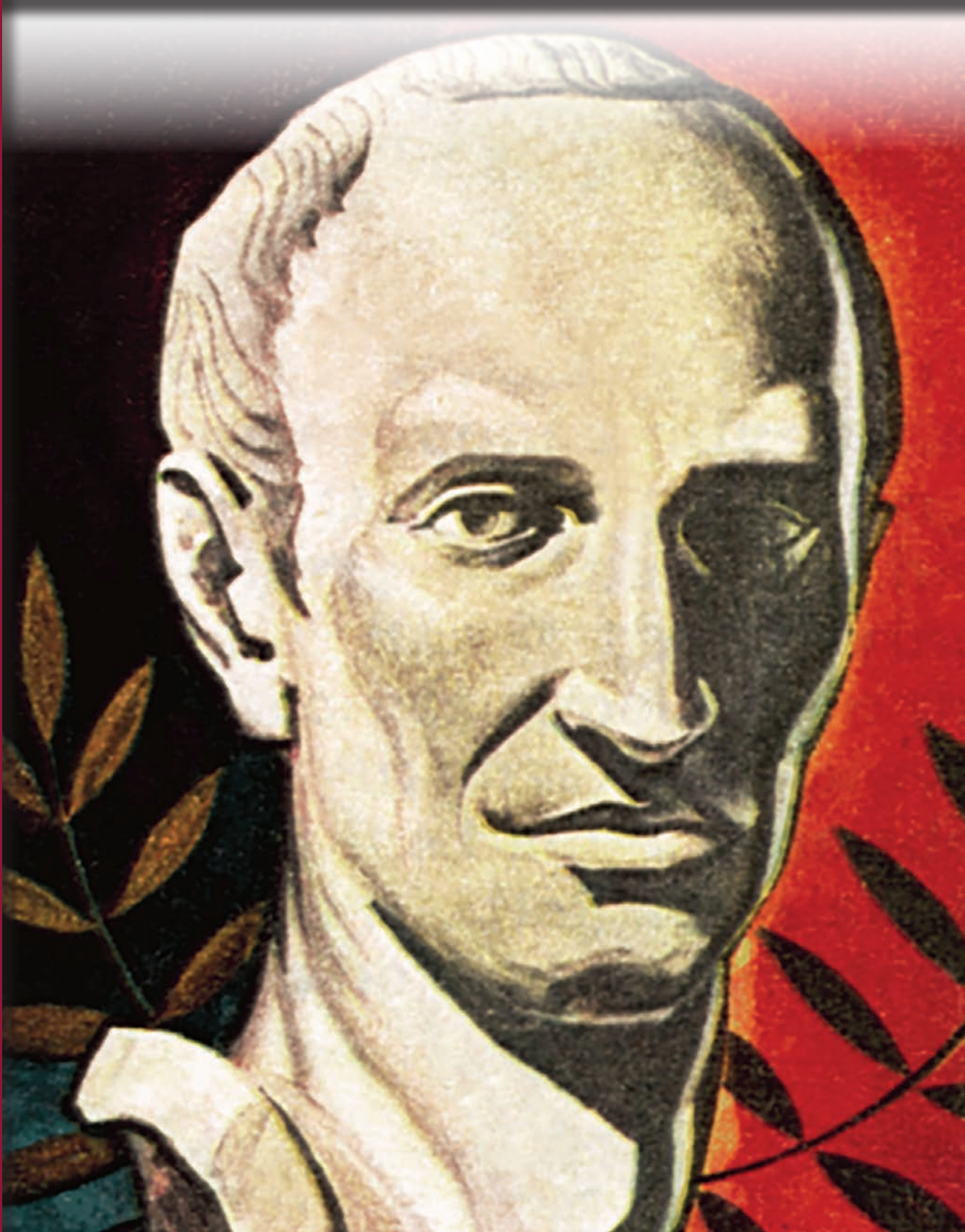


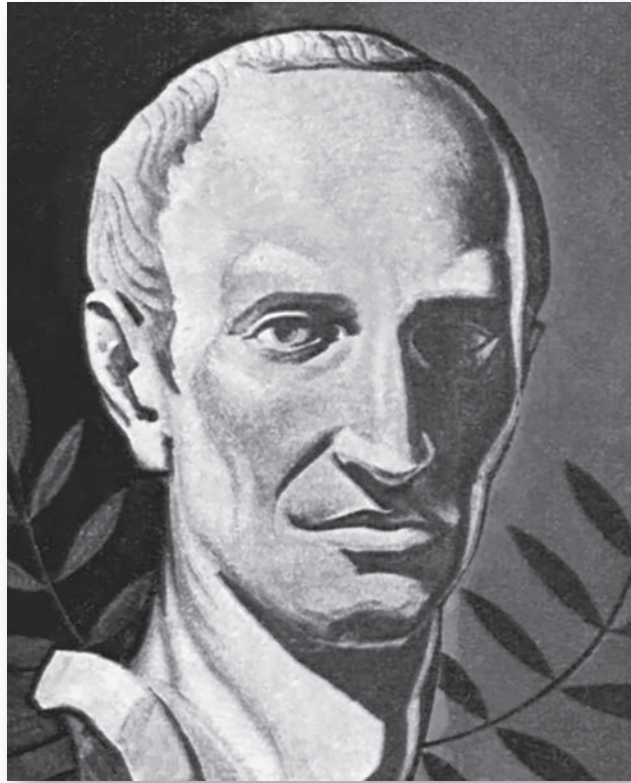


Unit 5

The Tragedy of Julius Caesar

Teacher Guide





Unit 5

The Tragedy of Julius Caesar

Teacher Guide

GRADE 6

Core Knowledge Language Arts®



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Alignment to the Common Core State Standards

The following chart indicates which lessons in the unit on *The Tragedy of Julius Caesar* address content from the Common Core State Standards (CCSS).

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
Reading Standards for Literature											
Key Ideas and Details											
STD RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓	✓	✓		✓	✓	✓
STD RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.							✓			
STD RL.6.8	(Not applicable to literature)										
STD RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.										
Range of Reading and Level of Text Complexity											
STD RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.										
Reading Standards for Informational Text											
STD RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.										
STD RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
STD RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).										
STD RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.										
STD RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.										
STD RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.										
STD RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.										
STD RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.										
STD RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).										
STD RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.										

Writing Standards

Text Types and Purposes: Argument

STD W.6.1	Write arguments to support claims with clear reasons and relevant evidence.		✓								
STD W.6.1.a	Introduce claim(s) and organize the reasons and evidence clearly.			✓							
STD W.6.1.b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.				✓	✓					
STD W.6.1.c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.						✓				
STD W.6.1.d	Establish and maintain a formal style.					✓	✓	✓			
STD W.6.1.e	Provide a concluding statement or section related to the opinion presented.							✓			

Text Types and Purposes: Informative/Explanatory

STD W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.										
STD W.6.2.a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
STD W.6.2.b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.										
STD W.6.2.c	Use appropriate transitions to clarify the relationships among ideas and concepts.										
STD W.6.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.										
STD W.6.2.e	Establish and maintain a formal style.										
STD W.6.2.f	Provide a concluding statement or section that follows from the information or explanation presented.										
Text Types and Purposes: Narrative											
STD W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.										
STD W.6.3.a	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.										
STD W.6.3.b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.										
STD W.6.3.c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.										
STD W.6.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.										
STD W.6.3.e	Provide a conclusion that follows from the narrated experiences or events.										
Production and Distribution of Writing											
STD W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		✓	✓	✓	✓	✓	✓	✓		
STD W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)		✓	✓	✓	✓	✓	✓	✓	✓	
STD W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.										✓
Research to Build and Present Knowledge											
STD W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.				✓						

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
STD W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.				✓						
STD W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				✓						
STD W.6.9.a	Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).										
STD W.6.9.b	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).										
Range of Writing											
STD W.6.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.										
Speaking and Listening Standards											
Comprehension and Collaboration											
STD SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.6.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.6.1.c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.6.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.							✓			
STD SL.6.3	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
Presentation of Knowledge and Ideas											
STD SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.										
STD SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.										
STD SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)										✓
Language Standards											
Conventions of Standard English											
STD L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			✓		✓	✓	✓	✓	✓	
STD L.6.1.a	Ensure that pronouns are in the proper case (subjective, objective, possessive).		✓								
STD L.6.1.b	Use intensive pronouns (e.g., myself, ourselves).		✓								
STD L.6.1.c	Recognize and correct inappropriate shifts in pronoun number and person.		✓								
STD L.6.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).		✓								
STD L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								✓		
STD L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.									✓	
STD L.6.2.a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*										
STD L.6.2.b	Spell correctly.								✓	✓	✓
Knowledge of Language											
STD L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					✓				✓	
STD L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.										
STD L.6.3.b	Maintain consistency in style and tone.										
Vocabulary Acquisition and Use											
STD L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
STD L.6.4.a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓		✓	✓	✓	✓	✓	✓	✓	
STD L.6.4.b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).		✓		✓			✓	✓		
STD L.6.4.c	Consult 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 or its part of speech.	✓		✓	✓	✓	✓	✓	✓	✓	
STD L.6.4.d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓		✓	✓	✓	✓	✓	✓	✓	
STD L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.										
STD L.6.5.a	Interpret figures of speech (e.g., personification) in context.										
STD L.6.5.b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.										
STD L.6.5.c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).										
STD L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.										

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

STD RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.										
STD RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	✓									
STD RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).										

Craft and Structure

STD RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.										
STD RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).										
STD RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
STD RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.										
STD RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.										
STD RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.										
Range of Reading and Level of Text Complexity											
STD RH.6-8.10	By the end of grade 8, read and comprehend history/ social studies texts in the grades 6–8 text complexity band independently and proficiently.										
Reading Standards for Literacy in Science and Technical Subjects											
STD RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.										
STD RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.										
STD RST.6-8.3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.										
STD RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .										
STD RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.										
STD RST.6-8.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.										
Integration of Knowledge and Ideas											
STD RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).										
STD RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.										
STD RST.6-8.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.										
STD RST.6-8.10	By the end of grade 8, read and comprehend science/ technical texts in the grades 6–8 text complexity band independently and proficiently.										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects											
STD WHST.6-8.1	Write arguments focused on discipline-specific content.										
STD WHST.6-8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.							✓			
STD WHST.6-8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.				✓	✓					
STD WHST.6-8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.						✓				
STD WHST.6-8.1.d	Establish and maintain a formal style.					✓	✓	✓			
STD WHST.6-8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.							✓			
STD WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.										
STD WHST.6-8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.										
STD WHST.6-8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.										
STD WHST.6-8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.										
STD WHST.6-8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.										
STD WHST.6-8.2.e	Establish and maintain a formal style and objective tone.										
STD WHST.6-8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.										
STD WHST.6-8.3	(See note; not applicable as a separate requirement) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.										

Unit 5: The Tragedy of Julius Caesar		Lessons									
		1	2	3	4	5	6	7	8	9	10
Production and Distribution of Writing											
STD WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			✓	✓	✓	✓	✓	✓		
STD WHST.6-8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.				✓	✓		✓	✓	✓	
STD WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.										✓
Research to Build and Present Knowledge											
STD WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.				✓						
STD WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				✓						
STD WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.										
Range of Writing											
STD WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.										

Introduction

Unit 5: *The Tragedy of Julius Caesar*

INTRODUCTION TO UNIT 5

Welcome

This introduction includes the necessary background information to teach *The Tragedy of Julius Caesar*. **For detailed information about the Core Knowledge Language Arts® (CKLA) approach to instruction, including reading, writing, grammar, morphology, spelling, speaking and listening, fluency, differentiation of instruction, and resources available in Grade 6 CKLA, see the Program Introduction pages 10–23 of the Unit 1 Teacher Guide.**

Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards–English Language Arts (CCSS–ELA): reading, writing, spelling, grammar, and morphology. When applicable, Grade 6 also covers Reading Standards for Literacy in History/Social Studies, Science, and Technical Subjects (CCSS–RH and CCSS–RST). Lesson 11 contains a Unit Assessment that assesses all of the skills taught in the unit. **Unit 5 contains 11 daily lessons, each of which will require a total of 90 minutes, i.e., in schools in which 45 minutes daily is allocated for English instruction, teachers will typically need to allocate 2 instructional days for each lesson.**

This unit contains three Pausing Point days that may be used for differentiated instruction and have been included on the Pacing Guide on page 14. We have included an optional Mid-Unit Comprehension Check, which can be given at the end of Lesson 5 (PP.1), and an optional End-of-Unit Comprehension Check (PP.2), which could be included at the end of the unit as part of the Pausing Point Activities. These assessments allow you to assess students' general comprehension of the reading and help to inform your decisions about grouping and support. If you decide to administer these assessments, be sure to allocate an additional 45 minutes for each of these assessments. Following the completion of the lessons for *The Tragedy of Julius Caesar*, several culminating activities are suggested from which teachers may choose.

It is recommended that you spend no more than 23 instructional days total on this unit. Please refer to the Pacing Guide on page 14 for guidance.

Why Julius Caesar Is Important

This unit focuses on themes of friendship, betrayal, and leadership. Students will identify how themes are introduced and developed through a dramatic work, how a historical drama can prompt us to reflect upon events in history, and how the distinctly different experiences of reading and viewing a play can cause us to examine the events, characters, motivations, and themes in a drama in different ways and in different contexts. During the writing portion of the lessons, students will write and publish persuasive essays assessing the qualities and flaws of Julius Caesar as a leader.

Students will read selections from *The Tragedy of Julius Caesar* by the English playwright William Shakespeare. Shakespeare produced his work at the end of the 16th and beginning of the 17th centuries in England. He wrote plays in several genres, including comedies, tragedies, and histories. Shakespeare's history plays used historical subjects as the basis for inventive and original dramatic works that usually explored ethical, political, and dramatic themes that were relevant to the time in which his plays were written and performed.

The Tragedy of Julius Caesar, based on the death of the Roman leader who overthrew the republic and laid the groundwork for the birth of the Roman Empire, concentrates on a period of political upheaval and civil war that Shakespeare felt was relevant to Elizabethan England at the time it was written. The queen of England, Elizabeth I, was unmarried and had no formal heir. Fears of civil war and political catastrophe were rampant. Shakespeare's play conveyed these anxieties by clothing them in a historical parallel from the Roman era.

The play is based on historical events, and the reader is asked to contemplate events in the Roman world, how those events are conveyed through the means of Elizabethan drama, and how the mixture of drama and history strikes a modern audience. Students will be prompted to consider how far a dramatist should be able to take creative liberties with a historical subject. Students will examine why the playwright chose to deviate from history and how far it is possible to treat his artistic account of history as a source of historical evidence. Students will consider the role of the audience, both contemporary and modern; how the audience's expectations influenced how the material was used; and how a modern historian can use this to gain insights about historical mindsets and attitudes.

A notable aspect of Shakespeare's plays is that, because they were written in the Elizabethan era of England, much of the language is archaic and uses words, grammar, and syntax that may be challenging for readers. The book that students will be reading is an abridged adaptation of Shakespeare's text that provides support for guiding students through these challenges. Students will also gain experience in following and understanding dramatic text through lessons that integrate elements of performance into the readings.

The subject of *The Tragedy of Julius Caesar*—the successes, failures, and influence of the great Roman leader that persist after his death—challenges students to consider what it means to be a leader, what it means to display leadership, and how such figures shape the world around them, for better or worse. Students are challenged to consider that leaders are human beings, with human strengths, weaknesses, talents, and flaws. Through reading the play and participating in writing activities, students will reflect on how informed and active citizens should judge leaders and their actions.

Teaching and Discussing Sensitive Topics

Julius Caesar is believed to have suffered from a neurological disorder, perhaps epilepsy or transient ischemic attacks (“mini-strokes”), which caused him to experience seizures. This is mentioned early in the play. The topics of epilepsy and neurological disorders may be challenging to teach to middle school students and deserve to be handled with sensitivity and tact. **We strongly encourage you to consult the following additional resources in advance and during your teaching of this unit.**

If you believe your students’ families would benefit from an introduction to this topic, there is a sample letter included in the Activity Book that can be sent to families. You may also choose to share some or all of the resources in the Teaching and Discussing Sensitive Topics section of the CKLA Online Resources, which may be downloaded at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>.

Some students in the classroom who suffer from neurological disorders may welcome the opportunity this unit provides to relate and share their own experiences with the class, while others may not. Teachers are encouraged to use their own judgment and may wish to speak ahead of time with students who have neurological differences—and their parents—to find out how these students feel about sharing their own experiences in class.

You may also need to be prepared for students to make comparisons and contrasts to modern-day American politics. Focus on students (1) providing factual information to support their opinions and (2) using appropriate responses when they disagree with opinions expressed by others. For assistance, teachers may choose to consult *The Political Classroom: Evidence and Ethics in Democratic Education* by Diana E. Hess and Paula McAvoy.

Advance Preparation for Unit 5

The Tragedy of Julius Caesar takes place as the Roman Republic is about to be replaced by an empire—a dictatorship. Students will be prompted to compare the differences between a republic and a dictatorship in these lessons. To support your teaching of this material, you may wish to identify print and digital resources that explain the difference between republican and dictatorial or imperial forms of government.

In Lesson 7 of this unit, students will view clips from a film of *The Tragedy of Julius Caesar* as a way to compare the performance of speeches by Brutus and Mark Antony to the written text. Links to these clips can be found in the Online Resources in the Digital Components at <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>.

You should prepare ahead of time to show these clips by arranging a suitable medium of display (e.g., a projector) for the classroom.

Because students will be reading the play in the form of a readers’ theater exercise in most lessons, you may wish to research ways to conduct readers’ theater to assist your instruction.

Core Content Objectives Addressed in Core Knowledge Language Arts™ During Previous Grades

Students who have participated in Core Knowledge Language Arts™ (CKLA) instruction in Grades 3–5, as well as other units in CKLA Grade 6, will already have considerable background knowledge for this unit, as highlighted below. For students who have not received prior CKLA instruction, introductory knowledge is included in the Core Connections section of Lesson 1 and in support comments throughout the lessons.

The Ancient Greek Civilization (Grade 2)

- Define the term *civilization*.
- Explain that the ancient Greeks worshipped many gods and goddesses.

The Ancient Roman Civilization (Grade 3)

- Explain why ancient Rome was considered a civilization.
- Define the terms BC/BCE and AD/CE.
- Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters.

A Midsummer Night's Dream (Grade 5)

- Identify who William Shakespeare is and explain the significance of his work.
- Explain the meaning of some of the famous phrases used by Shakespeare.
- Identify literary elements and text structure of a drama (act, scene, dialogue, stage directions).
- Fluently read aloud from a drama text.

Ancient Greece and Rome (Grade 6, Unit 4)

- Describe the characteristics, contributions, and significance of ancient Rome.
- Explain who Julius Caesar was and how he rose to and fell from power.

Pacing Guide

The following is an overview and pacing guide to teaching the eleven lessons of this unit. If possible, we encourage teachers to allocate additional time to administer the optional Mid-Unit and End-of-Unit Comprehension Checks.

Lesson 1		Lesson 2		Lesson 3
Day 1	Day 2	Day 3	Day 4	Day 5
Core Connections 45 min Review Prior Knowledge: Julius Caesar and the Roman Empire; William Shakespeare	Reading 45 min Read-Aloud: <i>The Tragedy of Julius Caesar</i> : Introduction, Julius Caesar and the Ides of March Word Work: <i>Citizens</i>	Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Julius Caesar and the Ides of March Word Work: <i>Valiant</i>	Morphology 15 min Introduce Greek and Latin Roots and Suffixes Writing 30 min Persuasive Essay: Plan	Reading 45 min Read-Aloud: <i>The Tragedy of Julius Caesar</i> : Introduction to the Play; Act 1, Scene 1 Word Work: <i>Perceive</i>
Lesson 3	Lesson 4		Lesson 5	
Day 6	Day 7	Day 8	Day 9	Day 10
Grammar 15 min Introduce Active and Passive Voice Writing 30 min Persuasive Essay: Plan Claim	Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 1, Scenes 2 and 3 Word Work: <i>Blunt</i>	Morphology 15 min Practice Greek and Latin Roots and Suffixes Writing 30 min Persuasive Essay: Plan	Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 2, Scenes 1–3, Word Work: <i>Resolution</i>	Grammar 15 min Practice Using Active and Passive Voice Writing 30 min Persuasive Essay: Draft OPTIONAL: Mid-Unit Comprehension Check
Lesson 6		Lesson 7		Lesson 8
Day 11	Day 12	Day 13	Day 14	Day 15
Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 3, Scenes 1–2	Grammar 15 min Introduce Frequently Confused Words Writing 30 min Persuasive Essay: Draft	Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 3, Scene 2	Grammar 15 min Practice Frequently Confused Words Writing 30 min Persuasive Essay: Draft	Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 3, Scene 3; Act 4, Scenes 1–2 Word Work: <i>Confess</i>
Lesson 8	Lesson 9		Lesson 10	
Day 16	Day 17	Day 18	Day 19	Day 20
Spelling 15 min Introduce Spelling Words Writing 30 min Persuasive Essay: Peer Review and Revise	Reading 45 min Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 5, Scenes 1–3 Word Work: <i>Coward</i>	Spelling 15 min Practice Spelling Words Writing 30 min Persuasive Essay: Edit	Reading 45 min Read-Aloud: <i>The Tragedy of Julius Caesar</i> , Act 5, Scene 3 Word Work: <i>Elements</i>	Spelling 15 min Assessment Writing 30 min Persuasive Essay: Publish
Lesson 11				
Day 21				
Unit Assessment				
15 min				
Unit Feedback Survey				
35 min				

Pausing Points	
Day 1	Day 2
Culminating Activity 45 min	Culminating Activity 45 min

Core Connections

Core Connections in Lesson 1 provides a broad overview of relevant background knowledge for *The Tragedy of Julius Caesar* unit. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to this relevant background knowledge (see section titled Core Content Objectives Addressed in Core Knowledge Language Arts™ During Previous Grades). For those students, Core Connections will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, Core Connections provides foundational background knowledge about topics addressed in this unit. Core Connections ensures that all students have adequate background knowledge for the unit.

During Core Connections for Unit 5, students will discuss the differences between a republic and a dictatorship as forms of government and explore the concepts of friendship and betrayal.

Reading

The Tragedy of Julius Caesar

Unit 5 Reading lessons include comprehensive instruction in reading comprehension, vocabulary, and word work. For detailed information about these components, including reading groupings and comprehension question types, see the Program Introduction on pages 10–23 of the Unit 1 Teacher Guide.

This unit is one of eight CKLA Grade 6 units. It uses a Core Knowledge reader. It includes complex text and prepares students in Grade 6 for the increased vocabulary and syntax demands aligned texts will present in later grades.

The CKLA Grade 6 materials are designed to address all CCSS ELA standards at this grade level.

Writing

In this unit, students write and publish persuasive essays assessing the qualities and flaws of Julius Caesar as a leader.

For detailed information about the CKLA approach to Writing and the writing process, see pages 19–20 of the Introduction to CKLA in the Unit 1 Teacher Guide.

Grammar

In this unit, students will learn to identify, use, and correct mistakes in the use of the active and passive voice. Students will also learn the difference between frequently confused verbs *sit/set*; *lie/lay*; *rise/raise*.

Students are expected to apply these grammar skills to oral activities, the unit writing project, and other writing throughout Grade 6.

Morphology

In this unit, students will study Greek and Latin roots and affixes.

Students are expected to apply these morphology skills to oral activities, the unit writing project, and other writing throughout Grade 6.

Spelling

During this unit's Spelling lessons, students will practice spelling words related to the content of *The Tragedy of Julius Caesar* as well as words related to the morphology features taught and commonly misspelled words as identified in the Core Knowledge Sequence.

Lesson 8 introduces spelling words and provides definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lesson 8, students will take home an Activity Page listing the spelling words. The Activity Page includes an optional activity to practice writing the spelling words and learn their meanings. In Lesson 9, students will practice spelling the words by completing sentences that use the words.

In Lesson 10, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a dictated sentence related to one or more of the words. The lessons include guidelines for administering the assessment and for analyzing spelling errors.

Speaking and Listening

This unit allows for numerous speaking and listening opportunities, including read-alouds, class discussions, and small-group and partner activities. **For detailed information about the CKLA approach to Speaking and Listening, see pages 20–21 of the Introduction to CKLA in the Unit 1 Teacher Guide.**

Fluency

While many students will have achieved adequate fluency by Grade 6, CKLA continues to provide resources to help students improve automaticity and fluency for better reading comprehension.

CKLA provides three opportunities for teachers to assess fluency during the year to determine which students can benefit from additional fluency support and to measure progress—in the Beginning-of-Year Assessment at the end of Unit 1 and in the Unit Assessments at the end of Units 4 and 8.

For students requiring additional fluency support, the optional Fluency Supplement, consisting of a variety of reading selections, is provided online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>. You may choose and use the selections at your discretion in any order or frequency.

For additional information about fluency resources in Grade 6 CKLA, see page 21 of the Introduction to CKLA in the Unit 1 Teacher Guide.

Assessment

This unit includes a variety of assessment tools, including formative and summative assessments and progress-monitoring assessments targeting specific skills. **For an overview of assessment in CKLA, see pages 20–21 of the Introduction to CKLA in the Unit 1 Teacher Guide.**

Activity Book

The Unit 5 Activity Book provides additional practice for students in reading comprehension, writing, grammar, spelling, and morphology, as well as student resources, enrichment pages, and opportunities for you to conduct formative assessments. Students will complete some Activity Pages in class as part of lessons and other Activity Pages for homework. Homework is assigned regularly and takes various forms.

The Activity Book also includes Student Resources, which contains a glossary of words in the Unit 5 reading selections, the Individual Code Chart, and resources for the unit writing project, including the writing process diagram and editing symbols.

For detailed information about resources in the Activity Book, see pages 12–13 of the Introduction to CKLA in the Unit 1 Teacher Guide.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, information is included about the following:

- Glossary for *The Tragedy of Julius Caesar*
- Government in the Roman Republic and Roman Empire Comparison Chart
- The Writing Process
- Persuasive Essay Rubric
- Persuasive Essay Peer Review Checklist
- Persuasive Essay Editing Checklist
- Proofreading Symbols
- Optional Fluency Assessment Guide
- Fluency Assessment Scoring Sheet
- Activity Book Answer Key

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families. An expanded Recommended Resources list, including online resources, can be found in the Digital Components for the unit.

- Church, Alfred J. *The Aeneid for Boys and Girls*. Watchmaker Publishing, 2013. ISBN: 9781603865920
- Draper, Sharon M. *Out of My Mind*. Atheneum Books, 2012. ISBN: 9781416971719
- Knowles, John. *A Separate Peace*. Scribner, 2003. ISBN: 9780743253970
- Shakespeare, William. *Antony and Cleopatra*. Simon and Schuster, 20015. ISBN: 9781501128844
- Shakespeare, William. *Hamlet*. Simon and Schuster, 2003. ISBN: 9780743477123
- Shakespeare, William. *Othello*. Simon and Schuster, 2004. ISBN: 9780743477550
- Stead, Rebecca. *When You Reach Me*. Random House, 2010. ISBN: 9780375850868
- Sutcliffe, Rosemary. *The Eagle of the Ninth*. Square Fish, 2010. ISBN: 9780312644291

Related Resources for Culturally Responsive Teaching

Related resources for culturally responsive teaching are available for download in the CKLA Online Resources for this unit, available at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>. Here you will find links to the following organizations, websites, resources, books, and films that have been identified to support culturally responsive, inclusive, and accurate teaching of the material in this unit.

Embrace Race includes an extensive annotated list of children's books for students ranging in age from preschool and up that may be used as a starting point for discussions about race. You may want to include some of these books in your classroom library while you are teaching this unit.

Facing History and Ourselves is a nonprofit international educational and professional development organization with the mission to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.

Learning for Justice provides free resources for social justice and antibias education to help teachers and schools supplement curriculum, inform teaching practices, and create inclusive school communities where all students are valued. Included in the CKLA Online Resources are links to the resources described below.

- **Social Justice Standards** provides a road map for antibias education.

- ***Let's Talk*** facilitates discussions about race, racism, and other difficult topics with students that you can also use to build competency when discussing other types of discrimination, such as gender bias, ableism, and religious or anti-LGBT persecution.
- ***Teaching the Movement*** provides resources for teaching about the civil rights movement in the United States.
- ***Critical Practices for Anti-bias Education*** offers practical strategies for accomplishing academic and social-emotional goals side by side.

Lesson 1

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Core Connections	45 min	Review Prior Knowledge: Julius Caesar and the Roman Empire; William Shakespeare	Roman Republic and Roman Empire Comparison Chart Activity Pages 1.1, SR.5
DAY 2: Reading	40 min	Read-Aloud: <i>The Tragedy of Julius Caesar</i> ; “Introduction”, pages I–IV and “Julius Caesar and the Ides of March: A Story”, pages 15–26	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.2, 1.3, 1.4, SR.1 Themes in the Tragedy of Julius Caesar Chart
	5 min	Word Work: <i>Citizens</i>	
Take-Home Material	*	Letter to Family Glossary	Activity Pages 1.1, SR.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Core Connections

Explain the historical context for the play *The Tragedy of Julius Caesar*, by William Shakespeare, including the circumstances of Caesar’s life and death.

Reading

Determine the themes of the text. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RH.6–8.2)

Language

Use strategies such as using context clues, as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a, L.6.4.c, L.6.4.d)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, Activity Pages, and discussion questions, among other places.

These words are underlined the first time they appear in each lesson. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **republic**, *n.* government by people and representatives
2. **dictatorship**, *n.* government by a single ruler with absolute power
3. **monologue**, *n.* a long speech by an individual actor in a drama
4. **dialogue**, *n.* lines between multiple characters in a drama
5. **theme**, *n.* the main idea or subject of a text
6. **motivation**, *n.* the reasons that cause a character to act
7. **leadership**, *n.* the act of directing a group of people

Spanish Cognates for Academic Vocabulary in <i>The Tragedy of Julius Caesar</i>	
<i>dictadura</i>	<i>república</i>
<i>motivación</i>	<i>tema</i>

ADVANCE PREPARATION

Core Connections

- Prepare the Roman Republic and Roman Empire Comparison Chart on Teacher Resources page 132.

Reading

- Write the purpose for reading on the board/chart paper: Identify themes in *The Tragedy of Julius Caesar*. Alternatively, you may access a digital version in the digital components for this unit.

- Create and display the Themes in the Tragedy of Julius Caesar Chart from Activity Page 1.4.
- Make copies of SR.1 for the students to take home during this unit.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

CORE CONNECTIONS

45 minutes

Review Prior Knowledge

10 minutes

- Ask students to share what they know about William Shakespeare.
- Have students name plays they know that were written by Shakespeare. Students who used Core Knowledge in Grade 5 should remember the play *A Midsummer Night's Dream*.
- Students may also remember the following:
 - o William Shakespeare was an English playwright, actor, and poet who lived between 1564 and 1616.
 - o He lived during a time when the arts were flourishing in England. Queen Elizabeth I and her successor, King James I, sponsored William Shakespeare. This allowed him to write and produce many plays in London that were performed at the Globe Theatre.
 - o He may be the most famous playwright who ever lived. His works were very popular when he was living. They continue to be popular and are performed around the world today.
- Explain to the students that they will be reading a play titled *The Tragedy of Julius Caesar* written by William Shakespeare.
- Remind students that they read about Julius Caesar in Unit 4, *The Heritage of Ancient Greece and Rome*.
- Ask students to share what they remember about Julius Caesar from Unit 4.
 - o Caesar was Roman and lived during ancient times.
 - o Caesar was a very successful military leader; through his victories, he added more territory/countries to the Roman Republic.
 - o Caesar rose to become ruler because of his military success.

- Remind students that Rome until Caesar’s day was a republic. It was not a full democracy, but it wasn’t a kingdom either. The Romans were very proud that they weren’t ruled by kings, and many feared the return of a single ruler, such as a king or a tyrant.
- At the same time, many in Rome were shut out of politics and felt unrepresented by their government, especially by the wealthy landowners who constituted the Senate and its supporters. The people who were feeling left out liked the pledges of charismatic leaders such as Caesar to do something about the state’s problems and their own misfortunes, even if it meant overthrowing the republican government.
- Tell students that they will begin the lesson today by working in small groups to compare and contrast dictatorships and republics.
- Display the chart contrasting the Roman Republic with the Roman Empire (a dictatorship) on Teacher Resources page 148 and Activity Page SR.5 to provide background on republics and dictatorships as forms of government for the class.
- Read through the chart. Emphasize that the main difference between a republic and an empire (or dictatorship) is that power in the former is shared among multiple people and institutions, while in the latter it is concentrated in the hands of one person and that person’s supporters.
- Tell students to turn to the Republics and Dictatorships Venn Diagram on Activity Page 1.2.
- Introduce the activity by assigning students to small groups. Tell the groups that they will have ten minutes to work together and come up with the distinct features of dictatorships and republics as forms of government as well as features that are common to both.
- Features of dictatorships should be written in the left circle, while features of republics should be written in the right. Common features should be written in the overlapping area.

CHALLENGE: Ask students to think more deeply about historical republics and dictatorships by comparing and contrasting them with what they know about modern governments. For instance, ask students what sort of government the United States of America has. Prompt students to consider which aspects of Roman dictatorship or republic the United States shares, and have them write in the area around the Venn diagram any aspects of the United States government that are completely dissimilar. For instance, you might prompt students to consider that in the United States, most adult citizens have a vote, which was not true in either the Roman republic or a dictatorship.

- After ten minutes, bring the class back together. Ask each group to share the information and ideas they recorded on their Venn diagrams. As groups share, ask the following questions:
 - o What qualities are desirable in the leaders of republics?
 - o What are the likely characteristics of a dictator?
 - o Why do you think people who live in democracies and republics are afraid of dictatorships?

- After groups have shared, point out that the decision about who should rule a country and in what way is one of the biggest questions that people who live in that country will ever face. Point out that this is not just because they might not like one leader or another, but that in a dictatorship or another tyranny, it might become extremely hard or dangerous to remove the dictator's power.

Introduce the Theme of Friendship

15 minutes

- Tell students that while leadership and a crisis in the Roman republic are important themes in *The Tragedy of Julius Caesar*, friendship, trust, and betrayal are perhaps the most important themes.
- Point out that while the conflict between those supporting a republic and those supporting a dictatorship form the backdrop for the action, the focus of what happens is on the relationship between two characters in the play, Caesar and Brutus.
- Point out that the challenges of friendship between public figures is echoed throughout history. Even today, citizens know of many public figures and celebrities that are friends with one another and even instances where those friendships turn into rivalries. Ask students to provide you with examples of famous friends that they have heard about (for instance, pop culture figures such as musicians, athletes, and others), and write examples on the board.
- With the examples, ask for students to briefly narrate how some of those friendships started and what course they took, especially if a friendship turned into a feud or a rivalry.
- Using these examples and any others students wish to come up with, lead the class in a discussion of what qualities make a good friend (such as trustworthiness, dependability, being a good listener, and so on). Write these examples on the board.
- Next to the list of the qualities of a good friend, ask students to come up with another list of qualities that might make someone a bad friend or even turn someone from a good friend to a bad one over time.
- Ask for any examples from the board where friendship and rivalry are very difficult to disentangle. Some people are rivals but nevertheless seem to respect one another; we might call them “the best of enemies.” Ask students if they can think of any more examples or other terms they could use to describe this phenomenon (*frenemies*).

Wrap Up

5 minutes

Remind students that in this lesson they have considered different forms of government and different sorts of friendship. Explain that two characters in the play, Caesar and Brutus, are both friends and leaders in their government. As a wrap-up activity, ask students to predict what kinds of conflicts these friends might have. Write students' predictions on the board. Throughout the unit, students can revisit these predictions to see whether or not they are correct.

READING

45 minutes

Read Aloud: “Introduction” [pages I–IV]; “Julius Caesar and the Ides of March” [pages 15–26]

Introduce *The Tragedy of Julius Caesar*

5 minutes

- Ensure each student has a copy of the Reader.
- Tell students that Shakespeare wrote different kinds of plays. He is known for his comedies and his tragedies. Some of Shakespeare’s plays are based on history.
- Read the title with students. Ask students what they think this book is about. Ask students what they predict the tragedy is in the story. Students should remember from Unit 4 that Caesar was murdered.
- Tell students that *The Tragedy of Julius Caesar* is a historical play.
- Shakespeare’s historical plays were popular. They are about exciting events of the past. They also contain messages that are still important today.
- Point out in addition to entertaining his audience, another reason Shakespeare wrote about Caesar is to show similarities between Caesar’s Rome and the situation in England at the time.
- Mention that one concern Shakespeare had when writing *The Tragedy of Julius Caesar* was that the queen of England at the time, Queen Elizabeth I, was similar to Caesar in that she had no children and had not announced a formal heir, or successor. If the queen were to die without a successor, many feared that England would fall into a civil (or internal) war over who should take the throne. Shakespeare’s play thus was intended as a warning to his audience to beware the ambitions of men like Caesar who might want to take control of a government.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any other thoughts they have about the Reader.
- Point out that the last part of the book is the script for Shakespeare’s play. The text takes the form of lines of dialogue for the actors to speak, along with stage directions that provide instruction for how the actors move and the scenes change.

Note to Teacher: The edition of *The Tragedy of Julius Caesar* students will read is not Shakespeare’s original text but an edited and abridged version produced for classroom use. You may wish to point students toward a full text of the original, which can be found in the Online Resources in the Unit 5 Digital Components, at <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>.

- Tell students you will first read aloud the “Introduction” on pages I–IV and then pages 15–26. They should follow along in their readers as you read.
- Explain to the students that the “Introduction” will give them a bit of background about why William Shakespeare chose to write a play about Julius Caesar.
- Tell students that they will also read the first half of the chapter “Julius Caesar and the Ides of March: A Story.” This is a summary of the play that Shakespeare wrote.

Core Vocabulary

- Have students turn to page III of the Introduction.
- Preview the core vocabulary words before reading.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *idealism*.
 - Have students find the word on page III of the Reader.
 - Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Book SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 1.3 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.
1. **idealism, *n.*** the practice of forming standards of perfection, usually unrealistic (III)
 2. **citizen, *n.*** a legally recognized inhabitant of a place (**citizens**) (16)
 3. **soothsayer, *n.*** a person who predicts the future (16)
 4. **Ides of March, *n.*** a date in the Roman calendar, the 15th of March (17)

5. **noble, *adj.*** having fine personal qualities or high moral principles and ideals (18)

6. **mock, *v.*** to tease or laugh at (26)

Vocabulary Chart for “Introduction” and “Julius Caesar and the Ides of March,” pages 15–26		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	soothsayer	citizens idealism mock noble
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	Ides of March	

- Read the purpose for reading from the board/chart paper:

Identify themes in *The Tragedy of Julius Caesar*.

Read “Introduction” & “Julius Caesar and the Ides of March”

20 minutes

Read the “Introduction” aloud as students follow along in their Readers. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson and other lessons in the Teacher Guide, you will see certain questions or activities labeled either SUPPORT or CHALLENGE. These questions and activities are not intended to be used in all situations. The items labeled SUPPORT provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled CHALLENGE should be used with classes that would benefit from additional enrichment opportunities.

[page 1]

Literal What does the text list as one of Caesar’s accomplishments as a military leader?

- o Caesar expanded Rome’s territories.

Inferential What does the phrase “expanded Rome’s territories” mean?

- o Caesar used the Roman army to defeat people who did not live in the Roman Republic. Once these people were defeated, Caesar placed them under Roman rule to make the Roman Empire larger.

Literal Why were some Romans not happy with Caesar as Rome’s leader?

- o Some Romans saw Caesar as a threat to the Roman Republic. They were afraid Caesar would take control away from the Senate and make himself a king or emperor.

SUPPORT: Tell the students that the concept of a hero who is tragic is introduced starting at the bottom of page I. The tragic hero has an important role in many stories and is often the protagonist or one of the main characters in the story.

[page II]

Literal What is the definition of a tragic hero? Explain the definition.

- o A tragic hero is a heroic, but not perfect, central character whose actions lead to sad and often terrible consequences. While tragic heroes have some good traits, they also have some less desirable traits.

Inferential Why is Brutus the central tragic character instead of Caesar?

- o This play is about the decision that Brutus makes to join Cassius and others to murder Caesar. His struggle to choose between what he thinks is the best for Rome and his friendship with Caesar is the conflict of the play.

[page III]

Evaluative Reread the last partial paragraph on page II through the first paragraph on page III. Do you think Brutus is a good person? Support your answer.

- o Accept supported answers. Brutus has some good qualities. He is a hero of liberty. He is honorable and patriotic. But he has negative qualities as well. He is also self-righteous and a self-deluding idealist.

SUPPORT: A self-deluding idealist is someone who convinces oneself that things are perfect.

Literal Is Shakespeare’s play about Julius Caesar fiction or nonfiction?

- o Shakespeare’s play is historical fiction. The play is based on real people and a real event, but Shakespeare adds details that are not real to make the story interesting and to make a point.

[Tell students that they will now listen to a read-aloud that summarizes the story told in Shakespeare’s play. The summary is called “Julius Caesar and the Ides of March.” The ides of March refers to the date, March 15th. The calendar used during the time the story takes place was based on the phases of the moon. The ides coincides with the full moon.

Read “Julius Caesar and the Ides of March” pages 15–26 aloud as students follow along in their readers. Then, read and discuss the corresponding guided reading supports, rereading text as necessary to support the discussion.]

[page 16]

Inferential What does the phrase “they resented Caesar’s attempts to glorify himself” mean?

- o Some of the citizens felt that Caesar is trying to become more powerful. They are afraid that they might lose their freedom if Caesar becomes too powerful.

[page 17]

Inferential What does Caesar’s reaction to the soothsayer tell you about Caesar?

- o Caesar calls the soothsayer a “dreamer,” indicating that he does not believe what the soothsayer says about the future. He walks away. This shows he thinks he is more powerful than any bad fortune that the soothsayer might predict.

Inferential: What themes are revealed by the fourth paragraph’s discussion of Brutus’s motivations?

- o Answers will vary but may include trust or a lack of trust; the conflict between personal loyalties and loyalty to the country or to principles.

SUPPORT: Remind students to write down their ideas about themes, and supporting evidence, on Activity Page 1.4 as they read. Here students might write “trust/lack of trust,” and provide a supporting sentence from the text such as “Brutus believed from the bottom of his heart that too much power in the hands of one man was a dangerous threat to the Roman idea of liberty.”

[pages 17–20]

Literal What do Brutus and Cassius have in common, and in what ways are they different?

- o Both Brutus and Cassius are worried about Caesar gaining too much power.
- o Brutus is thoughtful, patriotic, and honorable; he is Caesar’s friend. His concern is that if one man, Caesar, has too much more power, this could become a threat to the other citizens’ liberty.
- o Cassius does not like Caesar and is jealous of Caesar. He is angry and feels that Caesar is no greater person than he is.

Inferential What does it mean when Caesar says that Cassius has a “lean and hungry look”?

- o Caesar thinks that Cassius may be dangerous because he is jealous of Caesar’s greatness.

SUPPORT: Point out that this description of Cassius is supporting evidence for trust, or a lack of trust, as a theme of the play.

[page 22]

Inferential What do you think it means when Mark Antony offers Caesar a crown?

- o Typically, kings wear crowns. It may mean that Mark Antony thinks Caesar should become the king or assume similar power in governing Rome.

Evaluative Antony offers Caesar a crown three times, but Caesar turns it down each time. Why do you think Caesar does this?

- o Accept reasonable answers. Caesar may think that if he refuses the crown, he will appear humble, even though he believes he is capable of being the ruler of Rome. Or perhaps Caesar thinks he doesn't need to take the crown right now because he will get the crown eventually.

Literal Why does Cassius believe he needs Brutus to join the conspirators?

- o The Roman people honor and respect Brutus. If Brutus joins the conspirators, the Roman people might accept the murder of Caesar.

[page 23]

Inferential What event sparks Brutus to join the conspirators?

- o Brutus agrees to join the conspirators because they believe that the Senate will make Caesar king the next day, the Ides of March.

Literal Why doesn't Brutus want to kill Mark Antony?

- o Brutus does not want an unjustified killing. He feels that Caesar's murder is justified to protect the Roman Republic. He is afraid that killing Mark Antony would hurt their cause with the Roman people. He says Antony poses no threat, as he spends most of his time on sports and parties.

Evaluative What does the fact that Brutus doesn't want to kill Mark Antony say about him?

- o Accept reasonable answers. Brutus believes it is necessary to kill Caesar to protect Rome, but he feels Antony is innocent. This means that Brutus has some type of moral values.

SUPPORT: Ask students if they can detect more themes in the play after reading these pages, such as self-doubt, risk-taking, honor, or ambition. Remind students to find evidence in the text that supports each suggestion they make for a theme. For instance, if students choose honor as a theme, they might provide evidence from page 23: "But Brutus did not agree when Cassius urged that they also kill Caesar's close friend, Mark Antony. 'Our course will seem too bloody,' said Brutus."

[page 26]

Literal At first, because of his wife Calpurnia's dream and her fear, Caesar tells Calpurnia he will not go to the Senate. Why did Caesar change his mind and go to the Senate House?

- o Caesar learns that the Senators are going to offer him a crown. He is afraid to look foolish or like a coward if he stays at home because of his wife's bad dreams.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Have students recall the purpose for reading:

Identify themes in *The Tragedy of Julius Caesar*.

For each question below, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding

students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. What is the relationship between Caesar and each of the following characters: Mark Antony, Brutus, and Cassius?
 - o Antony and Caesar are friends. Antony is a close follower of Caesar. (page 16)
 - o Brutus is a friend of Caesar but is concerned that Caesar wants to be more powerful. (page 17)
 - o Cassius does not like Caesar and is worried that Caesar is becoming too powerful. (page 18) Caesar does not trust Cassius.

Refer back to the purpose for reading, and ask the following question:

2. **Evaluative** Shakespeare touches on several themes. We may not know his exact message(s) yet because we haven't read the complete story. What are some themes that you see starting in *The Tragedy of Julius Caesar*? Think about the questions we have answered in class if you need help. At this point, the theme ideas can be made up of one word. Use details from the text to support your ideas.
 - o Accept reasonable answers. Some themes could include friendship, power, loyalty versus betrayal, lack of trust, honor, heroes versus villains, idealism, ambition, government.

Direct students to Activity Page 1.4. As the students discuss theme ideas, write the ideas on the posted Themes in the Tragedy of Julius Caesar Chart as they write the ideas on the Activity Page.

Word Work: *Citizens*

5 minutes

1. In the selection, you read, "But many citizens of Rome did not hold Caesar in such high regard."
2. Say the word *citizens* with me.
3. *Citizens* means "the legally recognized inhabitants of a place."
4. The citizens demanded that the government fix the city's roads.
5. What are some other examples of people who are inhabitants of a city or another place? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "Only _____ were allowed to swim in the community pool."]
6. What part of speech is the word *citizens*?
 - o noun

Appositive

[Use an *Appositive* activity for follow-up. Explain to students that an appositive can be a phrase in a sentence that defines a person, place, or thing. Show the following example of a sentence

with the appositive phrase underlined: In Rome, the citizens, residents of the city, showed their support for Caesar.] The appositive phrase “residents of the city” defines the noun *citizens*. [Point out the commas] It is separated from the rest of the sentence by commas. [Cover or cross out the phrase, and read aloud the sentence without the phrase.] It can be removed from the sentence without making the sentence incomplete. [Provide the following sentence frame for the word *citizens*, and have students fill in the appositive phrase.

Some of the citizens, _____ (Sample answer: the city’s poorest), were happy about the new park that was to be built. Invite students to share their answers.]

CHALLENGE: Students who have a solid understanding of appositives may benefit from being asked to complete the activity without a sentence frame.

Take-Home Material

Reading

- Distribute copies of Letter to Family on Activity Page 1.1 for students to share with their families.
- Have students take home the glossary on Activity Page SR.1 for use as a reference.

Fluency (optional)

- For students who need extra fluency support, have them take home the optional online fluency selection.

Lesson 2

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Whole Group: <i>The Tragedy of Julius Caesar</i> , "Julius Caesar and the Ides of March," pages 27–40	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 2.1, SR.1 Themes in the Tragedy of Julius Caesar Chart
	5 min	Word Work: <i>Valiant</i>	
DAY 2: Morphology	15 min	Introduce Greek and Latin Roots and Suffixes	Greek and Latin Roots and Suffixes Poster Activity Page 2.2
Writing	30 min	Persuasive Essay: Plan	Activity Page 2.3
Take-Home Material	*	Morphology	Activity Page 2.2

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Describe how the plot unfolds and how characters react to plot events as a means for conveying the theme(s). (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Plan a persuasive essay on leadership by brainstorming leadership qualities. (W.6.1)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)

Develop and strengthen writing as needed by planning. (W.6.5)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Language

Use strategies such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries to determine or clarify the meaning of words. (L.6.1.a-d, L.6.4.b)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe how the plot of The Tragedy of Julius Caesar unfolds and how the characters' reactions to events convey the theme(s).*
- Display the Themes in the Tragedy of Julius Caesar Chart.

Morphology

- Add the roots *dicto, dictum, monos, video, visum* and suffixes *-ous, -eous, -ious* to your classroom Latin Roots and Suffixes chart.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Read Aloud: “Julius Caesar and the Ides of March” [pages 27–40]

Review

5 minutes

- Ask students to summarize what happened during the first half of the “Julius Caesar and the Ides of March” story on pages 15–26.
- Call students’ attention to the Themes in the Tragedy of Julius Caesar Chart on display. Review the theme(s) that students identified in the last lesson.
- Emphasize how important it is to pay attention to the theme(s) and remember that the theme(s) will continue to develop as students read more of the play. Point out that students may discover even more themes as they read and will add them to the chart.

- Tell students they will read aloud the second part of “Julius Caesar and the Ides of March” on pages 27–40.
- Ask students to predict what will happen on these pages. Tell students they will check their predictions as they read.

Core Vocabulary

- Have students turn to page 27.
- Preview the core vocabulary words before reading the selections.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *senators*.
 - Have students find the word on page 27 of the Reader.
 - Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Book SR.1. Point out that these words are listed in alphabetical order. Have students find the word. Ask a student to read its definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 2.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
1. **senator, *n.*** an elected representative of the people (**senators**) (27)
 2. **valiant, *adj.*** acting with bravery (30)
 3. **persuade, *v.*** try to cause someone to do or believe something through reasoning (**persuaded**) (31)
 4. **ambitious, *adj.*** having or showing determination to succeed (31)

Vocabulary Chart for “Julius Caesar and the Ides of March,” pages 27–40

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	valiant	ambitious persuaded senators
Spanish Cognates for Core Vocabulary	valiente	ambicioso
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Describe how the plot of The Tragedy of Julius Caesar unfolds and how the characters’ reactions to the events convey the theme(s).

Read “Julius Caesar and the Ides of March”

20 minutes

Have individual students take turns reading the selection aloud. You may also alternate between having students read aloud and read silently. Occasionally pause to ask questions in order to check for understanding and draw students’ attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose.

Note to Teacher: Remind students to continue to fill out Activity Page 1.4 with themes and supporting evidence for themes as they read.

[page 27]

Inferential How does Caesar react to Metellus Cimber? What does that tell you about Caesar’s personality?

- Caesar dismisses Metellus Cimber without listening to what he has to say. He insults him when he says, “If thou dost bend and pray and fawn, I spurn thee like a cur out of my way.” He is comparing Metellus Cimber to a dog. Caesar is arrogant and looks down on Metellus Cimber.

[page 28]

Inferential Why does Caesar say, “Et tu, Brute?”

- “Et tu, Brute?” means “Even you, Brutus?” Caesar is surprised that his friend Brutus would be part of this group of conspirators.

[page 29]

Literal How does Mark Antony, Caesar's friend, react to Caesar's death?

- o Antony is surprised, but he shakes hands with the conspirators and asks to speak at Caesar's funeral.

Evaluative Do you think it is a good idea for the conspirators to let Mark Antony speak at Caesar's funeral? Support your answer.

- o Accept supported answers. Answers may include no, because Antony was a close friend of Caesar's and is probably angry that he has been killed; or yes, because the conspirators don't think he is a threat and he has shown little evidence of political skill.

[page 30]

Literal Who is Octavius in relation to Caesar?

- o Caesar had adopted Octavius as his son and heir.

Inferential Why does Mark Antony tell Octavius to be ready to act?

- o Mark Antony wants Octavius to be ready to get back at the conspirators who murdered Caesar.

[page 31]

SUPPORT: Point out to students that the first two lines of Mark Antony's eulogy—*Friends, Romans, countrymen, lend me your ears; I come to bury Caesar, not to praise him*—are well-known lines from Shakespeare's play.

[pages 32–34]

Literal As Mark Antony continues to speak, he specifically talks about Brutus and shows the crowd Caesar's body, pointing out where he was stabbed by Brutus. How does the mood of the crowd begin to change?

- o When Brutus is talking to the crowd at the funeral, the crowd cheers Brutus and seems to support the conspirators' murder of Caesar. However, as Mark Antony continues to talk, the crowd becomes angry and wants to harm the conspirators.

Literal Which characters join forces to seek revenge against Cassius and Brutus for Caesar's death?

- o Mark Antony and Octavius join forces to seek revenge for Caesar's death.

[page 35]

Inferential Cassius tells Brutus "I did not think you could have been so angry." What does this line say about Brutus?

- o Brutus does not normally get angry the way that Cassius does.

[page 36]

Inferential Brutus says to Cassius, “This day must end that work the ides of March begun.” What does he mean by this?

- o Brutus is referring to the actions that were set in motion when the conspirators murdered Julius Caesar on the ides of March. He recognizes, as he and Cassius go into battle with Octavius and Mark Antony, that the winning side will be able to take charge of Rome’s government.

[page 39]

Inferential Read the final paragraph on page 39. How does Antony feel about Brutus?

- o Antony is moved when he finds Brutus’s body. He admires and respects Brutus because he realizes that Brutus took part in the murder of Caesar only because he believed it was the right thing for the Roman people.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Refer the students back to the purpose of reading:

Describe how the plot of *The Tragedy of Julius Caesar* unfolds and how the characters’ reactions to the events convey the theme(s).

Explain to students that when they think about the reactions of the characters to the events in the plot, they are getting clues about the theme(s) in the story.

In the first part of “Julius Caesar and the Ides of March,” the conspirators are plotting to kill Julius Caesar because they are afraid he was becoming too powerful. Summarize how the story ends.

- When Caesar comes to the Senate House to receive the crown, the conspirators murder him. Brutus and Antony speak at Caesar’s funeral. Antony’s speech turns the crowd against the conspirators. A war starts between Caesar’s supporters, Mark Antony and Octavius, and an army formed by the conspirators. Brutus and Cassius commit suicide.

Discuss with students how all of the characters’ actions are used in the plot to lead to one outcome.

- Every part of the plot has something to do with the conspirators’ plan to murder Caesar.

Ask students how the plot turns when Caesar decides to ignore his wife and the soothsayer and go to the Capitol to accept the crown.

- Caesar is murdered because he goes to the Capitol to receive the crown.

Ask students how the plot turns when Mark Antony speaks at Caesar’s funeral.

- Before Antony spoke, the crowd is supportive of the conspirators. Antony is able to turn the crowd against the conspirators.

Ask students how this event could suggest another theme.

- Effective persuasive communication skills can manipulate public opinion.

Refer back to the Themes in the Tragedy of Julius Caesar Chart. Ask if there are any new themes to be added to the chart.

Word Work: *Valiant*

5 minutes

1. In the selection, you read Caesar's statement that, "The valiant never taste of death but once."
2. Say the word *valiant* with me.
3. *Valiant* means "brave."
4. It took a valiant effort to overcome his fear of heights.
5. What are some other examples of *valiant*? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "They say the knight is _____, but the queen knows otherwise."]
6. What part of speech is the word *valiant*?
 - o adjective

Because, But, So

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

It is hard to find valiant people because _____.

It is hard to find valiant people, but _____.

It is hard to find valiant people, so _____.

Turn to your partner and take turns completing the sentences. Make sure your sentences demonstrate the meaning of the word *valiant*. [Invite students to share their answers. Possible answers include: It is hard to find valiant people because true bravery is rare; It is hard to find valiant people, but anyone is capable of heroism; It is hard to find valiant people, so we all have to face our challenges as best we can.]

DAY 2

MORPHOLOGY

Greek and Latin Roots *dicto, dictum, monos, video, visum*; Suffixes *-ous, -eous, -ious*

Introduce Greek and Latin Roots and Suffixes

15 minutes

- Add the following to your classroom Greek and Latin Roots and Affixes Poster, and read it with students.

Roots	Suffixes
<i>dico, dictum</i> (say, things said)	<i>-ous</i>
<i>monos</i> (single)	<i>-eous</i>
<i>video, visum</i> (see, seen)	<i>-ious</i>

- Tell students that the roots *dico* and *dictum* mean “to say” or “things said” in Latin. Point out that examples of these roots in English include *dictate*, which means “to say something for someone else to write down.” A dictator is one who gives orders for others to follow. A dictionary is a book of words. Point out also that the word *dictator* is taken from the root *dico*.
- Tell students that *monos* is a Greek root meaning “one or a single thing.” *Monos* is the root of words referring to one thing. A monocle is a single eye lens someone might wear. A monologue is a speech given by one person.
- Tell students that *video* and *visum* are Latin roots meaning “to see or seen.” A videotape is an old way of recording movies and television shows, which are a visual medium—that is, one we look at. A music video is a short film to accompany a pop song.
- Tell students that the suffixes *-ous*, *-eous*, and *-ious* are put on the ends of words to show that they refer to that thing. Something dangerous is related to danger. Caesar had ambition, so he was ambitious. Rocks formed from molten lava are called *igneous* because they are the product of *ignis*, a Latin word for *fire*.
- Point out that these Latin and Greek roots and suffixes are important to learn because students will encounter these roots and suffixes in the fields of drama, film, and science. This is because many important terms in those fields use language derived from Greek and Latin. Greek theater is the origin of modern Western drama, while Greek and Latin terms are commonly used in the sciences.
- Have students turn to Activity Page 2.2. Briefly review the directions, and do the first exercise together. Tell students to complete the Activity Page for homework.

WRITING

30 minutes

Write a Persuasive Essay: Plan

Review the Elements of Leadership

5 minutes

- Ask students to think about leaders they know. These leaders could be a coach, a teacher, the lead person in a group project, a religious leader, a military leader, etc.
- Ask students to list qualities that are important for a good leader. Lead by questioning to draw out different qualities from the students. The importance of this exercise is to start students thinking about qualities leaders have.

- Qualities that students might list could be honesty, responsibility, loyalty, fairness, willingness to work, intelligence, ability to listen, enthusiasm, communication skills, attention to detail, being encouraging, ability to focus on a task, reliability, dependability, willingness to trust, unselfishness, courage, strength, and ability to plan.
- Tell students that in almost every society, decisions are made by people in positions of leadership. We call these people *leaders* for short. The heads of a government are leaders.
- Point out to students that Julius Caesar has many leadership qualities that allowed him to make himself the most important man in the Roman Republic. But Caesar also has some qualities that are not desirable for a leader to have.
- Brutus also has good leadership qualities. They are not necessarily the same qualities that Caesar has. And he, too, has some qualities that might not be the best for a leader.
- Remind students that Rome in Caesar's time was at first a republic. Ask students to review the meanings of *republic* and *dictatorship*.
- Ask students if a leader in a republic needs the exact same qualities as a leader in a dictatorship. Students should express that a leader in a republic needs to know how to work with others to get things done. In a dictatorship, the dictator makes all of the decisions and rules, so working with other people is not as important.

Introduce the Essay Project

5 minutes

- Tell students that they will be writing a persuasive essay. A persuasive essay uses facts to convince the reader to accept a certain viewpoint.
- Tell the students that they will choose to be the campaign manager for either Caesar or Brutus. A campaign manager manages the strategies to try to persuade the public to vote for a person who wants to be elected to an office. Students will write an essay to try to persuade readers to believe that their candidate will be the best leader and that the readers should vote for him. This essay will identify the leadership qualities demonstrated by the chosen character and include details from the play to support these qualities.

Brainstorm Leadership Qualities

10 minutes

- Tell students to turn to Activity Page 2.3. Direct students to read the instructions and then identify which leadership qualities Caesar or Brutus demonstrates. Ask students to circle the five best leadership qualities they think the character they choose to write about has. Tell students that after they have finished with the Activity Page, the class will come together to discuss their answers.

SUPPORT: Model the process by reading the first quality aloud: Integrity or honesty. Describe aloud whether you think this is an important quality for a leader to possess. Decide if this is a quality demonstrated by Caesar and/or Brutus. Use details from the text to support your answer.

- **SUPPORT:** Move throughout the room, providing support to students as necessary. Remind students that they can add in their own ideas on the right side of the page if they wish.

- After the allotted time is over, invite students to share with the class some of their answers on Activity Page 2.3. Read aloud each quality, and then ask the class to form a consensus on whether this is an important quality for a leader. It is important for students to understand that though the essay will use details from the play, it still involves some opinion. The key to a good persuasive essay is how well an argument is made.
- Point out to students that as they read more, they will be able to identify more details for support in their essay.

Take-Home Material

Morphology

- Have students take home Morphology Activity Page 2.2 to complete for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 3

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min 5 min	Read-Aloud: <i>The Tragedy of Julius Caesar</i> , "Introduction to the Play", pages 41–50; Act 1, Scene 1, pages 51–60; Word Work: <i>Perceive</i>	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 3.1 Themes in the Tragedy of Julius Caesar Chart
DAY 2: Grammar	15 min	Introduce Active and Passive Voice	Activity Pages 3.2 Active and Passive Voice Chart
Writing	30 min	Persuasive Essay: Plan Claim	Activity Pages 2.3, 3.3
Take-Home Material	*	Grammar, Writing	Activity Pages 3.2, 3.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Analyze how a scene fits into the overall structure of a play and contributes to the development of theme. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Develop thesis statements or claims for a persuasive essay on leadership. (W.6.1.a, W.6.4, W.6.5; WHST.6–8.4)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Use strategies, such as using context clues as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Describe how Act 1, Scene 1 establishes the setting of the play and what theme it begins to develop.*

Grammar

- Prepare and display the Active and Passive Voice Chart on page 49.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Read-Aloud: Introduction to the Play [pages 41–49]; **and Act 1, Scene 1** [pages 50–60]

Review

5 minutes

- Ask students to summarize the plot of *The Tragedy of Julius Caesar*, as recounted in the narrative summary, “Julius Caesar and the Ides of March,” on pages 15–40.

SUPPORT: Suggest that students refer to the story on pages 15–40 as needed.

- As students summarize the plot, ask them to identify the main characters and to describe the relationships between the characters. For support, you can write the students’ responses on the board/chart paper.
- Refer back to the Themes in the Tragedy of Julius Caesar Chart, and review the list of themes. For example, a key theme that you may have already noted may be *loyalty/disloyalty*. Loyalty is someone’s willingness to faithfully support someone or something. Point out that Brutus has an internal conflict between two things he feels loyalty to. One is his friend, Julius Caesar. The other is the Roman Republic and his political beliefs. Suggest that Brutus is initially conflicted because he cannot decide which of his loyalties is more important to him and he cannot choose both.

Introduce the Selections

15 minutes

- Tell students that in this lesson they will read Act 1, Scene 1.
- Before students start reading, direct them to “Introduction to the Play,” pages 41–49.
- Read aloud page 41 as the students follow along.

- Now direct students to turn to page 51.
 - Ask students how to identify who is speaking each set of lines. (The character's name is written in bold text before the lines he speaks.)
 - Point out the stage directions found in brackets.
- Next, have the students turn to pages 53–54.
- Point out the pronunciation key of the underlined word “Pompey,” found in the dialogue on page 53.
- Next, direct students to pages 55–56. Point out that the meanings of words underlined on page 55 (hence, idle) are explained on page 56.
- Read aloud “A Note on Prose and Poetry in Shakespeare” on pages 43–48 as the students follow along.
 - After reading page 48, ask students to look back at the lines spoken by Antony on page 47. Ask several volunteers to try reading aloud these lines spoken by Antony so that they can practice the pattern of speech.
- Direct students to pages 49–50, and ask them to briefly skim the two pages. Point out that these two pages list all of the characters in the play.
 - Ask students which characters they recognize from the narrative summary they read of “Julius Caesar and the Ides of March” (Julius Caesar, Brutus, Mark Antony, the Soothsayer, Cassius, Casca, Decius, Metellus Cimber, Cinna, Trebonius, Portia, Calpurnia, Octavius).
 - Students should also notice some new characters (Lucius, Lepidus, Flavius, Marullus, Publius, Popilius Lena, the Cobbler, Cinna the Poet, Pindarus, the Servant, Titinius, Clitus, Volumnius, Strato, and the six Citizens).

Core Vocabulary

- Have students turn to pages 55–56 in the Reader.
- Point out that the text of the play is reproduced on the left, i.e., page 55, while notes, such as hints for pronunciation, definitions of unfamiliar words, etc., are shown on the right, i.e., page 56. This format will be used throughout the script section of the Reader.
- Explain that there are some additional words beyond those defined in the book that may also be unfamiliar. These words are identified as Core Vocabulary as explained below.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *conscience*.
- Have students find the word on page 57 of the Reader.

- Explain that the glossary contains definitions of all the Core Vocabulary words in this Reader. Have students refer to the glossary on Activity Book SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 3.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
1. **conscience, *n.*** the ability to know what is right and wrong (**57**)
 2. **conquest, *n.*** the act of taking control of a foreign people (**59**)
 3. **perceive, *v.*** to see (**59**)

Vocabulary Chart for “Act 1, Scene 1,” pages 51–60		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		conquest conscience perceive
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Describe how Act 1, Scene 1 establishes the setting of the play and what theme(s) it begins to develop.

First, ask students to read pages 51–59 silently to themselves.

Then, ask for volunteers to read aloud the roles of the six citizens, Flavius, Marullus, and the cobbler as a readers’ theater exercise. You may want these students to come to the front of the classroom to read. Tell the remaining students that they will read the part of the crowd.

Encourage students to use intonation, expression, and movement during their reading to bring the role to life. Remind students that they should follow the stage directions when doing so.

As students read aloud, direct the other students to follow along in their Readers. Pause to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

[pages 51–58]

Literal What is the role of the citizens in the play?

- o The citizens fill in details of the play to the audience.

Literal Why is the crowd gathered in the street?

- o They are celebrating the festival of Lupercal to honor of the god of fertility. They are also excited to see Caesar as he returns to Rome.

Literal How do Flavius and Marullus react to the crowd?

- o They try to quiet the crowd, telling the crowd to go home.

Literal Explain the double meaning of the cobbler’s response when he says, “A trade, sir, that I hope I may use with a safe conscience, which is, indeed, sir, a mender of bad soles.”

- o The cobbler plays with the spoken word *soles* so that Marullus may think he means *souls*.

[page 59]

Inferential Do Flavius and Marullus support Caesar? How do you know the answer?

- o They do not. They supported Pompey. They are upset that the crowd is celebrating Caesar’s victory over Pompey.

Discuss Selection and Wrap Up the Lesson

5 minutes

Review the purpose for reading:

Describe how Act 1, Scene 1 establishes the setting of the play and what theme(s) it begins to develop.

Use the following questions to discuss Act 1, Scene 1.

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the

questions, reread pertinent passages. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. **Inferential** Do you think Flavius and Marullus are common citizens or wealthy, privileged citizens?
 - o The list of characters on page 49 says that Flavius and Marullus are Roman officials, so they are probably wealthy citizens. They support Pompey over Caesar. Caesar was more popular with the common citizens than with wealthy citizens.
2. **Literal** Describe the setting of the play introduced in Act 1, Scene 1.
 - o Act 1, Scene 1 takes place in a Roman street with many citizens outside celebrating and welcoming Caesar back to Rome, after having defeated Pompey. (page 54)
3. **Evaluative** What theme(s) does Act 1, Scene 1 introduce? Explain your answer.
 - o Act 1, Scene 1 shows that the common citizens support Caesar and are excited to welcome him back to Rome after he defeated Pompey. Others from the ruling class, however, such as Flavius and Marullus, are not enthusiastic about Caesar's victory and return to Rome. The scene introduces the theme of conflict between the common citizens and ruling class. Students may identify additional themes, as well. (pages 51–59)

Refer students back to the Themes in the Tragedy of Julius Caesar Chart Activity Page 1.4. Ask students if there are new themes to add. Allow time for students to write supporting details for the themes on the chart from today's reading.

Word Work: *Perceive*

5 minutes

1. In the selection, you read, "So do you too, where you perceive them thick."
2. Say the word *perceive* with me.
3. *Perceive* means "to see."
4. We could not perceive the cliffs through the thick fog.
5. What are some other examples of things you can (or can't) perceive? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "With my glasses I could _____ the details in the picture."]
6. What part of speech is the word *perceive*?
 - o verb

Because, But, So

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

I perceive you are anxious because _____.

I perceive you are anxious, but _____.

I perceive you are anxious, so _____.

Turn to your partner, and take turns completing the sentences. Make sure your sentences demonstrate the meaning of the word *perceive*. [Invite students to share their answers.]

Possible answers include: I perceive you are anxious because you are tapping your foot; I perceive you are anxious, but there is nothing to worry about; I perceive you are anxious, so let me know if there is a way I can help you.]

DAY 2

GRAMMAR

Active and Passive Voice

Introduce Active and Passive Voice

15 minutes

- Tell students that verbs have two types of voice: the active voice and the passive voice. The “voice” refers to whether the subject does the action of the verb in a sentence or whether the subject receives the action of the verb.
- Direct students’ attention to the Active and Passive Voice Chart.

Voice	Definition	Examples
Active	Sentence in which the subject performs the action, or acts on the verb	I kicked the ball. We waited patiently for the show to begin. To begin his conquest, Caesar crossed the Rubicon.
Passive	Sentence in which the subject receives the action, or is acted on by the verb	The ball was kicked into the principal’s window. These accusations were brought to light during the meeting. The Rubicon was crossed.

- Tell students that, as a rule, most writing should be in the active voice. This is because the active voice clearly communicates who does what.
- However, the active voice is not always appropriate or necessary. Students may want to use the passive voice in certain circumstances, such as:

- o The identity of the subject, or the cause of an event, is not clear.
- o The subject is acted upon by outside events.
- o The writer does not want to reveal certain information about the subject.
- Explain that one way to determine if a verb is in the active or passive voice is to break down the sentence: If the sentence can be written as X did Y, then the verb is active. If it can be written as X was done to Y by Z, the verb is passive.
- Have students turn to Activity Page 3.2. Briefly review the directions, and complete the first item together. Tell students to complete the next sentences on the page by determining if they are written in the active or passive voice. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

WRITING

30 minutes

Write a Persuasive Essay: Plan

Review Elements of Leadership

5 minutes

- Review with students the leadership qualities previously identified and discussed on Activity Page 2.3.
- Remind students that they will need to support each quality that they selected in the last lesson with details from the text.

Introduce Claims

5 minutes

- Remind students that the goal of a persuasive essay is to try to convince the reader to agree with a certain idea.
- Tell students that the persuasive essay starts with a paragraph that includes a statement of position. This statement of position is also called a claim.
- Tell students that the building blocks of a persuasive essay are the points that they will make using details from the text.
- Write the following example of a position statement or claim on the board: “Saturday is the best day of the week.” Tell students that this sentence is a statement of position or claim because it expresses an opinion with which some people may agree while others do not. The sentence states a thesis for which details are needed to support the opinion.
- Ask students to verbally restate the claim and then add details supporting this point of view. For example, students could say that Saturday is the best day of the week because they do not have to go to school. This is an opinion, and not everybody will agree.

Develop Ideas

15 minutes

- Tell students to turn to Activity Page 3.3. On this page are several sentence frames that will provide the basis for students to write their own claims and supporting details about whichever candidate (Caesar or Brutus) they have selected. It should be clear which person, Caesar or Brutus, students are supporting.
- Point out that these sentence frames include the word *because*. Tell students that these frames should guide them to make claims that are more complex than the simple statements you have worked on as examples in the previous exercise. Each claim in this exercise must include a reason or details supporting the claim. Encourage students to think carefully about the claims they wish to make.
- Guide students to fill out the claims by writing their own ideas on the lines.

SUPPORT: Provide additional support to students who may benefit from it by working with a small group and discussing ideas for claims and reasons with them. Model how to make a claim by talking through the first sentence frame and narrating your decisions while filling in the lines.

Wrap Up

5 minutes

- Have several students share items on Activity Page 3.3 with the class.
- If students did not complete the activity in class time, assign students to complete it for homework.

Take-Home Material

Grammar

- Have students take home Grammar Activity Page 3.2 and complete it for homework.

Writing

- If students did not complete Activity Page 3.3 during the Writing Lesson, have them complete it for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 4

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 1, Scene 2, pages 60–91; Act 1, Scene 3, pages 91–102	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 4.1
	5 min	Word Work: <i>Blunt</i>	
DAY 2: Morphology	15 min	Practice Greek and Latin Roots and Suffixes	Activity Page 4.2 Greek and Latin Roots and Suffixes Chart Suffix Examples Chart
Writing	30 min	Persuasive Essay: Plan	Activity Page 4.3
Take-Home Material	*	Morphology, Writing	Activity Pages 4.2, 4.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine a theme and how it is conveyed through particular details. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Develop a persuasive essay by supporting claims with text evidence, conducting short research projects and gathering evidence from sources as needed. (W.6.1b, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9; WHST.6–8.1.b, WHST.6–8.4, WHST.6–8.5, WHST.6–8.7, WHST.6–8.8)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Language

Use strategies, such as using context clues, Greek or Latin affixes and roots, as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a–d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify how the theme of deception is conveyed through details in the text.*

Morphology

- Prepare and display the Greek and Latin Roots and Suffixes Chart on page 59 and the Suffix Examples Chart on page 60.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Whole Group: Act 1, Scenes 2 and 3 [pages 60–102]

Review

5 minutes

- Remind students that in the last Reading lesson, they identified one or more themes for Act 1, Scene 1 of *The Tragedy of Julius Caesar*. Ask students to name any of the themes they identified for this part of the play, e.g., conflict between the ruling and common class, etc.

SUPPORT: Allow students to refer to Activity Page 1.4, Chart of Themes in the Tragedy of Julius Caesar.

Introduce the Selection

5 minutes

- Tell students they will read Act 1, Scene 2, pages 60–91 and Act 1, Scene 3, pages 91–102.
- Tell students that the scenes they will read today reveal that there is a conspiracy against Caesar. A conspiracy is a secret plan to achieve a goal. The goal of a conspiracy is usually illegal or immoral, which is why the conspirators (members of the conspiracy) act in secret.
- Tell students that the theme that they will focus on in this lesson is deception. Students will be looking for details about deception as they read. Have students list *deception* on Activity Page 1.4 and add related notes as they read.

Core Vocabulary

- Have students turn to page 61.
- Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *blunt*.
 - Have students find the word on page 61 of the Reader.
 - Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Page SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
 - Explain the following:
 - o The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - o Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
 - Then have students reference Activity Page 4.1 while you read each word and its meaning, noting the following:
 - o The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - o Words are listed in the order in which they appear in the selection.
1. **blunt, *adj.*** direct; outspoken (**61**); dull-witted (**87**)
 2. **stubborn, *adj.*** unwilling to change mind or actions (**71**)
 3. **reflection, *n.*** (**71**) an image or light seen on a mirror or shiny surface

Vocabulary Chart for “Act I, Scenes 2 and 3,” pages 60–102		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		blunt reflection stubborn
Spanish Cognates for Core Vocabulary		reflexión
Multiple-Meaning Core Vocabulary Words		blunt
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Identify how the theme of deception is conveyed through details in the text.

Read Act 1, Scenes 2 and 3.

20 minutes

Ask for volunteers to read aloud the roles of the six citizens, Caesar, Casca, Calpurnia, Antony, Soothsayer, Brutus, Cassius, and Cinna as a readers' theater exercise. You may want these students to come to the front of the classroom to read. Tell the remaining students that they will read the part of the crowd.

Encourage students to use intonation, expression, and movement during their reading to bring the role to life. Remind students that they should follow the stage directions when doing so.

As students read aloud, direct the other students to follow along in their Readers. Pause to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Act 1, Scene 2

[pages 63–65]

Inferential How can you tell that Caesar is used to people doing what he tells them to do? What does this say about his personality?

- o When Caesar talks, Casca tells everybody to be quiet. When Caesar calls for Calpurnia, she answers with, "Here, my lord." Antony says that when Caesar says to do something, it happens. Caesar is used to people doing what he says.

He has a strong and demanding personality.

[page 71]

Literal What does Brutus mean when he says, "Poor Brutus is with himself at war"?

- o It means he is troubled or that he is unsure what to do. He has an argument or an internal conflict between two desirable choices in his own mind.

Inferential Bearing in mind what is going on, why do you think Brutus is vexed or worried?

- o Student answers should suggest that Brutus is worried about Caesar, or Caesar's power, and his own role in bringing Caesar to power. Students might also suggest that Brutus is worried about who will succeed Caesar.

[page 73]

Inferential Who does Brutus mean when he says, "I love him well"? What does this reveal about why Brutus feels unsure or conflicted?

- o Brutus means he loves Caesar. Caesar is Brutus's friend, and he loves him. But this conversation also reveals that Brutus is worried about what may happen if Caesar is

chosen as king. His internal conflict is between his loyalty to his friend and his loyalty to Rome and his political beliefs.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about Cassius' line to Brutus, "Well, honor is the subject of my story." As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

SUPPORT: Point out to students that *honor* refers to the "standards of acceptable and proper conduct." In Roman society, this concept of honor was based on duty to the Roman government (in this case, the republic). Cassius is saying that his message to Brutus is that they should stand up as men of honor and do their duty to Rome by opposing Caesar's ambitions.

[page 75–top of page 77]

Note to Teacher: Point out to students that, as the root of Cassius's complaint is revealed, it is based on the idea that all Roman citizens, such as Cassius, Brutus, and Caesar, are equal. But point out that this is not equality in the same way we think of it today. The senatorial class that these men belonged to was richer and more powerful and had more rights than the common people to whom Caesar is appealing in the public square. Part of the threat of Caesar, to wealthy and powerful people such as Cassius, is that he will use his popularity with ordinary people to secure his power against the wishes of the privileged elites.

Inferential Cassius says he was "born free as Caesar" and says that Brutus was too. What does this tell you about why Cassius is willing to conspire against Caesar?

- o Cassius is saying that Caesar is no better than he or Brutus is. They are all Roman citizens and are thus all equal. He thinks that Caesar has no right to act superior or to be chosen ruler.

[page 83]

Note to Teacher: Casca tells Brutus that Caesar fell in the marketplace, foamed at the mouth, and was speechless. Accounts from the time said that Caesar suffered from epilepsy, a medical condition that affects the nervous system and can cause sudden seizures and blackouts.

[page 89]

Literal What is Cassius's plan to convince Brutus to side with the conspirators?

- o Cassius plans to write letters to Brutus, saying how highly Brutus is thought of by the Romans. Cassius disguises his writing to pretend that the letters were written by many Roman citizens. He wants Brutus to believe that the Romans think highly of him and to reinforce the idea that Caesar is a threat to the republic.

Act 1, Scene 3

[page 97]

Inferential What does Cassius reveal to Casca about the conspiracy?

- o Cassius reveals that a plan is already underway and that he has already convinced others to join him. He tells Casca that the other conspirators are waiting to have a meeting that same night.

Inferential Cassius puts away a dagger when he sees that the approaching person is a friend, Cinna. What does this tell you about the conspiracy?

- o It suggests that the conspirators know they are in danger. It is dangerous to be plotting against Caesar. They are afraid that an enemy will discover their plot. It also shows the audience that some people, such as Cinna, know about the conspiracy, are friendly to it, and can be trusted.

[page 99]

Evaluative Why is Brutus so important to the conspiracy? What does he give the conspiracy that the others do not? Consider how Casca describes him when forming your answer.

- o Student answers should show understanding that the other conspirators recognize that the people of Rome admire Brutus. He is more popular and well-liked than they are. They reason that if Brutus is a visible part of their conspiracy, the people will approve of their plot against Caesar. Brutus brings approval and respectability, which implies that the other conspirators are not so well-liked.

CHALLENGE: The scenes the students read today show two sources of power in the Roman Republic: the common people, who love Caesar and must approve of any action to remove him, and the important men of the upper classes such as Cassius and Brutus. Challenge students to write a sentence or two explaining how Caesar would have to manage these two groups in order to secure his power.

Discuss Selection and Wrap Up the Lesson

10 minutes

Refer back to the purpose for reading:

Identify how the theme of deception is conveyed through details in the text.

Ask students the following questions to discuss the selection. For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter, and/or refer to specific images or graphics. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. **Literal** What examples of deception can you find in these scenes?

- o One example of deception is that Cassius says they must murder Caesar to protect the Roman Republic. Another example of deception is that he deceives Brutus by sending him letters that he wrote while pretending they are from different Roman citizens. (pages 75–77)
- o Another example of deception is that Caesar turns down the crown three times when Antony offers it to him even though he wants to be a king. (page 81)

2. **Inferential** What do Cassius and Caesar hope to gain through their deception?

- o Cassius hopes to have Brutus join the conspirators, so he writes the letters to convince Brutus. (pages 75–77)
- o Caesar turns down the crown because he hopes to appear humble and not too ambitious. (page 81)

Refer students back to the Themes in the Tragedy of Julius Caesar Chart Activity Page 1.4. Allow time for students to write supporting details for the deception theme on the chart from today's reading.

Word Work: *Blunt*

5 minutes

1. In the selection, you read, “And Casca, known for his blunt way of talking.”
2. Say the word *blunt* with me.
3. *Blunt* means “direct and outspoken.”
4. He was blunt when talking about the team’s problems.
5. What are some other examples of being direct and outspoken? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The director’s _____ manner of talking was sometimes off-putting to others.”]
6. What part of speech is the word *blunt*?
 - o adjective

Because, But, So

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

She is a blunt speaker because _____.

She is a blunt speaker, but _____.

She is a blunt speaker, so _____.

Turn to your partner and take turns completing the sentences. Make sure your sentences demonstrate the meaning of the word *blunt*. [Invite students to share their answers. Possible answers include “She is a blunt speaker because she has no patience for others.” “She is a blunt speaker, but what she says is usually true.” “She is a blunt speaker, so be ready for some harsh words.”]

MORPHOLOGY

Greek and Latin Roots *dicto, dictum, monos, video, visum*; Suffixes *-ous, -eous, -ious*

Practice Greek and Latin Roots and Suffixes

15 minutes

- Remind students to review the Greek and Latin Roots and Suffixes Poster you displayed in Lesson 2.
- Remind students that the roots *dico, dictum* mean “say, or things said.” *Monos* means “single.” And *video, visum* mean “see, seen.”
- Remind students that the suffixes *-ous, -eous, and -ious* mean that the thing possesses the qualities of the word the suffixes are attached to.
- Point out that in the reading, students encounter a good example of a word with the root *monos*. This is *monologue*, a long speech a character makes in a drama. A monologue contrasts with dialogue, which is speech between two or more characters.
- Direct students’ attention to the Greek and Latin Roots and Suffixes Chart. Point out that these are some words that students may find useful or will come across when reading and writing in this unit.

Word	Root or Suffix	Meaning
dictator	<i>dico, dictum</i>	one who commands
dictionary	<i>dico, dictum</i>	a book of words
video	<i>video, visum</i>	to make a recording of moving visual images either digitally or on videotape
visual	<i>video, visum</i>	something seen
monarch	<i>monos</i>	a single ruler
monologue	<i>monos</i>	a single speech
famous/infamous	<i>-ous</i>	well known or notorious
vicious	<i>-ious</i>	nasty
portentous	<i>-ous</i>	relating to bad news (portents)
predict	<i>dico, dictum</i>	to foretell
rebellious	<i>-ious</i>	relating to refusing to follow orders (rebellion)
victorious	<i>-ious</i>	relating to winning (victory)
courageous	<i>-eous</i>	relating to bravery (courage)

CHALLENGE: Draw students’ attention to the Suffix Examples Chart, showing several examples of words that use each suffix. Point out that many of these words could be used to describe Julius Caesar or other characters from the play. Ask students to choose a word and then turn to a partner and use it in a sentence about one of the characters.

–ous	–ious	–eous
disastrous	ambitious	gaseous
enormous	rebellious	courageous
fabulous	glorious	outrageous
scandalous	notorious	advantageous
joyous	religious	nauseous
jealous	delicious	courteous
marvelous	anxious	spontaneous
cantankerous	cautious	miscellaneous
ambiguous	superstitious	simultaneous
	serious	gorgeous

Note to Teacher: Keep the chart displayed, and encourage students to use words from the chart when they write their persuasive text during the Writing Lessons.

- Have students turn to Activity Page 4.2. Briefly review the directions, and do the first item together. Tell students to complete the Activity Page for homework.

WRITING

30 minutes

Write a Persuasive Essay: Plan

Introduce Supporting Evidence

10 minutes

- Remind students that in the previous session they decided what claims, or thesis statements, they were going to make in their persuasive essays.
- Point out that claims cannot stand alone. To persuade the reader that our ideas are right, we need to back up our claims with supporting evidence. Mention that evidence can take many forms. Ask students to come up with some examples of supporting evidence they know about—such as quotations, citations, and experimental results—and write these examples on the board.
- Tell students that because they are writing a persuasive essay about a character, they will be using the text of the play as the source of their evidence. This is called *citing text evidence*.

SUPPORT: Model this process for students by choosing one of the examples of a leadership quality that the class decided was important. For example, choose and use the word *confidence* in a sentence as a claim; write or display it on the board. For example, *Caesar demonstrates a remarkable sense of confidence*.

Next, tell students that you will look through the text for evidence that supports this statement. For example, ask students to reread Caesar’s monologue on page 26 of the “Introduction.” Explain that this statement shows that Caesar considers himself more dangerous than danger itself. This shows confidence. Tell students that this monologue provides supporting evidence for the claim that *Caesar demonstrates a remarkable sense of confidence*.

Develop Ideas

15 minutes

- Tell students to turn to the Finding Text Evidence Activity Page 4.3.
- Tell students to list the leadership traits they chose as their claims in the previous lesson. Then, tell students that they should find details from the play that will support each claim.
- Tell students that to cite a line as evidence, they should take a quotation and put it in quotation marks to show that it is a quote and not the student’s own words. Tell students that after the quotation they should use parentheses to provide a citation, or the information on how a reader can find the source of the quotation.
- **SUPPORT:** Model the process by taking a quotation from Caesar’s monologue to Calpurnia. Write, “As Caesar says to Calpurnia, ‘the valiant never taste of death but once.’ (Act 2, Scene 2, page 127).”
- Tell students that they may paraphrase, or write in their own words, lines from the play as evidence. For example, point out that a good piece of evidence might be one character’s line to another. But in the persuasive essay, it might be awkward to fit such a line into the text. Students can rephrase a line from Caesar to Calpurnia that addresses her directly by saying, “as Caesar says to Calpurnia,” and so on.
- As students write, circulate throughout the room, monitoring students’ progress and providing guidance and support as needed.

Wrap Up

5 minutes

Have several students share with the class examples of their claims and evidence, with citations, on Activity Page 4.3.

Take-Home Material

Morphology

- Have students take home Morphology Activity Page 4.2 and complete it for homework.

Writing

- If students did not complete Activity Page 4.3 during the Writing Lesson, have them complete it for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 5

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min 5 min	Whole Group: <i>The Tragedy of Julius Caesar</i> , Act 2, Scene 1, pages 103–125; Act 2, Scene 2, pages 125–137; Act 2, Scene 3, pages 137–142 Word Work: <i>Resolution</i>	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 5.1
DAY 2: Grammar	15 min	Practice Active and Passive Voice	Activity Page 5.2 Active and Passive Voice Chart
Writing	30 min	Persuasive Essay: Draft: Reasoning Structures	Writing Journals Activity Page 5.3
Take-Home Material	*	Reading, Grammar, Writing	<i>The Tragedy of Julius Caesar</i> Activity Pages 5.2, 5.3
Optional	*	Mid-Unit Comprehension Check	Activity Page PP.1

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Identify how the theme of loyalty is conveyed through details. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Develop reasoning strategies to explain how evidence supports claims. Begin to draft a persuasive essay on leadership qualities. (W.6.1.b, W.6.1.d, W.6.4, W.6.5; WHST.6–8.1.b, WHST.6–8.1.d, WHST.6–8.4, WHST.6–8.5)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Use knowledge of language and its conventions when writing. (L.6.3)

Use strategies, such as using context clues as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify how the theme of loyalty is conveyed through details in the text.*

Grammar

- Display the Active and Passive Voice Chart from Lesson 3.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Whole Group: “Act 2, Scenes 1–3” [pages 103–142]

Review

5 minutes

- Briefly review the main characters and events of Act 1: Julius Caesar is the most powerful man in Rome, but he is threatened by a conspiracy against him. The conspirators, including Cassius and Casca, fear that Caesar’s ambition will lead to him declaring himself a king or dictator. Another man with fears about Caesar’s ambition is Brutus, one of the most famous and well-regarded men in Rome. Brutus is a friend of Caesar’s, but he is troubled by Caesar’s power. At the festival of Lupercalia, the conspirators hear a rumor that the crowd and Mark Antony, one of Caesar’s most trusted friends, tried to crown Caesar. They decided to move forward with their plan against Caesar—but first they want to convince Brutus to join them, because they need his support for their plan to work.

Introduce the Selection

5 minutes

- Tell students they will read Act 2, Scenes 1–3.

- Ask students to refer to Activity Page 1.4, Chart of Themes in the *Tragedy of Julius Caesar*. Tell students that in the scenes that they will read today, *loyalty* is an important theme. Have students list *loyalty* in their chart on Activity Page 1.4 and add related notes as they read.

Note to Teacher: Students may have already listed *loyalty* in their chart on Activity Page 1.4 with notes referring to text they have read in earlier lessons. If there is sufficient space on the chart where *loyalty* is already listed to add notes from Act 2, Scenes 1–3, there is no need to list *loyalty* again. However, if there is not sufficient space, suggest that students record *loyalty* a second time with space for their notes from Act 2, Scenes 1–3.

- Ask students to explain the meaning of *loyalty*. Loyalty is someone’s willingness to support someone or something else, regardless of the consequences.
- Remind students that they have already learned that Brutus has an internal conflict between two things to which he feels loyal—his friend, Julius Caesar, and the Roman Republic. Suggest that Brutus is conflicted because he cannot decide which of his loyalties is more important to him; he cannot choose both.

Core Vocabulary

- Have students turn to page 109 in the Reader.
- Preview the core vocabulary words before reading the chapter.

Note to Teacher: Some teachers prefer to introduce vocabulary word(s) just before students read the page(s) on which the word(s) occur, rather than preview all of the words at once before reading the chapter.

- Begin by telling students that the first vocabulary word they will encounter in the selection is *cavern*.
- Have students find the word on page 109 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary on Activity Book SR.1. Point out that these words are listed in alphabetical order. Have students find the word, and ask a student to read its definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Then have students reference Activity Page 5.1 while you read each word and its meaning, noting the following:
 - The page number (for the first occurrence of the word in the selection) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the selection.

1. **cavern, *n.*** a cave (**109**)
2. **resolution, *n.*** a decision (**113**)

3. **particle, n.** the smallest part or piece of something (113)

4. **outlive, v.** to live longer than (115)

Vocabulary Chart for “Act 2, Scenes 1–3,” pages 103–142		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		cavern outlive particle resolution
Spanish Cognates for Core Vocabulary		resolución
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Identify how the theme of loyalty is conveyed through details in the text.

Read the Selection

20 minutes

Ask for volunteers to read aloud the roles of the six citizens and Brutus, Lucius, Cassius, Casca, Cinna, Decius, Trebonius, Portia, Caesar, Calpurnia, Antony, and the Soothsayer as part of a readers’ theater exercise. You may want these students to come to the front of the classroom to read. Tell the remaining students that they should follow along in their book as others read aloud. The remaining students will also read aloud the part of the crowd.

Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Act 2, Scene 1

[pages 103–105]

Literal Why can’t Brutus sleep?

- o Brutus is trying to decide if he should join the conspiracy to murder Caesar.

Inferential Who is “he” in Brutus’s line, “It must be by his death”?

- o Brutus is talking about Caesar.

[pages 107–109]

Inferential How does Lucius describe the appearance of the men with Cassius? Why are they dressed this way?

- o He describes them trying to hide their faces with hats and cloaks. They are disguising their faces because they are meeting in secret.

SUPPORT: Mention that the phrase “plucked about” means that the hats are pulled down over their ears.

SUPPORT: Point out that Brutus personifies the “conspiracy,” the secret plot, rather than talk about the men themselves in disguise.

Literal What does Brutus mean when he says that conspiracy has a “monstrous visage”?

- o He means that it has an ugly or monstrous face. He is saying that conspiracy is ugly and not a thing anyone approves of.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about Brutus’s speech about conspiracy and shame. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

[page 111–113]

Literal What doesn’t Brutus want to do when he says, “No, not an oath”?

- o He doesn’t want to make a promise or a vow to carry out the conspiracy.

Inferential Brutus says that an oath is not needed because “every drop of blood that every / Roman bears ... is guilty / if he do break the smallest particle / Of any promise.” What does he mean?

- o He says that they do not need to swear an oath because they are all Romans. It is part of their honor that none of them will betray the conspiracy. He is showing that he trusts them because they are Romans.

[page 115]

Inferential Why does Brutus use the language of butchery and slaughter when disagreeing with Cassius?

- o Brutus is blunt about the violence the conspiracy is going to do. He makes it plain that they are going to do bloody work. He wants it to be spoken openly that they are going to spill blood and need to avoid spilling too much.

Evaluative What do you think the language Brutus uses reveals about how he views violence?

- o Accept reasonable answers. Brutus does not like violence just for violence. His language evokes the need not to make a mess or to seem bloodthirsty.

SUPPORT: Point out that Brutus makes a distinction between “hewing” Caesar and “carving” him. This is a distinction between the big strong strokes of a butcher and those of precision, with a knife (of a surgeon).

Inferential What does Brutus mean when he says that Antony “can do no more than Caesar’s arm when Caesar’s head is off”?

- o It means if Caesar is dead, Antony will not be able to act, in the same way Caesar can’t move his arm if his head has been cut off. Brutus is saying that it is not necessary to kill Mark Antony.

[pages 117–119]

Inferential Why does Brutus tell the others to “look fresh and merrily”?

- o Brutus does not want the conspirators to give away their plot against Caesar by looking as if they’re suspicious or plotting something.

CHALLENGE: Prompt students to come up with alternative ways to say “look fresh and merrily.” Students might suggest “act natural” or “pretend nothing’s wrong.”

Evaluative Brutus agrees to join the conspiracy, but the section ends with him in deep thought. What does this thinking reveal about his motivations and loyalties?

- o It reveals that Brutus is still not completely sure how to act. He is still conflicted in his loyalties.

[pages 121–middle of page 125]

Literal What is Portia feeling when she tells Brutus that she might as well not be his wife?

- o Portia is upset that Brutus will not tell her what is bothering him.

Act 2, Scene 2

[middle of page 125–page 131]

Literal What does Calpurnia ask Caesar to do and why?

- o Calpurnia begs Caesar not go to the Senate because she has had nightmares about Caesar dying if he goes out to the Senate.

Inference Calpurnia wants Caesar to say he is unwell, but he refuses to lie. What does this say about his character?

- o Caesar does not want to lie and say he is unwell because he does not want to look weak. Instead, he would rather say that he is not going to the Capitol because he doesn’t want to go.

[pages 131–137]

Inferential What does Decius tell Caesar about Calpurnia’s dream? Why?

- o Decius tells Caesar that he is misinterpreting Calpurnia’s dream; he tells Caesar that the Senate plans to give Caesar the crown today.

He tells Caesar this because he wants to make sure Caesar goes to the Senate House since he has told the other conspirators that he would bring Caesar.

Act 2, Scene 3

[pages 137–143]

Inferential What is the irony in who accompanies Caesar to the Senate?

- o It is ironic that the very men who plan to murder Caesar accompany him to the Senate.

Note to Teacher: If there is not sufficient time to finish reading all of Scene 3 during class, assign the remaining pages for homework.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Refer back to the purpose for reading:

Identify how the theme of loyalty is conveyed through details in the text.

Use the following questions to discuss the selection. For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter, and/or refer to specific images or graphics. If students give one-word answers and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

1. **Literal** Was Brutus loyal to Caesar or to the Roman Republic?
 - o Brutus was loyal to the Roman Republic.
2. **Evaluative** How would you describe Brutus's feelings for Caesar?
 - o Answers should acknowledge that Brutus has complex and conflicting feelings for Caesar. He feels loyal to him personally but fears the damage Caesar will do to Rome.
3. **Inferential** Does Brutus willingly go along with the plot against Caesar, or does he set terms? Cite evidence from the text to support your answer.
 - o Brutus sets terms. Students should point out that Brutus insists Antony is not also killed. Students should realize that Brutus sets terms because he is worried about his divided loyalties and because if he wants to betray his loyalty to Caesar, his loyalty to Rome must be "pure."
4. **Evaluative** How does Brutus's relationship to Caesar compare or contrast to that of the other conspirators? How can you tell?
 - o Brutus is closer to Caesar than the other conspirators are and likes him more than the other conspirators do. Students should point out that the other conspirators express far fewer doubts about the conspiracy than Brutus does.

Refer students back to the Themes in the Tragedy of Julius Caesar Chart Activity Page 1.4. Allow time for students to write supporting details for the loyalty theme on the chart from today's reading.

1. In the selection, you read, “And let us swear our resolution.”
2. Say the word *resolution* with me.
3. *Resolution* means “a decision.”
4. They made a resolution to finish the project.
5. What are some other examples of a resolution? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “Our _____ for the new year is to speak more kindly to others.”]
6. What part of speech is the word *resolution*?
 - o noun

Making Choices

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is about a decision, say *resolution*. If the sentence I read is not about a decision, say *not a resolution*.

1. We all agreed that we would cross the river together.
Resolution.
2. The senators all planned to betray one another.
Resolution.
3. We had no idea what to do about the fire.
Not a resolution.
4. I pledged to my parents that I would do my best to be on the honor roll at school.
Resolution.

Take-Home Material

Reading

Tell students to finish reading Act 2, Scenes 2–3, pages 135–141 if they did not finish reading them in class and complete Activity Page 1.4 for homework.

GRAMMAR**Active and Passive Voice****Practice Active and Passive Voice****15 minutes**

- Remind students about active and passive voice by referring to the Active and Passive Voice Chart in Lesson 3.
- Remind students that most sentences should be written in the active voice, which is clearer and more forceful than the passive voice. In the students' own writing in this unit, they should write in the active voice wherever possible. The active voice also reinforces the literary present tense they should also use.
- Tell students that they will practice using the active and passive voice by writing sentences. Students will also practice how to turn a sentence from from passive to active. Point out that because students' own writing should be in the active voice, learning how to change sentences from passive to active will help them edit their essays.
- Have students turn to Activity Page 5.2. Briefly review the directions and complete the first item together. Tell students to identify the voice of the verb in the next sentence and then to change the voice as instructed. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

WRITING**30 minutes****Write a Persuasive Essay: Draft****Introduce Reasoning Structures****5 minutes**

- Tell students that the final element of a good argumentative paragraph is analysis or reasoning. The role of analysis and reasoning is to connect evidence to the claim and show why and to what extent the evidence functions in support of the claim.
- Point out that not all evidence for a claim is good evidence for a claim or sufficient (enough) evidence for a claim. Through reasoning, students can show the reader why their evidence demonstrates their claim and why they think it is a significant or especially important piece of evidence.
- Tell students to turn to Activity Page 5.3. On this page are several frames showing different types of reasoning strategies. Tell students they will use this Activity Page to begin working out the reasoning structures they will use in their own essays. Read through and review the different types of frames with students.

- Model the process of choosing and filling out a reasoning structure by doing the first example in front of the class. Choose “Cause and effect.” Tell students that you want to show that one way in which Caesar was not a good leader was that he did not trust good advice. Say, display, or write on the board, “Because Caesar did not listen to Calpurnia’s warning, he walked into the trap laid by the conspirators.” Point out that the first part of this sentence shows the cause and the second shows the effect. This provides evidence that Caesar had certain qualities that led directly to certain consequences.
- Prompt students for ideas to fill in the frame for the Definition structure. (*A leader is someone who shows courage, but Caesar shows arrogance when he ignores the warnings regarding his fate.*)

Practice Reasoning Structures

10 minutes

- Assign students to work with partners or in small groups to write a sample sentence or statement for each reasoning strategy frame on Activity Page 5.3.
- As students write, circulate throughout the room, monitoring students’ progress and providing guidance and support as needed.

SUPPORT: For students who may have difficulty coming up with original sentences, work with their group to prompt ideas using examples you help them draw from the text.

Draft a Persuasive Essay

10 minutes

- In the final part of the session, direct students to use the planning materials they have worked on so far to begin writing first drafts of their persuasive essays. Remind students to make claims, provide evidence, and use the reasoning structures to explore and demonstrate the significance of the evidence provided.

Wrap Up

5 minutes

Have several students share examples of their reasoning structure sentences based on the frames on Activity Page 5.3 with the class.

Take-Home Material

Grammar

- Have students take home Grammar Activity Page 5.2 and complete it for homework.

Writing

- If students did not complete Activity Page 5.3 during the Writing Lesson, have them complete it for homework.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Mid-Unit Comprehension Check

- You may wish to pause one day before proceeding to Lesson 6 so you can assess students' reading comprehension in the first half of this unit.
- During your next ELA period, administer the Mid-Unit Comprehension Check on Activity Page PP.1. This assessment will take approximately 30–45 minutes for students to complete.
- You may choose to collect the comprehension checks so a grade can be assigned, and/or you may review the answers with students after they complete the assessment. This is a good opportunity to use the Tens scoring system to gather formative assessment data. Information about the Tens scoring system appears in the Teacher Resources section of this Teacher Guide.
- You may use the remainder of the period for remediation and/or enrichment, including having students reread reading passages or making use of the Pausing Point activities on pages 126–129 of this Teacher Guide.

Lesson 6

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: <i>The Tragedy of Julius Caesar</i> , Act 3, Scene 1, pages 143–160; Act 3, Scene 2, pages 160–190	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 6.1
DAY 2: Grammar	15 min	Introduce Frequently Confused Words	Frequently Confused Words Chart Activity Page 6.2
Writing	30 min	Persuasive Essay Draft: Evidence	Activity Pages 5.3, 6.3 Writing Journals
Take-Home Material	*	Reading, Grammar, Writing	<i>The Tragedy of Julius Caesar</i> Activity Pages 6.2, 6.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine the impact of word choice on thematic meaning and tone. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Practice how to introduce scenes, quotations, and citations as evidence in a persuasive essay and continue drafting. (W.6.1.c, W.6.1.d, W.6.4, W.6.5; WHST.6–8.1.c, WHST.6–8.1.d, WHST.6–8.4)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Use strategies, such as using context clues as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify how the theme of persuasion is conveyed through details in the text.*

Grammar

- Create and display the Frequently Confused Words Chart shown on page 81.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Whole Group: Act 3, Scenes 1 and 2 [pages 143–190]

Review

5 minutes

- Remind students that in the previous lesson, Caesar was on his way to the Senate/Capitol, ignoring the warnings he had been given.

Introduce the Selection

5 minutes

- Tell students they will read Act 3, Scenes 1 and 2.
- Tell students that the key theme for today is *persuasion*. Have students record it in their Themes in the Tragedy of Julius Caesar Chart on Activity Page 1.4 and add related notes as they read. Tell students to pay attention to the techniques that Brutus and Antony use as they attempt to persuade the crowd. Tell students to ask themselves: Who is more persuasive, and why?

Core Vocabulary

- Preview the core vocabulary using the routine established in the Core Vocabulary section of Reading Lessons 1–5 of this unit.
- Begin with *countrymen* on page 171 of the Reader.

1. **countrymen, *n.*** people from the same country **(171)**

Vocabulary Chart for “Act 3, Scenes 1 and 2,” pages 141–190		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		countrymen
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	Lend me your ears	

- Read the purpose for reading from the board/chart paper:

Identify how the theme of persuasion is conveyed through details in the text.

Read the Selection

30 minutes

Have students read the roles as a reader’s theatre experience, using established practices.

Act 3, Scene 1

[pages 143–149]

Literal Why does Metellus Cimber kneel before Caesar? What is the plan?

- o He uses the ploy of speaking for his banished brother to get Caesar’s attention. The other conspirators gather and appear to support Metellus Cimber. This sets the stage for Caesar to be murdered.

[pages 151–155]

Literal Why does Publius freeze?

- o He was a supporter of Caesar, and he doesn’t know if the conspirators will harm him. He is shocked by what has happened.

[pages 157–163]

Literal What does Mark Antony ask with regard to Caesar’s funeral?

- o He asks to speak at Caesar’s funeral.

Literal Why is Cassius concerned when Brutus says that Mark Antony may speak at Caesar's funeral? How does Brutus respond?

- o Cassius knows that Mark Antony was a close friend to Caesar. Cassius is afraid that whatever Mark Antony says at the funeral may persuade others to react negatively to the conspirators. Brutus reassures Cassius that there is nothing to worry about.

[page 165–top of page 169]

Literal After everyone else leaves the scene, what does Mark Antony's speech reveal about his true feelings?

- o Mark Antony does not agree with the conspirators. He seems to be apologizing to Caesar's body for the plot to kill Caesar. He describes Caesar as "...the noblest man that ever lived" He also predicts that when others learn of Caesar's assassination, a civil war will erupt between those who supported Caesar and the conspirators.

Act 3, Scene 2

[middle of page 169–page 171]

Literal Brutus says that Caesar was "ambitious" and that is why he killed him. What does he mean by "ambitious"?

- o He means that Caesar wanted to seize power for himself; he means that Caesar wouldn't stop seeking more power.

Literal How does Brutus present himself to the crowd?

- o He presents himself to the crowd as a fellow Roman and as an honorable man, who was moved to commit murder by his "cause." He presents himself as a just and honorable son of Rome.

Inferential The phrase "so base that would be a bondman" means "so pathetic that he would be a slave." What is Brutus asking the crowd?

- o He is asking them if anyone is so pathetic that they would consent to being enslaved by Caesar.

Evaluative What is Brutus doing by asking the crowd this question?

- o He is asking the crowd to admit that they would have acted the same way, because none of them would wish to be enslaved. Brutus means to provoke thought rather than verbal answers.

[Encourage students to notice that Brutus's speech isn't written like the rest of the text. His speech is not written in verse (poetry) but instead in prose (plain speech). Ask students to think about why Shakespeare chooses this style and how it contrasts with Antony's speech later in the scene.]

[pages 171–173]

Evaluative What role do the citizens play in this scene? What do their lines tell the audience?

- o The citizens show the mood of the crowd. Their lines tell the audience how the crowd is responding to the speeches made by the main characters.

Inferential What is the mood of the crowd as Antony arrives?

- o They are feeling positive about Brutus and the conspirators.

[pages 175–177]

[Point out to students that the opening line of Antony’s speech is one of the best-remembered lines in Shakespeare. The phrase “lend me your ears” means “listen to me.”]

Inferential How does Antony’s opening line contrast with Brutus’s? What does his choice of words tell you about how he intends to persuade the crowd?

- o Antony addresses the crowd as “friends,” which Brutus does not. Antony asks the crowd to “lend” him their ears, while Brutus asks the crowd to respect his honor. Antony is aiming to persuade the crowd by associating himself with them and treating them as if he is a friend of theirs, rather than holding himself above them as Brutus does. He is making a popular appeal.

Inferential Why does Antony say he comes not to praise Caesar, but to bury him?

- o He knows the crowd has been whipped up against Caesar. He wants to suggest he’s on the crowd’s side so they will let him speak.

Inferential What is a summary of Antony’s argument?

- o Antony is saying that Caesar was not a tyrant or ambitious because he was always generous to the people of Rome. The people who are ambitious, he argues, are those who hated Caesar.

Inferential Why does Antony repeat that Brutus and the conspirators are “honorable” and that Caesar was called “ambitious”?

- o Student answers may include: through his examples and appeals to the crowd, Antony turns the claims of the conspirators against them. He repeats the claims that the conspirators are “honorable” as he tries to convince the crowd that this is not true and that it is just the way the conspirators think of themselves. He tells the crowd that Caesar was not really ambitious because he gave so much to the people of Rome and also refused the crown in public. He wants the crowd to think of the conspirators as ambitious and Caesar as honorable, instead.

Inferential Why does Antony say “Bear with me; My heart is in the coffin there with Caesar”?

- o He is making an emotional appeal to the audience by displaying his own grief. He is saying that he is grieving for Caesar, or brokenhearted.

[page 179]

Inferential How has the attitude of the citizens changed after Antony's speech?

- o They have changed their minds about Caesar and Antony.

Inferential Why do the citizens speak in the scene after Antony pauses? What message about Antony's speech does this give to the audience?

- o The citizens speak to show the reaction of the crowd to the speech. The message is that Antony's speech has been effective in changing the mood of the audience. It shows that his speech is working.

[page 181]

Inferential Why does Antony insist he doesn't want to cause a mutiny (rebellion) against Brutus and Cassius? Is he telling the truth?

- o He is not telling the truth, but he does not want to be seen acting openly against the conspirators. He is in danger after Caesar's death. He wants to convince the crowd to act but to limit the danger to himself.

SUPPORT: A will is a document someone makes before they die that tells those left behind how to divide their possessions.

CHALLENGE: Ask students to write their own version of Caesar's will, expressing their feelings about Rome and its people and what should be done with his possessions after his death.

Literal What does Antony fear will be the consequence of the crowd hearing Caesar's will?

- o It will make them angry; it will "inflame" their anger.

Literal What does it mean that the people of Rome are Caesar's heirs?

- o Caesar left his wealth to the people.

Inferential How does the dialogue of the citizens show their changing mood in this section?

- o Their language is growing more violent and bloodthirsty, for instance calling the conspirators "villains," "traitors," "murderers." They have moved on significantly from warning Antony not to speak ill of Brutus.

Inferential How does Antony's descent from the pulpit express his relationship to the crowd?

- o Antony descends from his high platform to join the crowd with Caesar's body, below. He expresses that he is just like the other Romans, not arrogantly holding himself above them. He is showing himself as "a man of the people."

[page 183]

[Point out to students that throughout this scene, the body of Caesar would be lying on the stage. Although the character is dead, he still has a central role in the drama.]

Inferential Why does Antony show the crowd Caesar's bloody robe?

- o He shows the bloody robe to emphasize the violence that was done to Caesar. It makes the death of Caesar seem crueler.

Literal How does Antony describe Brutus?

- o He describes Brutus as “well-beloved” by Caesar, pointing out that he made the “most unkindest cut.”

Evaluative How do you think Antony’s particular choice of words is meant to affect the crowd? Do you think his words are effective? Why?

- o Answers will vary but may state that Antony is trying to make the crowd understand Brutus’s betrayal as something immortal or unforgiveable by pointing out how close he was to Caesar. Students should state reasons for why they think his words are or are not effective.

SUPPORT: *Marred* means “marked” or “damaged”; the implication is that Caesar’s many wounds are visible to the crowd.

Inferential How do Antony’s actions at the end of this section escalate his appeal to the crowd?

- o Having shown them Caesar’s bloody robe, he then shows them his body. This makes the murder even more shocking and their connection to the murdered Caesar even closer.

Literal How does Antony’s way of addressing the conspirators change at this point?

- o He calls the people who murdered Caesar “traitors” rather than “honorable men.”

[pages 185–187]

Evaluative Why does Antony say he is not an orator (fine speaker) like Brutus is? Do you think this is true? Explain your answer.

- o Students should point out that it does not seem to be true. Antony says that he is not a fine speaker because he is posing as a man of the people. He is suggesting that Brutus is arrogant and manipulative while he [Antony] is blunt and straightforward.

Inferential What is the meaning of Antony’s statement that he has “neither wit, nor words, nor worth”?

- o He is being modest, saying that he doesn’t have the intelligence or skill to stir the crowd to do anything.

[page 189]

SUPPORT: “Every several” is an old way of saying “every individual.” It means that every single citizen of Rome will receive money. The 75 drachmas is a generous but not life-changing amount of money, but everyone receives it equally.

Evaluative Why does Antony use Caesar’s will as the end of his speech? Why did he not begin with it?

- o Antony wants to get the crowd on his side first and persuade them of his, and Caesar’s, generosity. The fact that the will orders a gift of money for every Roman is a way of sealing the deal he has been making with them. It is evidence for Antony’s claims that Caesar loved Rome and its people. It also reinforces the contrast Antony is

making whereby the conspirators killed Caesar and expect the Romans to just accept it. Antony is making them an offer instead.

Evaluative How does Antony's mood seem to change at the end of the scene?

- o He changes from a tone of grief and humility to one of satisfaction and anticipation of his plan working.

CHALLENGE: If students have a good grasp on persuasive strategies, suggest that they make a print or digital glossary of the strategies used in these speeches with examples taken from advertising.

Discuss Selection and Wrap Up the Lesson

5 minutes

Refer to the purpose for reading:

Identify how the theme of persuasion is conveyed through details in the text.

Refer students back to the Themes in the Tragedy of Julius Caesar Chart Activity Page 1.4. Allow time for students to write supporting details for the persuasive theme on the chart from today's reading. Ask volunteers to share their answers. Then use the following questions to lead a discussion with the class.

1. **Evaluative** Who is more persuasive in the scene, Brutus or Antony?
 - o Student answers are likely to say that Antony is more persuasive in the scene.
2. **Literal** What strategies does Brutus use to try to persuade the crowd?
 - o Brutus explains to the crowd what the conspirators have done and appeals to his honor and that of his fellow conspirators. He argues that Caesar was too ambitious and would have harmed Rome.
3. **Literal** What strategies does Antony use to try to persuade the crowd?
 - o Antony portrays himself as an ordinary Roman who simply loved Caesar. He associates himself with the crowd and tells them how much Caesar loved them. He displays Caesar's bloody cloak and wounds and reveals that Caesar left the crowd money in his will. He convinces the crowd that the conspirators are actually selfish and ambitious themselves.
4. **Evaluative** Is Antony's appeal to the crowd dangerous?
 - o Student answers may vary and include: yes, because Antony is effectively bribing the crowd and inflaming them against his enemies; no, Antony is only reminding the crowd what Caesar did for them and showing that the conspirators are lying about their own ambitions.
5. **Evaluative** Who seems to be acting in the best interests of Rome and Romans, if anyone? Explain your answer.
 - o Student answers may vary but may name Brutus and the conspirators because they sought to end Caesar's ambition; Antony, by avenging Caesar and revealing the ambitions of the conspirators; nobody, because everyone is just trying to advance their own agenda.

Note to Teacher: If there is not sufficient time to finish reading all of Scene 2 during class, assign the remaining pages for homework.

Take-Home Material

Reading

Tell students to finish reading Act 3, Scene 2 for homework, if necessary.

DAY 2

GRAMMAR

15 minutes

Frequently Confused Words: *sit/set*, *lie/lay*, and *rise/raise*

Introduce Frequently Confused Words

15 minutes

- Tell students that today they will examine some verbs that are easily confused for one another. Students will learn the difference between these words and how to use them correctly.
- Direct students' attention to the Frequently Confused Words Chart.

Verb	Meaning	Usage
sit	to sit down	When someone sits
set	to put something down	When something is put down ("set down")
lie	to lie down / to say something untrue	When someone lies down / when someone says something untrue
lay	to put something down	When something is put down, especially put down carefully or flat
rise	to get up	When someone or something gets up
raise	to get something up	When someone or something is moved upward or brought up (as in a question)

- Point out to students that one of the main ways to distinguish between *sit/set*, *lie/lay*, and *rise/raise* is that the second option in each of these confused word pairs takes a direct object. They are called *transitive verbs*. For example, write the following on the board: I sit down. / I set the book down. Point out that "the book" in the second sentence is a direct object.
- Tell students to look at the examples on Activity Page 6.2. These sentences all have an option for which word should be used to complete the sentence.
- Read the first example aloud with students. Tell students that the right word to use in this sentence is *set*. Write *set* on the line provided.
- Tell students to complete the next sentences on the Activity Page. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

Write a Persuasive Text: Draft

Practice Adding Text Evidence

10 minutes

- Tell students that in their persuasive essays, they will need to introduce evidence—quotations and paraphrases—into their reasoning or analysis sentences, to provide evidence of their claims.
- Tell students to look back at the reasoning examples they worked on in the previous lesson. These should be found on Activity Page 5.3.
- Have students turn to Activity Page 6.3.
- Tell students to use work they have done on reasoning sentences and evidence in previous lessons to begin filling in the examples on Activity Page 6.3. Circulate around the room to provide support as needed.

SUPPORT: Model the process by picking the first example, Cause and Effect, which builds on the example you used in the previous lesson. Narrate out loud as you choose something Caesar says in the play, such as “In the play, Caesar believes that Decius is telling the truth about his interpretation of Calpurnia’s dream (Act 2, Scene 2, page 133). This shows that Caesar is unable to listen to good advice.”

SUPPORT: Remind students how to properly cite evidence from the text, by providing act, scene, page, and line numbers where appropriate, in parentheses following a quotation or paraphrase.

Draft a Persuasive Essay

15 minutes

- Have students continue to draft their persuasive essays in their Writing Journals, using the planning and drafting exercises they have been completing in their Activity Books. Remind students to integrate all the steps and techniques they have been using so far in the Writing Lessons.
- Circulate around the room to provide support as necessary.

SUPPORT: For students who may need additional assistance, work in a small group, or encourage students to work in pairs. Go through the steps of writing a claim, providing evidence, reasoning, and proper citations as necessary.

Wrap Up

5 minutes

Have several students share items on Activity Page 6.3 with the class. If students did not complete the exercise in class, have them complete it for homework.

Take-Home Material

Writing

- If students did not complete Activity Page 6.3 during the Writing Lesson, have them complete it for homework and continue drafting in their Writing Journals.

Fluency (optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 7

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	45 min	Whole Group: <i>The Tragedy of Julius Caesar</i> , Act 3, Scene 2, pp. 171–190	<i>The Tragedy of Julius Caesar</i> Movie clips of Brutus's and Antony's speeches at Caesar's funeral Activity Page 7.1
DAY 2: Grammar	15 min	Practice Frequently Confused Words	Activity Page 7.2
Writing	30 min	Persuasive Essay: Draft	Writing Journals Activity Page 7.3
Take-Home Material	*	Grammar, Writing, Enrichment	Activity Pages 7.2, 7.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (RL.6.7)

Writing

Develop introductions and concluding statements for a persuasive essay. (W.6.1.e, W.6.1.d, W.6.4, W.6.5; WHST.6–8.1.a, WHST.6–8.1.d, WHST.6–8.1.e, WHST.6–8.4, WHST.6–8.5)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Interpret information presented in diverse media formats. (SL.6.2)

Language

Demonstrate command of the conventions of English grammar and usage. (L.6.1)

Use strategies, such as using context clues, Greek and Latin roots and affixes, as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a–d)

ADVANCE PREPARATION

Reading

- Find and prepare videos from movies or filmed productions of Brutus's and Antony's speeches from *The Tragedy of Julius Caesar*, Act 3, Scene 2. Examples of Brutus's speech and Antony's speech from the 1953 movie *Julius Caesar* can be found in the Online Resources, which can be downloaded at the following link: <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>.
- Write the purpose for reading on the board/chart paper. *Compare and contrast the experience of reading a literary work to listening to or viewing a version of the text, including contrasting what you "see" and "hear" when reading the text to what you perceive when you listen or watch.*

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Whole Group: Act 3, Scene 2 [pages 171–190]

Review the Selection

5 minutes

- Remind students that in the previous lesson, they read the speeches made by Brutus and Mark Antony at Caesar's funeral. Both men make appeals to the crowd. Brutus's speech attempts to convince the people of Rome that the conspiracy against Caesar was justified and that the conspirators acted for the good of Rome.
- Mark Antony, on the other hand, makes a direct and emotional appeal to the people. He begs them to remember how much Caesar had loved Romans and made them wealthy. He twists the words of Brutus and the other conspirators, calling their motives into question by raising the idea that it is they, not Caesar, who are ambitious. Antony displays the bloody cloak and body of Caesar and reads aloud Caesar's will, which includes a generous gift of money for all Romans. Antony's speech turns the crowd against Brutus and the conspirators, who leave the scene calling for revenge.
- Remind students that the main characters in this scene are Brutus, Mark Antony, and the citizens of Rome who speak for the crowd.

- Tell students they will watch filmed versions of Brutus's and Antony's speeches at Caesar's funeral while following along in the reader.
- Remind students that *The Tragedy of Julius Caesar* is a play. While it has been published and read for centuries, it was always intended to be experienced, primarily, as a theatrical production.
- Tell students that watching a play, in the theater or in a movie adaptation, is a different experience from reading it. When we read a play, we get to imagine the characters a certain way. We get to decide how they speak their lines and what actions they take, according to our own interpretation of the play. In a production, all those decisions are made by actors, directors, set designers, and many others. Hearing lines spoken aloud by actors can give us a very different interpretation of the lines and their emphasis than one we can come up with ourselves. Decisions about costumes (what actors wear) and setting (how the scenes are set up visually) can often provoke the audience to consider the relevance of historical material like *The Tragedy of Julius Caesar* to their own lives. Tell students that performances of *The Tragedy of Julius Caesar* have sometimes been staged as if it were the modern day, to establish connections between the politics in the play and political events in a contemporary era.

Note to Teacher: To reinforce this point, you may wish to find and display still images or video clips from performances of *The Tragedy of Julius Caesar* that use setting and costuming to establish different resonances between the play and contemporary culture. Links can be found at in the Online Resources in the Unit 5 Digital Components at <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>.

- Read the purpose for reading from the board/chart paper:

Compare and contrast the experience of reading a literary work to listening to or viewing a version of the text, including contrasting what you “see” and “hear” when reading the text to what you perceive when you listen or watch.

Note to Teacher: In this lesson, students will be viewing performances of the play rather than reading. It may be too distracting to have students try to follow along in the text. If desired, you can instruct students to have the text open to page 171 if they want to compare the performance and the text. Or you may choose to have students compare and contrast the text and performance after viewing it.

View the Scenes

30 minutes

Tell students to turn to the Comparing Visual and Written Speeches Activity Page 7.1. Students should use this page to take notes comparing the experience of viewing and reading the speeches. Watch the two speeches, starting with Brutus's speech to the crowd. Occasionally pause to ask questions in order to check for understanding and draw students' attention to key vocabulary and concepts. Use the guided reading supports listed below for this purpose. After finishing Brutus's speech, pause and ask questions before continuing by viewing Mark Antony's speech.

Watch Brutus's Speech

[Watch Brutus's speech, which corresponds to pages 171–173 in the text.]

Evaluative How do you think the presence of the noisy crowd affects the tone of the scene?

- o Student answers may vary but may include: it makes it clearer that the speakers have to make themselves heard; it shows how large and dangerous the crowd of Rome might be; it shows how brave Brutus is to speak to them alone; it makes the scene more lively and chaotic than the written version.

Inferential Why does Brutus open his arms to gesture to the crowd when he says, “But that I loved Rome more”?

- o He does it to appeal directly to the crowd. Brutus gestures at the Romans to indicate that when he says he loves Rome, he means them.

Literal What does Brutus mean when he asks the crowd if they are base, vile, and rude?

- o Brutus is asking if they are pathetic or cowardly.

Evaluative How does the presence of the large and noisy crowd in the film affect your interpretation of Brutus's questions to the crowd (“who is here so rude that would not be a Roman”) when compared to the text?

- o Student answers should suggest that it is clearer in the film than in the written text that Brutus is appealing to the passions and opinions of the crowd. Students might point out that the actor's performance brings Brutus's words and actions to life and makes them more understandable as appeals to the crowd than the prose in the play does.

Inferential What impact does the woman's scream have on the tone of the scene and Brutus's performance?

- o Students may suggest that it changes Brutus's tone and that of the scene from confidence and satisfaction at his speech to unease at the presence of Caesar's body. It shows that Brutus does not have the situation under control.

[Pause when Antony arrives holding Caesar's shrouded body]

Literal What is Mark Antony holding?

- o Mark Antony is holding Caesar's body.

Literal What is the reaction of both the crowd and Brutus to Antony's arrival with the body?

- o Students may suggest silence, stunned silence, surprise, shock.

SUPPORT: In the text of the play, Caesar's body is already on display when Brutus speaks.

Evaluative Why might the directors have chosen to have Antony show up with Caesar's body in the middle of Brutus's speech?

- o Student answers will vary. Students may point out that it suddenly punctures Brutus's confidence and begins the turn of the crowd against him. It is more shocking and exciting for the audience watching the movie.

[After finishing the clip of Brutus's speech, pause and discuss some of the points students have written on Activity Page 7.1.]

Watch Antony's Speech

[Once students are ready to continue, play the clip of Antony's speech, and tell students to follow along on pages 175–190.]

Inferential What mood does the actor playing Antony seem to portray?

- o Students should suggest that Antony seems angry.

Inferential How does the actor convey Antony's emotions?

- o The actor conveys emotions by raising his voice to punctuate certain points and with strong gestures with his arms. He also adjusts how he looks at the crowd from different angles.

[Pause just as Antony turns away from the crowd.]

Inferential Why does Antony turn away from the crowd? How had his emotional performance developed as he spoke?

- o Antony appears more agitated and visibly upset. He turns away as if to emphasize that he has become overwhelmed by his feelings.

[Play again, until after Antony looks up, facing away from the crowd.]

SUPPORT Antony stutters the word “pause” to emphasize that he is upset and cannot speak clearly.

Evaluative Antony turns away from the crowd, but the camera shows a particular expression on his face. What do you think is the meaning of this expression, and why does the camera show it?

- o The expression is one of calculation or thought. Antony is waiting to see how the crowd will react. He does not seem actually to be upset. This reveals that he is performing a role as part of a plan. The camera shows this to the audience watching the movie, but the crowd in the scene does not know they are being tricked.

Literal Is this gesture of Antony's (turning away) in the text of the play?

- o No.

[Begin playing the clip again, until the end.]

Inferential How is the crowd portrayed after Antony shows them Caesar's will?

- o The crowd is frenzied, desperate to hear the will; they are not shown in a very favorable or friendly way.

Inferential How has Antony's mood changed by the end of his speech? Why might this be?

- o Antony seems more confident, more at ease speaking with the crowd. It might be because he senses that the crowd is on his side.

Inferential Why does Antony get down on one knee at the end of the clip?

- o Antony is lowering himself to the crowd's level, ready to join them in reading the will.

[When the clip is finished, pause and encourage students to share some more of their comments they have written on Activity Page 7.1.]

Call students' attention again to the purpose for reading:

Compare and contrast the experience of reading a literary work to listening to or viewing a version of the text, including contrasting what you “see” and “hear” when reading the text to what you perceive when you listen or watch.

Remind students that plays are primarily meant to be seen, rather than read. Use the following questions and the notes students have made on their Activity Books to guide a discussion on how viewing the speeches is a different experience from reading them.

- How does the effectiveness of Brutus and Antony as speakers compare in the written play versus the video clips?
- Do you think the emotions of the speakers were better conveyed in the text or in the video clips?
- Which version makes it easier to understand the word choices and persuasive strategies the speakers are using?
- Which version would you recommend to someone who wants to understand what is happening in these speeches?

DAY 2

GRAMMAR

15 minutes

Frequently Confused Words *sit/set*, *lie/lay*, and *rise/raise*

Practice Frequently Confused Words

15 minutes

- Remind students that they previously learned about some frequently confused words: *sit/set*, *lie/lay*, and *rise/raise*. Tell students to consult the chart that introduced these words, their meanings, and their uses, which was featured in Lesson 6.
- Remind students that the main difference between these words is that *set*, *lay*, and *raise* are transitive verbs and take a direct object when used in a sentence. This means that they refer to an action done to something else.
- Write the following examples on the board:

o We sit on the floor.

o We set the ball on the ground.

Point out that in the second sentence, “the ball” is the direct object, the thing being acted upon by the verb “set.” Emphasize that “we set on the ground” would be wrong, as would “we sit the ball on the ground.”

- Work through some more examples with the class by writing these examples on the board.
 - o We should lie down and rest.
 - o We lay the fork on the table.

Encourage students to tell you why you have chosen these words in those sentences. Point out to students that “lay” takes the direct object “the fork.”

- Then as a final example, write:
 - o They rise up in anger.
 - o We raise our points at the meeting.

Encourage students once again to tell you why these words have been chosen for these sentences.

- Have students turn to Activity Page 7.2. Briefly review together the directions and the first exercise on the page. Tell students to complete the next exercises on their own. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the Activity Page for homework.

WRITING

30 minutes

Write a Persuasive Essay: Draft

Introduce Framing an Argument

10 minutes

- Tell students that it is vital to add an introduction and concluding statement to their persuasive essay. A strong introduction and conclusion “frame” an essay’s thesis statement (which is also sometimes called the argument or main idea of the essay) by stating clearly what the thesis statement is and finishing with a statement that summarizes the claims, evidence, and analysis contained within.
- Tell students to turn to Activity Page 7.3. On this page are some statements that students can use to practice writing introductions and conclusions. Read the statements together with students, and explain how they function.
- Point out that the introduction example states plainly that the theme of the essay is leadership. The introduction says why leadership is important (it is an important quality in government), and this helps the reader to see why the argument is relevant or noteworthy.
- Point out that the conclusion summarizes the argument. It states what Caesar’s leadership caused to happen and whether he is a good model or not. This gives the reader something to think about in the future.
- Tell students to use the frames to create their own introduction and conclusion for their persuasive essay. Circulate around the class to give assistance as necessary.

CHALLENGE: For students who will appreciate an extra challenge, assign them to write their own introductions and conclusions from scratch.

SUPPORT: For students who may require extra help, assign them to work in pairs or a group. Demonstrate how students make their decisions about how to fill in the introduction or conclusion frames. Have students discuss what choices they are making and why.

Draft a Persuasive Essay

15 minutes

- Have students work independently to continue drafting their persuasive essays. Tell students to use the work on introductions and conclusions to integrate these elements into the essays they are drafting in their Writing Journals.
- As students write, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: Remind students to make sure all the elements of their essay make sense when put together. Because students have been drafting different elements of their essay, they should work to make sure the argument is coherent from beginning to end. Encourage students to read through their own work and see if it makes sense.

Wrap Up

5 minutes

Have several students share some of their introductions and conclusions on Activity Page 7.3 with the class.

If students need additional time, they can complete their drafts for homework.

Take-Home Material

Grammar

- Have students take home Grammar Activity Page 7.2 and complete it for homework.

Writing

- If students did not complete Activity Page 7.3 during the Writing Lesson, have them complete it for homework.
- Students should finish drafting their persuasive essays for homework.

Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 8

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Whole Group: <i>The Tragedy of Julius Caesar</i> : Act 3, Scene 3, pages 191–195; Act 4, Scene 1, pages 197–201; Act 4, Scene 2, pages 201–222	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 8.1
	5 min	Word Work: <i>Confess</i>	
DAY 2: Grammar	15 min	Introduce Spelling Words	Spelling Words Chart Activity Page 8.2
Writing	30 min	Persuasive Essay: Peer Review and Revise	Writing Journals Activity Pages 8.3, 8.4 Persuasive Essay Rubric
Take-Home Material	*	Spelling, Writing	Writing Journals Activity Page 8.2

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine a theme based on how characters respond to conflict. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Review the work of another student and use the review to guide revisions of a persuasive essay. (W.6.4, W.6.5; WHST.6–8.4, WHST.6–8.5)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Language

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1, L.6.1.e)

Use phonics and syllabication to spell words correctly. (L.6.2.b)

Use strategies, such as using context clues, Greek and Latin affixes, as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a–d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify how the theme of guilt is conveyed through details in the text.*

Spelling

- Create and display the Spelling Words Chart on Spelling Lesson page 99.

Writing

- Enlarge and display the Persuasive Essay Rubric, which can be found on page 150 of the Teacher Resources.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Whole Group: Act 3, Scene 3 [pages 191–195]; **Act 4, Scenes 1 and 2** [pages 197–222]

Review

5 minutes

- Remind students that Caesar was murdered by the conspirators at the beginning of Act 3. The action in the play is now driven by the struggle between powerful Romans to control Rome after Caesar's death.
- Remind students that in the previous two Reading lessons, they read and watched the speeches made by Brutus, who was part of the conspiracy against Caesar, and Mark Antony, who remained Caesar's close friend.

Introduce the Selections

5 minutes

- Tell students they will read Act 3, Scene 3 and Act 4, Scenes 1 and 2 from *The Tragedy of Julius Caesar*.
- Tell students that the events they will read take place in the camp where the army raised by Brutus and Cassius is staying, at Sardis on the west coast of what is now Turkey. This region was a part of Roman territory at the time, but it is a long way from the city of

Rome itself. Antony and Octavius have been so successful at turning Romans against the conspirators that Brutus and Cassius have had to go this far afield to find reliable supporters.

- Point out that the conspirators are not safe. Antony and Octavius are chasing them, and they will soon fight.
- Tell students that the theme to think about as they read is *guilt*. Have students record it in their Themes in the Tragedy of Julius Caesar Chart on Activity Page 1.4 and add related notes as they read. Ask students to consider how guilt becomes the primary motivator of Brutus's actions. Does Brutus regret what he has done or only how consequences have turned against him?

Core Vocabulary

- Preview the core vocabulary words using the routine established in the Core Vocabulary section of Lessons 1–5 of this unit.
- Begin with *bribes* on page 203 of *The Tragedy of Julius Caesar*.

1. **bribe, n.** money paid to someone for a favor, usually illegal (**bribes**) (203)
2. **confess, v.** to admit (209)

Vocabulary Chart for “Act 3, Scene 3,” pages 191–195; “Act 4, Scenes 1 and 2,” pages 197–222		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		bribes confess
Spanish Cognates for Core Vocabulary		confesar
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Identify how the theme of guilt is conveyed through details in the text.

Read the Selections

20 minutes

Have students read the roles as a reader's theatre experience, using established practices.

Act 3, Scene 3

[pages 191–195]

Inferential If Cinna the Poet is dreaming of a “feast with Caesar,” what does he fear will happen?

- o Cinna is afraid of dying; Caesar is dead, and so a feast with him would take place in the afterlife.

Literal In what mood are the citizens? What do they want?

- o They are in a bloodthirsty mood. They want revenge on the killers of Caesar.

Literal What mistake do the citizens make when they hear Cinna’s name? Who do they think he is?

- o They think he is Cinna, one of the conspirators against Caesar, but he is a different man with the same name.

Inferential The citizens say, “Tear him for his bad verses,” when Cinna tells them his job. What does this tell you about the crowd’s motivations?

- o It shows that the people are so angry and bloodthirsty that they will satisfy their anger on anyone, on the flimsiest pretext. The crowd is out of control and too furious to see reason.

Inferential How does this scene convey the consequences of Caesar’s death and Antony’s speech?

- o This scene shows that the crowd is maddened by Caesar’s death, especially after Antony has turned them against the conspirators. The scene shows that Antony has successfully made sure the conspirators will not be safe in Rome

Act 4, Scenes 1 and 2

[pages 197–203]

SUPPORT: The word *bribes* refers to illegal payments Cassius and his followers might have taken. There was a legal process for how payments were supposed to be made in Rome, and they are not following it.

Inferential Why are there “military drums” when Brutus and Cassius enter?

- o Brutus and Cassius are in an army camp. They are considered the army’s leaders.

Inferential How does Cassius respond to Brutus asking him to speak more softly, and what does this tell us about his mood?

- o Cassius becomes even angrier. This shows the audience how angry he is with Brutus.

Inferential What is the meaning of the phrase “an itching palm”? What sort of literary device is this?

- o It is a metaphor for being greedy. His palm is itchy because he wants money to be put on it.

Evaluative Why is Cassius so angry? What does this show about how he views himself?

- o Accept supported answers. Cassius is angry because he is being accused of the crime of corruption (taking bribes). He is being accused of enriching himself and being dishonest. He is angry because this contradicts his presentation of himself as an honorable and just man who acted for the good of Rome.

SUPPORT: The word *mart* is an old way of saying “sell.” It is related to *market*—Cassius is being accused of selling his titles and privileges.

[page 205]

Inferential What is it about the Ides of March that Brutus is telling Cassius to remember?

- Brutus is reminding Cassius that the conspiracy was intended to do justice by ending Caesar’s ambitions. He is saying that their noble intentions are being ruined (contaminated) by unjust practices.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about Brutus’s description of his motivations. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

CHALLENGE: Ask students to write lines of dialogue for Cassius, mirroring Brutus’s speech about the Ides of March, explaining why he might be motivated to take bribes or justify the taking of bribes based on their situation.

Evaluative How does Brutus’s speech about justice and the Ides of March contrast with the argument he gets into with Cassius subsequently? Does his behavior contrast with his beliefs?

- Student answers may vary but should contrast Brutus’s speech about his high-minded ideals (justice, not contaminating themselves with bribery) with the childish back-and-forth argument he gets into with Cassius. Students may suggest that Brutus’s behavior and his beliefs do not align very well.

[page 207]

Inferential What does Cassius mean when he says, “I may do that I shall be sorry for”?

- o Cassius means he might hurt Brutus and regret it later.

Inferential Why does Brutus say that Cassius’s threats don’t bother him?

- o Brutus says he is “armed so strong in honesty” that threats don’t bother him. He means that his own virtue is so strong that Cassius’s threats are idle and groundless.

SUPPORT: Brutus explains that he had asked Cassius for money to pay an army. In this period, there were no full-time armies. The conspirators had to pay soldiers out of their own finances. Cassius is supposed to have failed to send Brutus the money he asked for.

[page 209]

Inferential What does Cassius suggest about himself when he says his heart is “richer than gold”?

- o Cassius is suggesting that he views himself as honest, virtuous, generous, and other positive qualities.

Evaluative Cassius’s offer of the dagger to Brutus seems to instantly cause Brutus’s anger to diminish. What do you think Brutus is feeling?

- o Student answers may vary but should suggest that Brutus is feeling guilty about killing Caesar. Brutus’s anger drops as soon as he is presented with a parallel to his earlier actions against Caesar.

Literal By saying he is “sick of many griefs,” what mood does Brutus say he is in?

- o Brutus is saying that he is grieving to a degree that is making him feel ill or agitated.

[pages 211–219]

Note to Teacher: You may wish to point out that ghosts are a common device in Shakespeare’s plays. Refer to or display images of other examples of ghosts in Shakespeare, such as Banquo’s ghost in *Macbeth*, Hamlet’s father in *Hamlet*, or the victims of the titular character in *Richard III*. Tell students that the ghosts are the spirits of people who have been wronged, that linger to provoke the guilt of those who slew them.

Literal The ghost is called the Ghost of Caesar, but how does the ghost announce itself to Brutus?

- o It calls itself Brutus’s evil spirit.

Inferential Why does the ghost refer to itself this way? What is it implying about Brutus?

- o The ghost is the product of Brutus’s actions, his own evil spirit. It is implying that the ghost is a product of Brutus’s guilt about the crime he committed.

[page 221]

Literal As the ghost departs, what does Brutus say he wants to do?

- o He wants to speak more with the ghost.

Evaluative Why do you think Brutus wants to speak more with the ghost?

- o It is not clear, so student answers will vary, but they should suggest that Brutus is feeling guilty and wants to speak with Caesar’s ghost to learn if his old friend blames him or hates him; students may also suggest that Brutus wants to know more about the ghost’s cryptic message about Philippi.

Discuss Selections and Wrap Up the Lesson

10 minutes

Refer to the purpose for reading:

Identify how the theme of guilt is conveyed through details in the text.

Call attention to the fact that students have identified several themes in the play. For instance, today’s selection featured themes of guilt, and Act 3, Scene 1 featured the theme of betrayal.

Using the following questions, lead a class discussion on the play's themes and how they have changed across the course of their reading.

- Before Caesar's death, what are major themes of the play? (Answers include friendship, loyalty, trust, duty.)
- After Caesar's death, what new themes are introduced? (Answers include guilt, loss, failure.)
- Has the portrayal of Brutus changed as the play has progressed, or has it stayed the same? (Students may suggest that Brutus' character has stayed the same, because he is as filled with doubts and uncertainties as ever, or that it has changed, because now he is consumed with regret and feelings of failure rather than worrying about his principles.)
- Have any other characters changed more in their portrayal than Brutus? (Students may suggest that Antony has been revealed as a capable and cunning political operator, Cassius has been shown to be less noble and principled than he seemed, and so on.)
- What would you say is the main theme of the play? (Students should be prompted to support answers; they may suggest major themes such as loyalty and betrayal, guilt, leadership, or the cost of ambition.)

Prompt answers from students, and write some on the board.

Word Work: *Confess*

5 minutes

1. In the selection, you read, "You shall confess that you are both deceived."
2. Say the word *confess* with me.
3. *Confess* means "to admit."
4. The robber had to confess his crimes.
5. What are some other examples of *confess*? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I didn't want to _____ to breaking the rules."]
6. What part of speech is the word *confess*?
 - o verb

Because, But, So

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

They need to confess their wrongdoing because _____.

They need to confess their wrongdoing, but _____.

They need to confess their wrongdoing, so _____.

Turn to your partner, and take turns completing the sentences. Make sure your sentences demonstrate the meaning of the word *confess*. [Invite students to share their answers. Possible answers include: They need to confess their wrongdoing because it is the moral thing to do; They need to confess their wrongdoing, but they are afraid of the consequences; They need to confess their wrongdoing, so they went to see the principal.]

SPELLING

Introduce Spelling Words

15 minutes

- Explain that students will practice 12 words related to *The Tragedy of Julius Caesar* and Greek and Latin roots and suffixes. These words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence including one or more of these words in Lesson 10.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

1. committee	7. dictator
2. tragedy	8. gaseous
3. exercise	9. monologue
4. porous	10. innocence
5. visible	11. suspicion
6. hypocrite	12. criticize

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present new and unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

Remind students they can refer to the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in the Activity Book (Activity Page SR.2) and in the Teacher Resources at the end of this Teacher Guide.

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *tragedy* has a soft *g* rather than a hard *g* (i.e., the end of the first syllable is pronounced /j/, rather than /g/).

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resources helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.” CKLA uses a sound-

spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is notated as /kɒst*lee/.

Word	CK Code	Syllable Type
committee	/kum*mit*ee/	closed*closed*open
tragedy	/traj*ə*dee/	closed*schwa*open
exercise	/ex*er*siez/	closed*r-controlled*open
porous	/por*əs/	r-controlled*schwa
visible	/viz*ə*bəl/	closed*schwa*schwa
hypocrite	/hip*ə*krit/	closed*schwa*closed
dictator	/dik*tæ*ter/	closed*open*r-controlled
gaseous	/ga*shəs/	closed*schwa
monologue	/mon*ə*log/	closed*schwa*closed
innocence	/in*ə*sens/	closed*schwa*closed
suspicion	/sus*pish*ən/	closed*closed*schwa
criticize	/krit*ə*siez/	closed*schwa*open

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
committee	a group of people for a specific task or function	The committee was set up to review planning laws.
tragedy	a style of drama with an unhappy ending	I prefer to read and see plays that are comedies, instead of tragedies.
exercise	activity for a specific purpose	He rode his bike for his daily exercise.
porous	something that has holes or pores	Limestone is a porous rock.
visible	able to be seen	Land was visible from the ship's prow.
hypocrite	someone who presents a false or untrue impression	My brother is a hypocrite because he pretends he is studying while he is listening to music through his earbuds.
dictator	a ruler with total power or authority	Caesar wished to take on the powers of a dictator.
gaseous	possessing the quality of a gas	The chemicals were gaseous at room temperature.
monologue	a speech by one person, especially in a play	Antony's speech is a powerful monologue.
innocence	without guilt	The trial proved the woman's innocence.

suspicion	a feeling or thought that something is or could be true	She had a suspicion that the dog stole the cookies.
criticize	to point out the flaws in something	To improve our work, we first have to criticize it.

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students take home Activity Page 8.2 to practice the spelling words.

WRITING

30 minutes

Write a Persuasive Essay: Peer Review and Revise

Introduce the Rubric

5 minutes

- Tell students that the purpose of a persuasive essay is to convince the reader to accept the author's arguments about whether or not Caesar (or Brutus) is a good leader. Remind students that the success of their persuasion depends on the quality of the claims, the evidence, and the analysis that the essay provides.
- Review with students the Persuasive Essay Rubric on Activity Page 8.3. Tell students that the rubric tells them how their assignment will be marked in the end. The rubric can be used as a guide for them to make sure they include all the elements they need.

Peer Review

15 minutes

- Assign students partners, and tell students to turn to the Peer Review Checklist on Activity Page 8.4. Tell students that they should read each other's essays and provide feedback for their partner based on the prompts in the Peer Review Checklist.

SUPPORT: Remind students that the purpose of peer review is to provide clear, constructive, and useful feedback on the essay they are reading. Make sure students provide feedback that will help their partner improve what they have written.

- As students work, circulate throughout the room, monitoring students' progress and providing guidance and support as needed.

SUPPORT: For students who may have difficulty reading and providing feedback, you may wish to work with a small group to conduct a guided peer review of their work. Invite students to work as a group to read each other's work and use the Peer Review Checklist to prompt responses. Work together to complete the Peer Review Checklists.

Revise

5 minutes

- Tell students to use the feedback they have received from their partners during peer review to begin revising their essays.
- Tell students to finish revising their drafts for homework.

Have several students write on the board any general advice they have for the revising process, based on their peer review experience and their reading of the Persuasive Essay Rubric, with the class.

Take-Home Material

Spelling

- Have students take home Spelling Activity Page 8.2 and complete it for homework.

Writing

- Have students finish revising their drafts based on the peer review feedback for homework.

Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 9

AT A GLANCE CHART			
Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Whole Group: <i>The Tragedy of Julius Caesar</i> , Act 5, Scene 1, pages 223–228; Act 5, Scene 2, pages 229–237; Act 5, Scene 3, pages 237–244	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 9.1
	5 min	Word Work: <i>Coward</i>	
DAY 2: Spelling	15 min	Practice Spelling Words	Activity Page 9.2
Writing	30 min	Write a Persuasive Essay: Edit	Activity Page 9.3, SR.3
Take-Home Material	*	Grammar, Writing	Writing Journals Activity Page 9.2

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Identify how the theme of consequence is conveyed through details in the text. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4; WHST.6–8.4)

With some guidance and support from peers and adults, develop and strengthen writing by editing. (W.6.5; WHST.6–8.5)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1.a–d)

Language

Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling when editing writing. (L.6.1, L.6.2, L.6.3)

Use phonics and syllabication to spell words correctly. (L.6.2.b)

Use strategies, such as using context clues as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Identify how the theme of consequence is conveyed through details in the text.*

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

DAY 1

READING

45 minutes

Whole Group: Act 5, Scenes 1–3 [pages 223–244]

Review

5 minutes

- Remind students that in the previous lesson, they learned that Brutus and Cassius have raised an army. They have done this because their enemies, Antony and Octavius, have chased them out of Rome. Antony and Octavius want to avenge Caesar. Cassius and Brutus argue about rumors that Cassius is taking bribes. The pair come to the point of violence before they agree to make up and remain friends.
- Brutus's feelings of guilt are shown as he sees the ghost of Julius Caesar appear before him. The ghost tells Brutus that he will “see him again at Philippi,” the place in Greece where Brutus and Cassius intend to fight against Antony and Octavius.

Introduce the Selection

5 minutes

- Tell students they will read Act 5, Scenes 1–3.
- Tell students that Antony and Octavius will win the battle of Philippi.
- Tell students that the theme for them to think about as they read is *consequence*. Have students record it in their Themes in the Tragedy of Julius Caesar Chart on Activity Page 1.4 and add related notes as they read. Ask students to consider the ways in which characters in the tragedy experience a consequence as a result of their actions and whether they think the consequence is justified.

Core Vocabulary

- Preview the core vocabulary words using the routine established in the Core Vocabulary section of Lessons 1–5 of this unit.
 - Begin with *offstage* on page 231 in the Reader.
- offstage, *adj.*** located in the area not visible to the audience (231)
 - coward, *n.*** someone who is not brave (233)
 - revenge, *v.*** to injure or harm someone in return for an injury or harm they caused to someone else (**revenged**) (233)

Vocabulary Chart for “Act 5, Scenes 1–3,” pages 223–244		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	offstage revenged	coward
Spanish Cognates for Core Vocabulary		cobarde
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	My hour is come	

- Read the purpose for reading from the board/chart paper:

Identify how the theme of consequence is conveyed through details in the text.

Read the Selections

20 minutes

Have students read the roles as a reader’s theatre experience, using established practices.

Act 5, Scene 1

[pages 223–227]

Literal How does Brutus feel about a person taking his own life?

- Brutus feels suicide is cowardly and immoral.

Act 5, Scene 2

[pages 229–231]

SUPPORT: Cassius tells Pindarus to stand on a hill to look at the battlefield. In the Roman era, it was very hard for army commanders to know what was going on. The hill would give Pindarus the ability to see what was going on and then report back to Cassius.

Inferential Why does Cassius mention that it is his birthday? What does he think is going to happen?

- o Cassius mentions it because he thinks this is also the day he is going to die. He thinks it is a cycle completing.

Literal Why is it bad news that Titinius, another soldier, is “enclosed around”?

- o It means the soldier is surrounded and cannot escape from Antony’s army.

Inferential What happens to Titinius? Why do the soldiers “shout for joy”?

- o Titinius gets captured or “taken.” They are shouting because Titinius is one of Cassius’s commanders, and it means they are winning the battle.

[Page 233]

Literal What is Cassius’s relationship to Titinius?

- o They are best friends.

Note to Teacher: These scenes depict suicide and death. Be prepared to provide appropriate support to students as necessary.

Inferential How does Cassius convince Pindarus to kill him?

- o He reminds Pindarus that he swore an oath to him to do whatever he wanted, because Cassius once saved his life when they were in Parthia. He also encourages him to be a “free man.”

Inferential Why does Cassius cover his face before Pindarus kills him?

- o By covering his face, it makes it easier for Pindarus to kill him.

Stop and Jot: Have students stop and jot a *who*, *what*, *when*, *where*, *why*, or *how* question about the death of Cassius. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

Inferential Why is Pindarus “free” now? Is he happy?

- o Pindarus is “free” because Cassius is dead and Pindarus no longer owes him. Pindarus is not happy because his friend is dead.

Act 5, Scene 3

[Pages 235–239]

[Tell students that in Scene 3, the battle continues as Brutus takes command of his own soldiers against Antony and Octavius. It is clear that Brutus and his companions have been fighting, and they are exhausted.]

Inferential What is Brutus asking Clitus and Volumnius to help him do?

- o Brutus wants their help in ending his own life.

Inferential Why does Brutus believe it's time for him to die? What has he seen?

- o Brutus believes he has seen Caesar's ghost again, and this means it's time for Caesar to have his revenge upon his murderers.

Inferential Brutus compares his situation to animals being hunted into "a pit." Why does he say that it is "more worthy to leap in ourselves"?

- o Student answers may vary but should acknowledge that Brutus is saying that it is better to choose to die on his terms, as a free person, than to have his end dictated by the will of his enemies.

SUPPORT: If Brutus or Cassius are taken alive by Antony and Octavius, they will be paraded through Rome as prisoners and probably killed in public.

[Page 241]

SUPPORT: Brutus, talking about "running" on the sword, means to push himself onto the blade while someone else holds it.

Inferential Why does Volumnius refuse Brutus's request?

- o Volumnius feels that he cannot kill his friend; it would not be a suitable thing for a friend to do.

Inferential Why does Brutus say he will have more glory in losing the battle than Octavius and Antony?

- o Brutus believes that his death by his own hand will be a vindication, or a proof of his superior morality and virtue to those who have defeated his armies. He thinks that even though he will die, it is his nobility that will be better remembered than the victory of his opponents.

Literal What is Clitus telling Brutus to do?

- o Clitus is telling Brutus to run away.

[Page 243–244]

[Have students stop reading after Brutus's last line on page 243. Students will read the remainder of the scene in Lesson 10.]

SUPPORT: A "smatch" of honor means that Strato had a bit of honor.

Inferential What do Brutus's last words mean, that he didn't kill Caesar with as much goodwill as he is killing himself?

- o It means that Brutus is tired of living or that he thinks that he is worthier of death than Caesar was.

Inferential Why does Brutus say this? What does it reveal about him?

- o Student answers may vary but should show acknowledgement that Brutus deeply regrets his role in the death of Caesar; they should realize that Brutus does not like himself very much (students may, if appropriate, be guided to discuss whether Brutus is depressed); students may suggest that Brutus is happy to see an end to the course that events took.

CHALLENGE: Encourage students to produce newspaper reports, from the perspective of either their supporters or opponents, about the lives and deaths of Brutus and Cassius. The reports should emphasize what the manner of their deaths says about their character as Romans.

Discuss Selection and Wrap Up the Lesson

10 minutes

Refer to the purpose for reading:

Identify how the theme of consequence is conveyed through details in the text.

Ask students how these scenes developed the theme of consequence. After Brutus sees Caesar’s ghost several times, he knows that Caesar wants revenge for his death. Brutus accepts his punishment of death for his part in taking Caesar’s life.

With their partners, have students share the themes and notes on themes that they have been recording on their Themes in the Tragedy of Julius Caesar Chart on Activity Page 1.4. Tell students to use the notes to discuss with their partners how they feel the themes have developed across the play. At the end of the time, briefly prompt students to offer examples of how they believe the play’s themes developed, and write some examples on the board.

Word Work: *Coward*

5 minutes

1. In the selection, you read, “O, coward that I am, to live so long.”
2. Say the word *coward* with me.
3. *Coward* means a “someone who is not brave.”
4. The coward hid from the dangers in town.
5. What are some other examples of someone who lacks courage or bravery? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I entered the cellar because I didn’t want to be called a _____.”]
6. What part of speech is the word *coward*?
 - o noun

Making Choices

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is about someone lacking courage, say that is *coward*. If the sentence I read is not about someone lacking courage, say that is *not coward*.

1. He was always the first to enter the battle.
 - o not coward

2. She threw herself in front of the danger.
 - o not coward
3. We hid from the monster.
 - o coward
4. They decided to face their enemies in Rome.
 - o not coward

DAY 2

SPELLING

15 minutes

Practice Spelling Words

15 minutes

- Tell students they will practice writing spelling words.
- Have students turn to Activity Page 9.2. Explain that students will work with partners to create sentences for each of these words.
- Remind students that they will complete their spelling assessment in Lesson 10.

WRITING

30 minutes

Write a Persuasive Essay: Edit

Review Grammar and Morphology

5 minutes

- Tell students that today they will begin editing their drafts. Remind students that editing is a process of finding and correcting errors in the language they are using.
- Review with students the grammar and morphology they have been practicing in this unit, including active and passive voice; the suffixes *-ous*, *-ious*, and *-eous*; roots *dico/dictum*, *video/visum*, and *monos*; and the frequently confused verbs *sit/set*, *lie/lay*, and *rise/raise*.
- As necessary, instruct students to refer back to Activity Pages and charts from these earlier exercises.

SUPPORT: For students who may benefit from additional support, allow them to work in groups or with a partner to review the grammar and morphology in this unit.

Review Literary Present Tense

5 minutes

- Remind students that their essays should be written in the literary present tense. The literary present tense describes things as if they are happening right now, even if they refer to events in the past.
- Provide an example for the class by writing or displaying some sentences on the board. Write: Caesar cries out, “Et tu, Brute?” as he dies.

- Point out that the verbs in this line are in the present tense. Underline *cries* and *dies*. Ask students what the verbs would look like if they were in the past tense (*cried* and *died*).
- Tell students that they should read their drafts carefully and make sure that they are using the literary present tense, even when describing something that happened in the past.

SUPPORT: Allow students who may require extra support to make lists of the verbs in their draft and change their tenses independent of the rest of the text, then reintegrate them into their drafts. Encourage students to work in groups or partners if it would help.

Edit

20 minutes

- Have students use the Editing Checklist on Activity Page 9.3 and the Proofreading Symbols Chart on Activity Page SR.4 to begin editing their drafts.
- Students should finish editing for homework.

Take-Home Material

Spelling

- Have students who did not complete Activity Page 9.2 in class take it home to practice spelling words.

Writing

- Have students finish editing their drafts for homework.

Fluency (Optional)

- Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 10

AT A GLANCE CHART

Lesson	Time	Activity	Materials
DAY 1: Reading	40 min	Read-Aloud: <i>The Tragedy of Julius Caesar</i> , Act 5, Scene 3, pages 243–248	<i>The Tragedy of Julius Caesar</i> Activity Pages 1.4, 10.1
	5 min	Word Work: <i>Elements</i>	
DAY 2: Spelling	15 min	Assessment	Activity Page 10.2
Writing	30 min	Persuasive Essay: Publish	Writing Process Diagram Activity Page SR.3

Primary Focus Objectives

By the end of this lesson, students will be able to:

Reading

Determine a theme based on the resolution of plot. (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6)

Writing

Publish persuasive essays by sharing with partners or small groups. (W.6.6; WHST.6–8.6)

Speaking and Listening

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. (SL.6.1, SL.6.1.a–d)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.6.6)

Language

Use phonics and syllabication to spell words correctly. (L.6.2.b)

Use strategies, such as using context clues as well as reference sources such as print or online dictionaries, to determine or clarify the meaning of words. (L.6.4.a, L.6.4.c, L.6.4.d)

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper: *Determine a theme based on the resolution of the plot.*

Spelling

- Erase or remove the classroom spelling list before the spelling assessment.

Writing

- Display the Writing Process Diagram on Teacher Resources page 149.

Fluency (Optional)

- Choose and make copies of a text selection from the online Fluency Supplement to distribute and review with students who need additional fluency practice or to use as fluency assessment. If you choose to assess students, use the Optional Fluency Assessment Guide in Teacher Resources. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

READING

45 minutes

Read-Aloud: *The Tragedy of Julius Caesar*, Act 5, Scene 3 [pages 243–248]

Review

5 minutes

- Remind students that in the previous lesson, they read how Cassius and Brutus die. The two conspirators choose to take their own lives rather than be captured by Antony and Octavius at the battle of Philippi. Remind students that Brutus, in his last moments, expresses his regret at killing Caesar.
- Tell students that today's reading picks up the action moments after Brutus's death. Antony and Octavius have defeated the armies of Cassius and Brutus and are now seeking their rivals, to arrest them and carry them back to Rome in chains.

Introduce the Selection

5 minutes

- Tell students they will finish reading Act 5, Scene 3.
- Tell students that the theme they should think about when reading today is *admiration*. Have students record it in their Themes in the Tragedy of Julius Caesar Chart on Activity Page 1.4 and add related notes as they read. Ask students to consider what it is about Brutus that Antony admires. Ask students to consider why Antony finds Brutus more admirable than the other conspirators, such as Cassius.

Core Vocabulary

- Preview the core vocabulary words using the routine established in the Core Vocabulary section of Lessons 1–5 of this unit.
 - Begin with *overcame* on page 243 in the Reader.
- overcome, v.** to defeat (**overcame**) (243)
 - element, n.** a part of something (**elements**) (245)
 - glory, n.** a triumph or great honor (**glories**) (245)
 - republic, n.** a government by the people and representatives (247)
 - empire, n.** a government led by a military commander (247)
 - emperor, n.** the ruler of an empire (247)

Vocabulary Chart for “Act 5, Scene 3,” pages 243–248		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	emperor empire republic	elements glories overcame
Spanish Cognates for Core Vocabulary	emperador imperio república	element gloria
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Determine a theme based on the resolution of the plot.

DAY 1

Read the Selection

20 minutes

Have students read the roles as a reader’s theatre experience, using established practices.

[page 243]

[Tell students to begin reading after the stage direction announcing the entrance of Octavius and Antony].

SUPPORT: “Overcame himself” is a polite or kind way of saying that Brutus takes his own life.

Inferential Why does Strato say that “no man else hath honor by” the death of Brutus?

- o It means that no one else will be able to claim the glory of killing Brutus: he has already done it himself.

Evaluative Antony asks simply, “How died thy master?” What mood would you expect the actor to convey? Is it what you expected Antony to say?

- o Student answers will vary but may include: Antony is in a subdued or calm mood; Antony is tired; Antony is surprised or dismayed that Brutus is already dead. Students may suggest that this is surprising because Antony appeared quite bloodthirsty and vigorous earlier in the play.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about Antony’s and Octavius’s reactions to the death of Brutus. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

[page 245]

Inferential What does Antony’s phrase “all the conspirators save only he / Did that they did in envy of great Caesar” mean?

- o Antony means that Brutus acted out of motivations nobler than the other conspirators. He means that the other conspirators all acted because they envied Caesar. He is suggesting that Brutus really acted out of a sense of justice or love for the republic.

Literal What does it mean for Nature itself to say of Brutus, “This was a man”?

- o It means that Nature itself is holding up Brutus as an ideal of humanity, or the best man it was possible to be.

Inferential Why is Antony praising Brutus so enthusiastically when he was his enemy? What does Antony hope to achieve?

- o Students may point out that just as he did at Caesar’s funeral, Antony is seizing control of the narrative of Brutus’s life and death by speaking in such a way. He wants it to be known that he bore Brutus no personal ill will and that it was unfortunate that he and a great Roman came to fight one another. He is trying to position himself as the man to reconcile Rome’s warring factions.

Inferential What does Octavius’s relationship to Antony seem to be?

- o Students may suggest that Octavius seems to be following Antony’s lead, acting like his junior partner.

Stop and Jot: Have students stop and jot a *who, what, when, where, why, or how* question about what they think the future holds for Antony, Octavius, and Rome. As time allows, invite a few students to share their questions and discuss answers. Explain that sometimes students will need to keep reading in order to find an answer.

[page 247]

Inferential The citizens say that the republic ended and an empire began. Do the citizens suggest this is a good thing or a bad thing?

- o It is not clear, and students may suggest multiple interpretations, such as that it is a bad thing because rule by the many has now become rule by a single leader.

Literal The word *emperor* comes from the Latin word *imperator*, which means “commander.” What sort of ruler do you think Augustus was, given this title?

- o Answers will vary but should include the idea of a sole ruler who expects to be obeyed.

Evaluative It is revealed that Octavius defeats Antony and that Rome is peaceful under his leadership for a long time. What do you think it is about Antony’s character that makes this a likely outcome?

- o Students may suggest that Antony is too violent and unpredictable to have ruled over a realm at peace. Students may also suggest that Antony defeated the conspirators because they underestimated him, not because he is actually a better leader.

Inferential What is the attitude of the citizens to the course of history, compared to the ending of the play?

- o The citizens imply that, even though the play ended, history and human life kept moving on. They point out that while Antony and Octavius were triumphant at this point, they later fought each other, and Antony was defeated. This means there is more to the story of these events than the play can reveal.

Discuss the Selection and Wrap Up the Lesson

10 minutes

Refer to the purpose for reading:

Determine a theme based on the resolution of the plot.
--

Prompt students to read their notes on Themes in the Tragedy of Julius Caesar Chart on Activity Page 1.4 and to give a summary of how they believe those themes evolved over the course of the play.

Ask students to consider, now that the play is over, the main theme. Is it leadership? Is it friendship? Ambition? Or something else?

Note to Teacher: To supplement the wrap-up discussion, you may wish to ask students to look back at Antony’s speech about Brutus in the final scene. Ask students to consider Antony’s motivations for making this speech and what it says about his character. Ask if students think that Antony is speaking this way only because he wants to rule Rome. Ask students if he would speak about Brutus a different way if he were still alive.

1. In the selection, you read, “His life was gentle, and the elements / So mixed in him that Nature might stand up / And say to all the world, “This was a man!””
2. Say the word *elements* with me.
3. *Elements* means “parts of something.”
4. Materials in the world are made up of elements.
5. What are some other examples of parts? [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The _____ of strong leadership include courage and decisiveness.”]
6. What part of speech is the word *elements*?
 - o noun

Because, But, So

[Use a *Because, But, So* activity for follow-up. Display the following sentence frames.]

The scientist combined three elements because _____.

The scientist combined three elements, but _____.

The scientist combined three elements, so _____.

Turn to your partner and take turns completing the sentences. Make sure your sentences demonstrate the meaning of the word *elements*. [Invite students to share their answers.]

Possible answers include: The scientist combined three elements because she knew it would produce a reaction; The scientist combined three elements, but nothing happened as a result; The scientist combined three elements, so a new material was created.]

DAY 2

SPELLING

15 minutes

Assessment

- Have students turn to Activity Page 10.2 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

1. committee	The <u>committee</u> met to decide how to spend the town's budget.
2. tragedy	In a play that is a <u>tragedy</u> , there is always a bad outcome.
3. exercise	People who are fit and healthy often do a lot of <u>exercise</u> .
4. porous	Water passed easily through the <u>porous</u> rocks.
5. visible	The huge tower was <u>visible</u> for miles around.
6. hypocrite	I was acting like a <u>hypocrite</u> when I told you not to do what I had just done.
7. dictator	Democracies should guard against people who want to rule like a <u>dictator</u> .
8. gaseous	The chemicals were found in a <u>gaseous</u> form.
9. monologue	The actor's <u>monologue</u> was the highlight of the play.
10. innocence	The accused was eager to prove her <u>innocence</u> in court.
11. suspicion	The detective had a <u>suspicion</u> that the events were not an accident.
12. criticize	A good way to improve our writing is to <u>criticize</u> it first.

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.

The actor, playing a dictator in the tragedy, gave a monologue to criticize the committee.

- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided below is highly recommended to identify and analyze students' errors.

Spelling Analysis Chart

Student

1. committee

2. tragedy

3. exercise

4. porous

5. visible

6. hypocrite

7. dictator

8. gaseous

9. monologue

10. innocence

11. suspicion

12. criticize

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Word	CK Code	Syllable Type
committee	/kum*mit*ee/	closed*closed*open
tragedy	/traj*ə*dee/	closed*schwa*open
exercise	/ex*er*siez/	closed*r-controlled*open
porous	/por*əs/	r-controlled*schwa
visible	/viz*ə*bəl/	closed*schwa*schwa
hypocrite	/hip*ə*krit/	closed*schwa*closed
dictator	/dik*tæ*ter/	closed*open*r-controlled
gaseous	/ga*shəs/	closed*schwa
monologue	/mon*ə*log/	closed*schwa*closed
innocence	/in*ə*sens/	closed*schwa*closed
suspicion	/sus*pish*ən/	closed*closed*schwa
criticize	/krit*ə*siez/	closed*schwa*open

- Students might make the following errors:
 - committee: using *cum* instead of *com* and ending in a *y* instead of *ee*; omitting second *t*
 - tragedy: using *j* instead of *g*
 - exercise: using *sise* for */siez/*
 - porous: using *pour* instead of *por*
 - innocence: using *sense* or *sence* instead of *cence*
 - Suspicion: using *pish* for */pish/*
 - Criticize: using *size* instead of *cize*
- Also, examine the dictated sentence for errors in capitalization and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words but not single-syllable words?

Write a Persuasive Essay: Publish

Review the Writing Process

5 minutes

- Tell students that today they will publish their persuasive essays assessing the leadership qualities of Julius Caesar or Brutus, as explored in the play *The Tragedy of Julius Caesar*.
- Display the Writing Process Diagram on Teacher Resources page 149 and Activity Page SR.3. Remind students of the work they have done in the unit so far. They have planned, drafted, shared, revised, and edited their writing. Publishing is the final step in the writing process. It is only when published that a piece of writing can be considered finished.

Publish a Persuasive Essay

25 minutes

- Explain that publishing can take several different forms. Writing can be published by printing and distributing written copies to an audience. Books are published in this way. It can also be published by reading it aloud to a group of people. It could also be published by reading it to a single person. Explain that students will publish their writing by reading it to a small group of classmates.
- As time allows, have students share their writing with a partner or small group. If time does not allow for all students to publish their essays during this lesson, have students share their writing during a Pausing Point or at a later date.

SUPPORT Allow students who may have difficulty reading their essays aloud to publish it in a different form, such as in a printed manuscript or a board display for peers to read.

Take-Home Material

Fluency (Optional)

Have students take home a text selection from the Online Fluency Supplement if you are choosing to provide additional fluency practice.

Lesson 11

AT A GLANCE CHART

Lesson	Time	Activity	Materials
Unit Assessment	35 min	Assessment	Activity Page 11.1
Unit Feedback Survey	10 min	Survey	Activity Page 11.2

ADVANCE PREPARATION

- Erase or cover any morphology and grammar charts displayed in the classroom prior to the assessment.

UNIT ASSESSMENT

35 minutes

- Make sure each student has a copy of Activity Page 11.1. You may have collected this Activity Page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, students will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.
- This is a good opportunity to use the Tens scoring system to gather formative assessment data.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes the circumstances of Julius Caesar's assassination. The second selection is a scene from the play in which Brutus and Portia speak to one another about their fears.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchieveTheCore.org). These texts are considered worthy of students' time to read and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from *The Tragedy of Julius Caesar* that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards, and the constructed-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and SmarterBalanced, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, “Conspiracy and Assassination” (informational text) and “Act 2, Scene 1: Portia and Brutus” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 5–6 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

* To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)	Standards
1 <i>Inferential</i>	Student answers will vary but may include “Caesar’s appointment as dictator for life made the Senate fear he intended to rule them like a king. He angered the wealthy and powerful of Rome, and so they decided to get rid of him.”	RI.6.5
2 <i>Evaluative</i>	Student answers will vary but may include “these language choices accentuate the violence of the attackers and the desperation of Caesar, who is depicted like a wild animal being killed by hunters.”	RI.6.4
3 Part A <i>Literal</i>	A	RI.6.6
3 Part B <i>Inferential</i>	B	RI.6.1

4 Evaluative	Student answers will vary but should compare Plutarch's lack of mention of the line "Et tu, Brute" or equivalents and that pulling his robe over his head is not in Shakespeare's directions but should also point out that in both accounts, Caesar is wounded by the sight of Brutus among his attackers.	RI.6.9
5 Literal	C	RI.6.1
6 Inferential	Student answers may vary but should recognize that a general is a military commander while a dictator is a political leader. The text is saying that Caesar could not command a country as well as he could command an army.	RI.6.1
7 Literal	Answers should summarize that Portia is saying that Brutus has looked irritated and worried and that he has treated her unkindly.	RL.6.2
8 Part A Inferential	D	RL.6.4
8 Part B Inferential	C	RL.6.1
9 Inferential	A	RL.6.1
10 Inferential	Answers should show understanding that Brutus is worried about the secrecy of the conspiracy, his own feelings about betraying Caesar, and that he doesn't want his wife to get involved.	RL.6.1
11 Inferential	The direction tells us that Brutus and Portia have not resolved their argument.	RL.6.5
12 Inferential	B	RL.6.1

Writing Prompt Scoring

The writing prompt addresses CCSS W.6.2.a–e, L.6.1, L.6.2, L.6.6.

Score	4	3	2	1
Criteria	Differences between the way the texts describe Brutus and his emotions and motivations are described clearly. The answer clearly states how the texts differ. The answer provides at least two examples for each difference. The answer includes reasoning structures to connect claims and evidence effectively.	Some differences between the depictions of Brutus are identified and described. Answer includes one example as evidence. Answer uses reasoning structures but not in the most effective manner.	Answer has not properly identified differences between depictions of Brutus. Answer mentions differences but does not explore them. Answer gestures at supporting evidence but does not deploy it thoroughly. Reasoning structures may be confused or unclear if present.	Answer fails to identify differences between the depictions of Brutus. Brutus's characterization may be described but not compared. Answer lacks supporting evidence. Reasoning structures are not used.

Grammar Answer Key

The grammar assessment addresses CCSS W.6.2.a–e, L.6.1, L.6.2, L.6.6.

1. active
2. passive
3. passive
4. active
5. active
6. passive
7. We returned many of the rabbits to their hutch.
8. Caesar ordered his armies to attack Rome.
9. The conspirators used their daggers to slay Caesar.
10. Antony regretted the loss of Brutus's life.

11. set
12. raise
13. lie
14. sit
15. lay

Morphology Answer Key

The morphology assessment addresses CCSS W.6.2.a–e, L.6.1, L.6.2, L.6.6.

1. dico/dictum
2. video/visum
3. dico/dictum
4. monos
5. dico/dictum, monos
6. circle monaural
7. circle television
8. circle advise
9. circle evidence
10. circle monarchy and dictatorship
11. furious
12. dangerous
13. perilous
14. courteous
15. nervous
16. famous

UNIT FEEDBACK SURVEY

10 minutes

At the conclusion of the unit, have students complete the Unit Feedback Survey on Activity Page 11.2. Make sure students know that you respect their opinions and will take seriously all constructive feedback. Please take time to review and react upon students' responses and comments. Consider how you might teach the next unit differently to improve learning and students' experiences.

Pausing Point

Culminating Activities

The following activities are offered should you choose to pause at one or two points during the teaching of this unit. During that time we recommend that you use one or more of the Culminating Activities described below or an activity you create.

End-of-Unit Comprehension Check

Use the first day of the Pausing Point to administer the assessment of general comprehension acquired by reading *The Tragedy of Julius Caesar* from Act 3, Scene 2 to the end. Make sure each student has a copy of Activity Page PP.2. You may have collected this Activity Page from students at the beginning of the unit.

- Allow students as much time as they need to complete the assessment during the second Pausing Point day. In most cases, this assessment will take approximately 35 minutes.
- Tell students to read and answer the questions about what they have read in the second half of *The Tragedy of Julius Caesar*. Encourage students to do their best and review their work once they have finished.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.
- Answers for the End-of-Unit Comprehension Check are in the Activity Book Answer Key on page 166 of this Teacher Guide.

Use the following Remediation and Enrichment suggestions to plan activities for the remainder of the first Pausing Point day.

Pausing Point for Differentiation of Instruction

Please use the final two days of this unit to address results of the Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology) and spelling assessments. Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the Unit Assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. As the student reads, make note of any words

the student struggles with or reads incorrectly. If the student occasionally misreads words in the text, analyze the types of errors in code knowledge and consult the CKLA *Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific decoding skills so targeted remediation can be provided. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist. The *Decoding and Encoding Remediation Supplement* can be accessed online in the Grade 6 Ancillary Materials at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

If the student does not misread words but reads haltingly, a lack of fluency may impede comprehension. Administer the optional fluency assessment to verify whether the student's reading rate is below the norm. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small-group setting with other students who are struggling may be helpful. Choose chapters that were not already used for small-group instruction, and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Also analyze whether there was a marked difference between the student's comprehension of the informational and literary passages. Good performance on the informational passage requires that students make use of the domain-specific vocabulary and knowledge presented throughout the unit. Students who performed poorly on the informational passage may benefit from rereading chapters from the unit, with more intensive focus on the domain vocabulary.

Good performance on the literary passage of this assessment requires some knowledge of domain-specific vocabulary from this unit (though not to the extent of the informative passage), as well as general knowledge of Tier 2 and academic vocabulary. Students who performed poorly on the literary passage but did well on the informative passage may benefit from specific practice with Tier 2 and academic vocabulary.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may have them either reread selections from the reader or choose an excerpt from the Online Fluency Supplement.

Grammar and Morphology

For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Grammar and Morphology Pausing Point Activity Pages (PP.3–PP.6).

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 6, consult the CKLA Grade 5 Skills Strand materials for additional Grammar and Morphology lessons and activities. Alternatively, for students who

demonstrate a general proficiency in grammar and morphology but who demonstrate a need for remediation in connection with specific skills covered in this unit, you may provide a more targeted remediation by reteaching only the lessons for those skills.

Spelling

If students demonstrate a need for remediation in spelling but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. See the Decoding and Encoding Remediation Supplement online in the Grade 6 Ancillary Materials at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/>.

Writing

Redirect students to Activity Book 8.3 (Persuasive Essay Rubric), Activity Book 8.4 (Peer Review Checklist for a Persuasive Essay), Activity Book 9.3 (Persuasive Essay Editing Checklist), and their completed persuasive essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Persuasive Essay Rubric and Persuasive Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.

If possible, meet briefly with each student to review their plans for revision and provide additional guidance.

Evaluate students' work after revisions are complete using the Persuasive Essay Rubric and Persuasive Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in *The Tragedy of Julius Caesar*, their experience with the unit concepts may be enriched by the following activities. Please preview in advance any third-party resources, i.e., links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

Survey

- Suggest that students use the claims they have made about Julius Caesar's leadership qualities in their persuasive essays to conduct a survey on social media.

Writing and Research

- Students may write an essay about a time they were betrayed by a friend, exploring parallels between their own experiences and those of Caesar, Brutus, and Antony.
- Students may find and read a historical biography of Marcus Junius Brutus or Mark Antony (Marcus Antonius) and write about how the historical record of their life compares to the way they are depicted in the play.

- Students may research historical artifacts and locations from the fall of the Roman Republic or relevant to the play *The Tragedy of Julius Caesar* and give a presentation about them to the class. Artifacts and locations might include the Curia of Pompey in Rome (where Caesar was murdered) or coins minted by Brutus and the other conspirators praising their murder of Caesar. Links to resources can be downloaded from the CKLA Online Resources, located at <https://www.coreknowledge.org/free-resource/ckla-unit-5-julius-caesar/digital-components/>.

Multimedia

- Students may prepare and film themselves performing scenes from *The Tragedy of Julius Caesar* for a class “movie day.” Serve popcorn when viewing the performances.

Presentations

- Students may research a famous person from the past or present who suffers from or is thought to have suffered from epilepsy or another neurological disorder. Students should then give a presentation about the life of their chosen person, focusing on how their condition impacted their life and what this person’s life can tell us about the experience of disabilities throughout history or in the present day.
- Students may research and analyze allusions to the play *The Tragedy of Julius Caesar* in pop culture and produce a presentation exploring these allusions and reflecting on how the story has been reinterpreted, reimagined, or parodied by later audiences.

Teacher Resources

In this section you will find:

- Glossary for *The Tragedy of Julius Caesar* (page 131)
- Government in the Roman Republic and the Roman Empire (page 132)
- The Writing Process (page 133)
- Persuasive Essay Rubric (page 134)
- Peer Review Checklist for a Persuasive Essay (page 135)
- Persuasive Essay Editing Checklist (page 136)
- Proofreading Symbols (page 137)
- Optional Fluency Assessment Guide (pages 138–139)
- Fluency Assessment Scoring Sheet (page 140)
- Activity Book Answer Key (pages 141–152)

Glossary for *The Tragedy of Julius Caesar*

A

ambitious, *adj.* having or showing determination to succeed

B

blunt, *adj.* direct or outspoken; dull-witted

bribe, *n.* money paid to someone for a favor, usually illegal (**bribes**)

C

cavern, *n.* a cave

citizen, *n.* a legally recognized inhabitant of a place (**citizens**)

confess, *v.* to admit

conquest, *n.* the act of taking control of a foreign people

conscience, *n.* the ability to know what is right and wrong

countrymen, *n.* people from the same country

coward, *n.* someone who is not brave

E

element, *n.* a part of something (**elements**)

emperor, *n.* the ruler of an empire

empire, *n.* a government led by a military commander

G

glory, *n.* a triumph or great honor (**glories**)

I

idealism, *n.* the practice of forming standards of perfection, usually unrealistic

Ides of March, *n.* a date in the Roman calendar, the 15th of March

M

mock, *v.* to tease or laugh at

N

noble, *adj.* having fine personal qualities or high moral principles and ideals

O

offstage, *adj.* located in the area not visible to the audience

outlive, *v.* to live longer than

overcome, *v.* to defeat (**overcame**)

P

particle, *n.* the smallest part or piece of something

perceive, *v.* to see

persuade, *v.* to cause someone to do or believe something through reasoning (**persuaded**)

R

reflection, *n.* an image or light seen on a mirror or a shiny surface

republic, *n.* a government by the people and representatives

resolution, *n.* a decision

revenge, *v.* to injure or harm someone in return for an injury or harm done to someone else (**revenged**)

S

senator, *n.* an elected representative of the people (**senators**)

soothsayer, *n.* a person who predicts the future

stubborn, *adj.* unwilling to change mind or actions

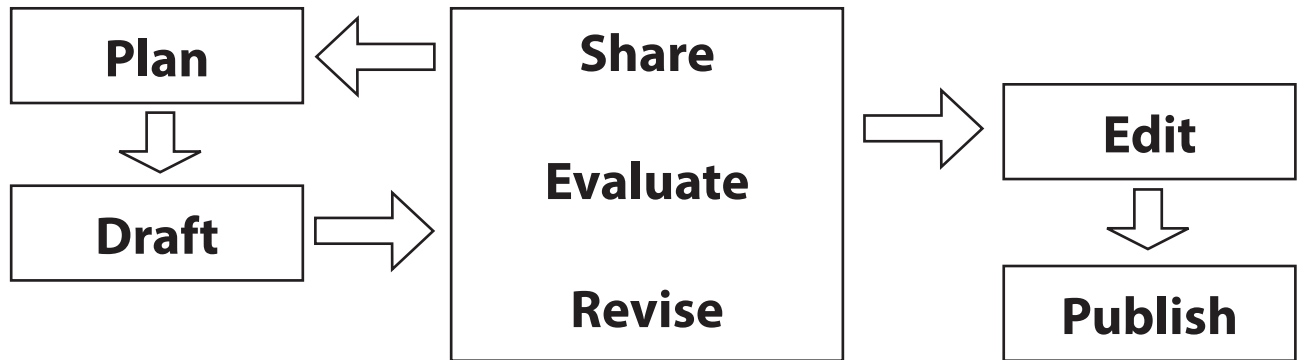
V

valiant, *adj.* acting with bravery

Government in the Roman Republic and the Roman Empire

Roman Republic	Roman Empire
Ruled by a Senate of elites and representatives of the people (Tribunes)	Ruled by a single leader, the Emperor
Strict term limits on how long people could hold powerful positions	No limit on the length of the ruler's reign
Laws based on a constitution (set of founding documents)	Laws based on the ruler's wishes, justified by the constitution
Armies led by generals accountable to the Senate	Permanent armies accountable to the Emperor
Armies forbidden to enter Rome	Emperor provided with a personal army for protection
Senators chosen from the wealthiest class of Romans	Senators mostly appointed by the Emperor

The Writing Process



Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Addressing the Question	Aspects of leadership are clearly identified.	Aspects of leadership are identified.	An aspect of leadership is identified.	Leadership is not clearly considered.
	Successes and failures as a leader are thoughtfully evaluated.	Some successes and failures of leadership are evaluated effectively.	Successes or failures of leadership are sometimes considered.	Successes and failures of leadership are not evaluated.
	Argument is coherent and clear throughout.	Argument is mostly coherent and clear.	Argument is sometimes coherent or clear.	Argument is neither coherent nor clear.
Style	Formal argumentative style, including literary present tense and the active voice, is used throughout.	Formal argumentative style, including literary present tense and the active voice, is mostly used.	Some elements of a formal style, including literary present tense and the active voice, are present.	Style fails to reach the level expected of a formal argument.
	Reasoning connects claims and evidence thoroughly and effectively.	Reasoning mostly connects claims to evidence.	Reasoning is sometimes used to explain the relevance of evidence to claims.	Reasoning is absent or does not connect claims to evidence.
	Evidence is thoughtfully deployed and properly cited.	Evidence is mostly deployed effectively and cited.	Evidence is sometimes referred to and/or cited.	Evidence and/or citations are missing.
Structure	Introduction plainly states the theme (leadership) and strongly argues for the relevance of the argument.	Introduction states that leadership is the theme of the essay and provides some explanation for why this is a relevant topic.	Introduction mentions leadership and that the essay will discuss leadership.	Introduction fails to clearly introduce the theme of leadership and/or why this is relevant.
	A strong concluding statement summarizes the argument.	A concluding statement mostly summarizes the argument.	Conclusion briefly touches on the argument.	There is no concluding statement or an incoherent concluding statement.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

Peer Review Checklist for a Persuasive Essay

Complete this checklist as you read the draft of the persuasive essay about leadership written by a classmate. Y = yes N = no SW = somewhat

Author’s Name: _____ Reviewer’s Name: _____

_____ The persuasive essay has an introduction that outlines that the essay will assess Julius Caesar’s or Brutus’s skills as a leader.

_____ The persuasive essay identifies several aspects of leadership and makes claims about whether Julius Caesar or Brutus was a good leader according to those identified aspects.

_____ The persuasive essay uses evidence taken from *The Tragedy of Julius Caesar* in the form of paraphrases, quotations, and citations, to support the claims.

_____ The persuasive essay correctly uses reasoning structures to explain how evidence supports claims.

_____ The persuasive essay ends with a conclusion that summarizes the whole argument.

_____ The persuasive essay uses elements of formal argumentative style, including the literary present tense and the active voice, throughout.

Ways in Which Your Essay Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

Persuasive Essay Editing Checklist

Persuasive Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used words and phrases to clarify relationships among claims, evidence, and reasoning. • I have used transition words and phrases correctly (<i>but, then, so, therefore, next, subsequently, afterwards, following</i>). • I have provided my readers with context clues to help them understand the meanings of potentially unfamiliar language.	
Format	
• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker. • I have titled my writing. • I have including the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
• I have used active voice and passive voice correctly. • I have used frequently confused words correctly (<i>sit/set; lie/lay; rise/raise</i>).	
Spelling	
• I have correctly spelled words with the roots <i>dico/dictum; monos; video/visum</i>. • I have correctly spelled words with the suffixes <i>-ous, -ious, and -eous</i>.	
Punctuation	
• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.	

Proofreading Symbols

^	Insert
⊙	Insert period
^,	Insert comma
^'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
⌢tr	Transpose
[	Move to the left
]	Move to the right
^a	Add a letter

Optional Fluency Assessment Guide

If you wish to assess a student's fluency at any time during the year, you may select a reading passage from the *Fluency Supplement* provided online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-sixth-grade/fluency-supplement/>.

Administration Instructions

- Print out the student copy of your selected fluency passage. Students will read from this copy.
- Print out the Recording Copy of your selected fluency passage for each student you wish to assess. You will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes. Encourage the student not to rush and to read at his or her regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

Words read correctly	No mark is required.
omissions	Draw a long dash above the word omitted.
insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an "X" above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an "SC."
teacher-supplied words	Write a "T" above the word (counts as an error).

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark the student's place in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student's comprehension of the selection by asking him or her to respond orally to the questions provided in the *Fluency Supplement*.

Scoring Instructions

- Use one Fluency Assessment Scoring Sheet for each student taking the assessment.
 - To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you recorded on the Recording Copy and follow these steps. You may wish to have a calculator available.
1. Count Words Read in One Minute. This is the total number of words that the student read or attempted to read in one minute. It includes words that the student read correctly as well as words that the student read incorrectly. Write the total in the box labeled Words Read in One Minute.

2. Count the Uncorrected Mistakes in One Minute. You noted these in the running record. They include words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the scoring sheet. (A mistake that the student self-corrects is not counted as a mistake.)
3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from the Recording Copy for anecdotal purposes.

As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms for Grade 6 obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year.

Oral Reading Fluency Norms for Grade 6

Percentile	Fall W.C.P.M.	Winter W.C.P.M.	Spring W.C.P.M.
90	177	195	204
75	153	167	177
50	127	140	150
25	98	111	122
10	68	82	93

Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

Fluency Assessment Scoring Sheet

Words read in one Minute

Uncorrected Mistakes in one Minute

W.C.P.M

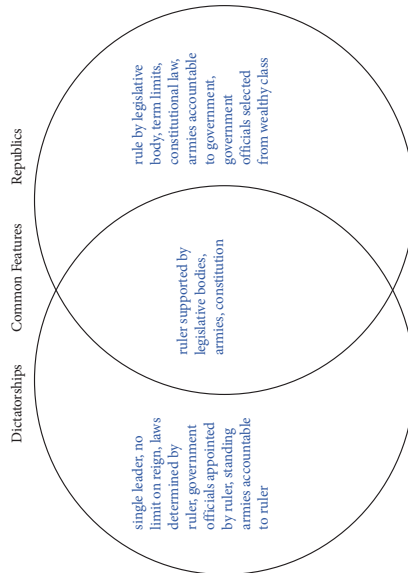
Percentile	Winter W.C.P.M.
90th	195
75th	167
50th	140
25th	111
10th	82
comprehension Questions total correct	
___/4	

NAME: _____
DATE: _____

1.2 ACTIVITY PAGE

Republics and Dictatorships

Fill in the Venn diagram to compare and contrast elements of republics and dictatorships as forms of government. In the left circle, write aspects of dictatorships. In the right circle, write elements of republics. Where the circles overlap, write common features.



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NAME: _____
DATE: _____

1.4 ACTIVITY PAGE

Themes in the Tragedy of Julius Caesar

As you read The Tragedy of Julius Caesar, you will identify and record theme ideas on this chart.

- In the first column, write theme ideas.
- In the second column, write details from the text that support each theme.

Answers will vary. See sample answers.

Theme	Supporting Details from the Text
Trust/Lack of Trust	Page 17 – “Brutus believed that too much power in the hands of one man was a dangerous threat...” Page 20 – Caesar says that Cassius “has a lean and hungry look.” Page 23 – Brutus agreed to join the conspirators to murder Caesar.
Loyalty/Disloyalty	Page 30 – “If then that friend demand why Brutus rose against Caesar, this is my answer: not that I loved Caesar less, but I loved Rome more.”

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Activity Book | Unit 5 7

Theme	Supporting Details from the Text
Persuasion	Page 153 – Brutus tries to persuade the crowd by telling them that Caesar was too ambitious and Caesar’s death means “Ambition’s debt is paid.” Page 171 – Brutus tries to persuade the crowd to agree with his murder of Caesar by appealing to their patriotism, “not that I loved Caesar less, but that I loved Rome more.” Page 177 – Antony tries to persuade the crowd by repeating the line “Brutus says he was ambitious,” and then following with examples of how Caesar was not ambitious.

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Grade 6 | Core Knowledge Language Arts

NAME: _____
DATE: _____

2.2 TAKE-HOME

Morphology: Greek and Latin Roots and Suffixes

For each item, write the correct roots (dico, dictum; monos; video, visum) or suffixes (–ous, –ious, –eous) that are part of the word. Then, on the line below, write what the root or suffix suggests the word means. You can check the meaning in a dictionary.

- dictionary dico, dictum
a reference book that provides the meaning and spelling of words
- visit video, visum
to go see someone in person
- revise video, visum
to look at text in order to find and fix errors
- monometallic monos
made of one kind of metal
- dictaphone dico, dictum
a device used to record spoken information
- predict dico, dictum
to say what might happen in the future
- invisible video, visum
not able to be seen

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8. envious -ous
having feelings of envy or jealousy

9. vision video, visum
the sense of sight

10. aqueous -ous
related to water (aqua)

For two of the words, write original sentences featuring those words.

11. Example: The soothsayer correctly predicts Caesar's fate.

12. Example: Cassius is envious of Caesar's power.

NAME: _____
DATE: _____

Grammar: Active and Passive Voice

Read each sentence, and write whether the verb is written in the active or the passive voice.

1. We saw many monkeys at the zoo. Active
2. Terrible destruction was caused by the storm. Passive
3. I never want to work with you again! Active
4. The goal was scored by the team's star player. Passive
5. Our star player scored the goal. Active
6. The cookies were stolen by the dog. Passive
7. The cat knocked the vase over. Active
8. Many fine things were said about the famous man. Passive

NAME: _____
DATE: _____

Plan: Capturing Thinking at the Sentence Level

Use these sentence frames to begin drafting the claim you will make in your persuasive essay. Choose one of the frames to use, and fill in the blanks with your own ideas to make your claim. You may change the frame as needed to make your point. Remember that you are using the character that you previously chose to support for office, either Caesar or Brutus.

As presented in the play *The Tragedy of Julius Caesar*, Caesar/Brutus is a good leader
because he possesses the qualities of _____

and _____

As presented in the play *The Tragedy of Julius Caesar*, Caesar/Brutus is not a good leader
because he fails
to show qualities of leadership such as _____

and _____

Your claim will end the first paragraph of your essay. Draft your first paragraph to include your claim on the lines below.

Students' responses will vary, but leadership qualities should come from the class list.

NAME: _____
DATE: _____

Practice Using Words with Greek and Latin Roots and Suffixes

For each word, write a sentence that shows your understanding of the word's root- or suffix-based meaning. If needed, check the word's meaning in a dictionary.

1. predict We predict great things will happen next year.

2. perilous The long journey was perilous because the snowstorm made it difficult to travel.

3. monopoly The company had a monopoly on the railroad because it was the only company that could use the tracks.

4. preview Let's preview the teams in the big game before it starts.

5. visited We visited our grandparents for the first time in months, and it was good to see them.

6. dictatorial Caesar's leadership style was dictatorial because he made all of the decisions.

7. notorious No one wanted to be on Holly's team because she was notorious for her lousy throwing arm.

8. monarch The monarch of the country was the only person who could direct the army.
9. disastrous The game was disastrous because we were down by three players.
10. glorious The victory was made even more glorious because we were all there to celebrate.
11. gorgeous You look gorgeous in your costume for the play.
12. serious I am serious about what I want, so I will work hard to get it.
13. delicious The cake was so delicious that I will order it again for the next party.
14. jealous He was jealous that his friend could make jokes so easily and he couldn't.
15. outrageous Because of the drought, the prices of tomatoes were outrageous.

Leadership Trait #3 (paragraph 4) _____
 Choose a scene or a quotation from the play when Caesar/Brutus displays (or fails to display) this leadership trait. Include the act, scene, and page number.

Sample answer: Courage

"The valiant never taste of death but once" (Act 2, scene 2, p. 127).

NAME: _____
 DATE: _____

5.2 TAKE-HOME

Practice Active and Passive Voice

Write a sentence for each prompt, correctly using the active or passive voice as instructed.

1. A trip to the zoo (active). We went on a trip to the zoo.
2. A trip to the zoo (passive). The zoo was visited by us.
3. A decision to bake cookies (active). We decided to bake some cookies.
4. A decision to bake cookies (passive). It was decided to bake cookies.
5. The home team wins a game (active). The home team won the game.

6. The home team wins a game (passive). The game was won by the home team.
7. I was asked by them to go to the hospital. They asked me to go to the hospital.
8. The yeast was used in the baking of the bread by us. We used the yeast to bake the bread.

NAME: _____

DATE: _____

5.3ACTIVITY PAGE

Draft: Reasoning Strategies

Use these frames to develop reasoning strategies to explain how your evidence supports your claims. You may change the frames as needed to make your points. Remember that you are using the character that you chose to support for office.

Cause and effect: Because Caesar Brutus (cause) did not listen to Calpurnia's warning,

(effect) he walked into the trap laid by the conspirators.

Definition: A leader is someone who _____

shows courage

and/but Caesar/Brutus _____

shows arrogance when he ignores the warnings regarding his fate.

Problem and solution: Caesar/Brutus creates a problem (or a solution to a problem)

when he _____

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NAME: _____

DATE: _____

6.2TAKE-HOME

Frequently Confused Words

Fill in each sentence by writing the correct word from the options provided.

1. I set the delicate vase on the table. (sit/set)

2. I need to lie down and go to sleep. (lie/lay)

3. I got up and laid my book on the table. (laid/lie)

4. Please, get a drink and sit in the chair over there. (sit/set)

5. We went on a mission to raise the ship from the bottom of the ocean. (rise/raise)

6. We rise early every morning to go jogging. (rise/raise)

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NAME: _____

DATE: _____

6.4TAKE-HOME

Act 3, Scene 2: Persuasion

As you read, answer these questions to help you identify how the theme of persuasion is conveyed in the text. For each question, write at least a sentence in answer, providing support for your answer from the text.

1. Why does Brutus tell the crowd how close he was to Caesar?

Accept supported answers, such as: Brutus knows that Caesar was popular, and so he has to show that he liked Caesar too; Brutus wants to be totally honest with the crowd so as to convince them.

2. How does Brutus ask the crowd to consider their own principles and beliefs?

He asks them to consider if they wanted to live under Caesar's dictatorship or to live as free Romans by asking them, "Who would be so base as to be a bondman?" and so on.

3. In what ways does Antony associate himself with the members of the crowd?

He calls the crowd friends; he eventually leaves the platform to sit with the crowd; he offers to read the will of Caesar with the crowd.

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4. In what ways is Antony careful when speaking to the crowd?

Antony makes certain that he is not directly criticizing Brutus or the other conspirators. He repeats that they are "honorable men" and only reminds the crowd of the good that Caesar did for them. He does not call for revenge or get angry.

5. Given their persuasive strategies, which speaker thinks they are in a stronger situation? Are they right? Explain your answer.

Accept supported answers, such as: "Brutus thinks he is in a stronger situation because he explains himself to the crowd then thinks he can leave and hand over to Antony with no risks. He is wrong because he has underestimated Antony's ability to appeal directly to the crowd." Alternatively, an answer may suggest that it is Antony who thinks he is in the stronger situation, because he knows he has Caesar's will and his own common touch, while Brutus is actually afraid of the crowd.

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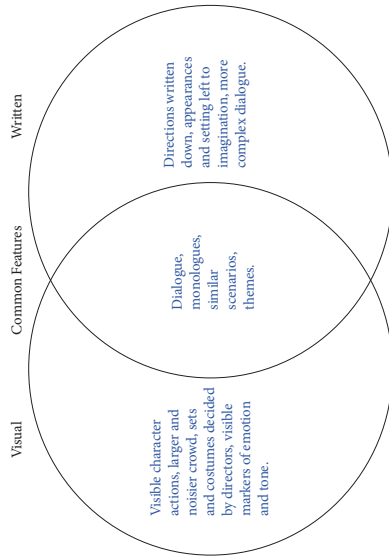
Grade 6 | Core Knowledge Language Arts

NAME: _____
DATE: _____

7.1 ACTIVITY PAGE

Comparing Visual and Written Speeches

Fill in the Venn diagram to compare and contrast elements of visual speeches and written speeches. In the left circle, write aspects of the visual presentation. In the right circle, write elements of written speeches. Where the circles overlap, write common features.



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NAME: _____
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7.2 TAKE-HOME

Practice Frequently Confused Words

For each word, write a sentence demonstrating the correct use of the word.

1. sit I sit up and pay attention.

2. lie I lie down at night.

3. raise I raised my eyebrows at her sarcastic comments.

4. lay We lay the dog on her bed.

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5. set I set the remote control on the table.

6. rise I rise every morning promptly at 6.

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Caesar serves as a model for _____

Answers will vary. Sample answers:

Leadership is an important quality in government. However, when leaders show qualities such as arrogance, they are not able to lead effectively. Citizens depend on good leaders to make decisions that benefit the community. If a leader is arrogant, he is unable to effectively serve the citizens. In Shakespeare's *The Tragedy of Julius Caesar*, Caesar is a poor leader because he is not only arrogant but also ambitious and prideful. In conclusion, Caesar is a poor leader because he is arrogant and fails to take counsel from others. His failure to take counsel results in his death. Caesar serves as a warning against arrogance.

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Ways in Which Your Essay Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment
Your essay has a strong introduction and conclusion that introduce and summarize the themes.	You could improve the introduction to make it clearer that your essay is about Caesar's leadership.
You identify several aspects of leadership clearly.	You could rewrite your claims to make them stronger and more understandable to the reader.
You make strong claims about whether Caesar was a good leader.	You should include more evidence or make the evidence clearer to support your claims better.
You use evidence to support your claims and include citations so that I can check them.	You could add or improve your reasoning structures to make it clearer why the evidence supports your claims.
Your reasoning helps me understand why the evidence supports your claims.	Your essay needs to use the literary present tense and/or active voice in the following sentences: [examples].
You use literary present tense and active voice throughout.	
Your conclusion summarizes the argument well.	

NAME: _____
DATE: _____

9.2 TAKE-HOME

Practice Spelling Words

Write a sentence for each of the words. For the tenth prompt, write a sentence by choosing one of the remaining words.

committee	visible	monologue
tragedy	hypocrite	innocence
exercise	dictator	suspicion
porous	gaseous	criticize

- porous The porous rocks absorbed some of the water.
- tragedy The people wept at the great tragedy.
- hypocrite The leader was considered a hypocrite for asking her henchmen to do what she refused to do.
- dictator Caesar wanted to rule as a dictator, sharing power with no one.
- suspicion The man's strange behavior attracted the detective's suspicion.

- innocence The trial proved her innocence.
- gaseous Gaseous chemicals entered the air.
- exercise To exercise, I like to cycle.
- criticize I am too willing to criticize others' work.
- any sentence correctly using the word *visible, monologue, or committee*

NAME: _____
DATE: _____

10.2 ASSESSMENT

Spelling Assessment

Write the spelling words as your teacher calls them out. Then write the sentence dictated by your teacher.

- committee
 - tragedy
 - exercise
 - porous
 - visible
 - hypocrite
 - dictator
 - gaseous
 - monologue
 - innocence
 - suspicion
 - criticize
- The actor, playing a dictator in the tragedy, gave a monologue to criticize the committee.

Questions

Answer the following questions using complete sentences.

- Describe how the appointment of Caesar as dictator for life leads to his assassination.
Student answers will vary but may include "Caesar's appointment as dictator for life made the senate fear he intended to rule them like a king. He angered the wealthy and powerful of Rome, and so they decided to get rid of him."
- The quotation from Plutarch says that Caesar "was hacked and mangled among them, as a wild beast taken of hunters." What effect do these language choices have on your impression of what happened?
Student answers will vary but may include "these language choices accentuate the violence of the attackers and the desperation of Caesar, who is depicted like a wild animal being killed by hunters."
- PART A: What is the relationship between Plutarch's text and Shakespeare's play?
 - ☒ Plutarch's text is the basis for Shakespeare's drama.
 - ☐ Plutarch's text is based on Shakespeare's work.
 - ☐ Plutarch's text has no relationship to Shakespeare's play.
 - ☐ Plutarch's text and Shakespeare's play are identical.

PART B: Why might Plutarch be a more reliable source of historical information on Caesar's death?

- ☐ Plutarch knew Caesar personally.
- ☒ Plutarch wrote history, while Shakespeare wrote drama.
- ☐ Plutarch was dramatizing Caesar's death for his audience.
- ☐ Plutarch includes no rich descriptive language.

NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

- Read this line from Plutarch, and then write in your own words how this description compares or contrasts to the way Shakespeare's play depicts the same events.

Men report also that Caesar did still defend himself against the rest ... but that when he saw Brutus with his sword drawn in his hand, then he pulled his gown over his head, and made no more resistance.

Student answers will vary but should compare Plutarch's lack of mention of the line "Et tu, Brute" or equivalents and that pulling his robe over his head is not in Shakespeare's directions but should also point out that in both accounts Caesar is wounded by the sight of Brutus among his attackers.

- What personal quality of Caesar's does the text say causes his downfall?
 - ☐ his bravery
 - ☐ his wealth
 - ☒ his arrogance
 - ☐ his charity
- Using your own words, describe how the text makes a distinction between a "general" and a "dictator."

Student answers may vary but should recognize that a general is a military commander while a dictator is a political leader. The text is saying that Caesar could not command a country as well as he could command an army.

NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

- PORTIA** I should not need, if you were gentle Brutus.
Within the bond of marriage, tell me, Brutus,
Is it excepted I should know no secrets
That appertain (are relevant) to you? Am I to keep
With you at meals, and talk to you sometimes?
If it be no more, Portia is not thy wife.

- BRUTUS** You are my true and honorable wife,
As dear to me as are the ruddy (red) drops
That visit my sad heart. Portia, go in
And by and by thy bosom shall partake
The secrets of my heart.

- [They exit in different directions.]*

Questions

- Read this line of Portia's dialogue, and then describe what she is saying to Brutus in your own words.

You suddenly arose, and walked about, Musing and sighing, with your arms across, And when I asked you what the matter was, You stared upon me with ungentle looks, And with an angry wafure (wave) of your hand Gave sign for me to leave you.

Answers should summarize that when Portia asks him what the matter is, Brutus looks irritated and worried and then dismisses her unkindly.

- PART A: What does Brutus mean when he calls Portia "gentle Portia"?
 - ☐ that Portia is too weak to join the conspiracy
 - ☐ that he doesn't want to talk to Portia
 - ☐ that he doesn't trust Portia with his secrets
 - ☒ that he thinks Portia is too kind to hear what he is up to

PART B: Why does Portia say that Brutus is not "gentle Brutus"?

- ☐ because she wants to join the conspiracy
 - ☐ because she knows he means to kill Caesar
 - ☒ because she thinks he is behaving badly to her
 - ☐ because he has become arrogant and vain
- Why does Portia kneel before Brutus?
 - ☒ to show how much she wants him to tell her what's wrong
 - ☐ because she views herself as unequal to him
 - ☐ because he has told her to kneel
 - ☐ to show how little she cares about Brutus's mood

- Why won't Brutus tell Portia what is wrong with him?

Answers should show understanding that Brutus is worried about the secrecy of the conspiracy, his own feelings about betraying Caesar, and that he doesn't want his wife to get involved.

- What does the stage direction at the end, "they exit in different directions," tell you about whether Brutus and Portia resolve their argument?

The direction tells us that Brutus and Portia have not resolved their argument.

Activity Book Answer Key

NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

12. What is the meaning of Portia's line, "Brutus is wise and, were he not in health, He would embrace the means to come by it"?
- She does not really think that Brutus is sick.
 - ☒ She thinks Brutus would address any sickness properly.
 - She wants to fetch a doctor for Brutus.
 - She wants to praise Brutus for his wisdom.

Reading Comprehension Score: _____ of 12 points.

Writing Prompt: Write a short answer that contrasts how Brutus is depicted in the informational text and in the excerpt from Shakespeare's play. Refer to at least two examples of each difference. Include use of reasoning structures to connect your claims with evidence from the text.

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Activity Book | Unit 5 71

NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

Grammar

After each sentence, write whether the verb is written in the active or passive voice.

- I said that we had to rescue the dogs from the rain. active
- Those kittens were adopted by a nice family. passive
- The box is going to be stolen tonight. passive
- The ships sailed through the calm ocean. active
- We took many excellent photographs on holiday. active
- The souvenirs were purchased at a locally owned shop. passive

Convert the following sentences from the passive voice to the active voice.

- Many of the rabbits were returned to their hutch by us. We returned many of the rabbits to their hutch.
- Armies were ordered by Caesar to attack Rome. Caesar ordered his armies to attack Rome.
- The daggers of the conspirators were used to slay Caesar. The conspirators used their daggers to slay Caesar.
- The loss of Brutus's life was regretted by Antony. Antony regretted the loss of Brutus's life.

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Activity Book | Unit 5 73

Use the correct word from the options provided to complete the sentences.

- We set the food on the table for the guests. [sit/set]
- We did lots of activities to raise money for charity. [rise/raise]
- I need to lie down and go to sleep. [lie/lay]
- Sit down on that chair, please. [sit/set]
- I went to the bedroom to lay the sleepy baby on the bed. [lie/lay]

Grammar Score: _____ of 15 points.

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NAME: _____
DATE: _____

11.1
CONTINUED ASSESSMENT

Morphology

Read each sentence, and write the Greek or Latin root word (dico/dictum, monos, video/visum) that features in the sentence. One sentence features two words.

- I dictated my thoughts to my secretary. dico/dictum
- The ships were visible to the naked eye. video/visum
- Caesar aimed to transform Rome from a republic into a dictatorship. dico/dictum
- The lawyers said that the business was a monopoly. monos
- The critics predict that the actor's monologue will bring the audience to tears. dico/dictum, monos

Based on the meaning of the root word, circle the right word to fit the definition provided. One question has two right answers, so circle both.

- using one ear. (monaural) / dictionary / invisible
- a machine for viewing things. (television) / dictaphone / monopoly
- to speak your views. (dictate / advise) / monologue
- things that can prove the existence of something. (monopoly / diction / evidence)
- rule by one person. (monarchy) / advisory / (dictatorship)

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Activity Book | Unit 5 75

Add the right suffix from the options -ous, -ious, -eous to correctly form a new word, and write it on the lines provided. For some of the words, you will have to change the spelling of the root word to add the suffix.

11. fury furious
12. danger dangerous
13. peril perilous
14. courtesy courteous
15. nerve nervous
16. fame famous

Morphology Score: of 16 points.

Total Score for Unit Assessment: of 47 points.

NAME: _____
DATE: _____

PP.1 ASSESSMENT

Mid-Unit Comprehension Check—The Tragedy of Julius Caesar

1. In your own words, explain why the conspirators want to kill Julius Caesar.
Student answers will vary but should include the belief by the conspirators that Caesar wants to rule Rome as a dictator and that the conspirators view it as their duty to ensure that Rome is never ruled by such a person. Answers may also mention that the conspirators believe that all Romans should be equal.

Each of the following questions describes a particular character from the first half of The Tragedy of Julius Caesar. Circle the option that fits the description.

2. The most powerful man in Rome
Antony Cassius Brutus Caesar
3. An athletic companion of Caesar's
Cassius Calpurnia Antony Brutus
4. A man conflicted by his duty to his friends and to Rome
Cassius Brutus Casca Calpurnia
5. The person moving the conspiracy along
Caesar Antony Cassius Casca
6. A conspirator who speaks bluntly
Casca Cassius Brutus Antony

7. What is Antony meant to be doing at the festival of Lupercalia?
A. killing Caesar
B. giving a speech
C. crowning Caesar
D. running in a race
8. Why don't the conspirators kill Mark Antony?
A. They think he's too dangerous.
B. Antony is part of the plot.
C. Caesar doesn't like Antony.
D. They think Antony isn't a threat.
9. In what way could Caesar be described as responsible for his own downfall? Explain your thinking.
Student answers may vary but should explain that Caesar aimed to make himself the most powerful man in Rome, which made people angry at him. Answers should also explain that Caesar is given several warnings about the plot, but he does not listen to them.
10. What is Brutus's motivation to join the conspiracy?
A. his ambition to be famous
B. his desire for more wealth
C. his belief that it is his destiny
D. his sense of duty to Rome
11. What meaning is conveyed by Calpurnia's line, "your wisdom is consumed in confidence"?
Calpurnia means that Caesar is too confident in himself to listen to good advice or pay proper attention to threats.

NAME: _____
DATE: _____

PP.1 CONTINUED ASSESSMENT

12. How does Decius convince Caesar to go to the Senate?
Decius convinces Caesar that Calpurnia's warning is actually a good omen and Caesar has nothing to worry about.
13. Why do the conspirators insist on Brutus joining their plot?
Brutus is famous and well-respected, and they believe he can convince the crowds of Rome to support their actions.
14. What is the meaning of the phrase "the Ides of March" of which Caesar must beware?
A. It's the date on which he will die.
B. It's a place where he will die.
C. It's the names of the conspirators.
D. It's the weapon that will kill him.
15. Why do the conspirators meet Brutus at night?
A. because it's too hot during the day
B. because Rome is too busy during daytime
C. because it's too dangerous to meet in the daytime
D. because Caesar is sleeping in his bed

Mid-Unit Comprehension Check Score: of 15 points.

Activity Book Answer Key

NAME: _____
DATE: _____

PP.2 ASSESSMENT

End-of-Unit Comprehension Check—*Julius Caesar*

- Following Caesar's death, what is Antony's initial reaction to the conspirators, and what does he ask them to let him do?
Antony acts like he is a friend of the conspirators, and he asks them to let him speak at Caesar's funeral.
- What is the main difference in literary style between how Shakespeare writes Brutus's speech as opposed to Antony's speech?
Brutus's speech is in prose, while Antony's is in poetry/verse.
- In your own words, summarize the reasons Brutus gives to the crowd for having killed Caesar.
Student answers may vary but should show understanding that Brutus tells the crowd he and the conspirators are honorable men who acted to end Caesar's ambition for the good of Rome.
- In your own words, summarize Antony's argument to the crowd.
Student answers may vary but should show understanding that Antony argues that Caesar did many good things for the people of Rome and that the conspirators are just as ambitious as Caesar was.

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- How does Antony act physically toward the crowd, causing them to agree with him?
 - He stands on the podium to make them afraid of him.
 - He throws his sword into the crowd to hurt them.
 - ☒ He gets down from the platform to join them.
 - He sends servants to give money to the crowd.
- Why does Caesar's will help turn the crowd against Brutus and the conspirators?
 - ☒ Caesar leaves each Roman citizen a sum of money.
 - Caesar orders many statues to be built.
 - Caesar orders the creation of a new empire.
 - Caesar orders the killing of the conspirators.
- How does the success of Antony's speech reveal the success of Caesar's leadership? Explain your answer.
Student answers may vary but should show understanding that Caesar's leadership causes the people of Rome to love him (through enriching them); Antony's speech reminds them of this and turns them against the conspirators.
- How is Brutus's guilt personified in the play?
He sees the ghost of Caesar haunting him.
- What happens at Philippi?
Cassius and Brutus fight their last battle against Antony and Octavius.

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NAME: _____
DATE: _____

PP.2 ACTIVITY PAGE

- What causes Cassius and Brutus to turn on each other?
 - Cassius's fear
 - Brutus's fear at seeing Caesar's ghost
 - Brutus's guilt
 - ☒ Cassius's guilt over taking bribes
- In what ways is Brutus disappointed by the events following Caesar's murder? Student answers should include the following: He is disappointed that the conspirators are chased out of Rome by Antony. Furthermore, he is disappointed to learn that his fellow conspirators, like Cassius, are not behaving honorably. Students may also say that he is disappointed to learn of Portia's death.
- In your own words, summarize how Brutus's mood develops through the second part of the play.
Student summaries should suggest that Brutus's mood turns from one of (tentative) triumph and confidence to one of defeat and despair by the end.
- How do Cassius and Brutus rob Antony and Octavius of their victory?
 - They take their own lives.
 - ☒ They hide their gold.
 - They refuse to fight a battle.
 - They destroy Caesar's will.

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Activity Book | Unit 5 85

- In your own words, summarize Antony's meaning when he says that Brutus was "the noblest Roman of them all."
Antony is saying that it was only Brutus who acted out of honorable and true motives, unlike the other conspirators.
- What do the citizens reveal happens to Rome after the end of the play?
 - Antony rules as a peaceful ruler.
 - ☒ Antony and Octavius fight each other to control Rome.
 - Brutus is remembered as a good man.
 - Caesar is forgotten by history.

End-of-Unit Comprehension Check Score: _____ of 15 points.

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NAME: _____
DATE: _____

PP.3 ACTIVITY PAGE

Grammar: Active and Passive Voice

For each sentence, rewrite it from the active to the passive voice or the passive to the active as directed.

- We were bitten many times by the ants. (Rewrite as active.)
The ants bit us many times.
- The trophies were won by the runners. (Rewrite as active.)
The runners won the trophies.
- Mark wrote this story for the children. (Rewrite as passive.)
The story for the children was written by Mark.
- These things were accomplished by the senator. (Rewrite as active.)
The senator accomplished these things.
- Money was given to the people by Caesar. (Rewrite as active.)
Caesar gave money to the people.

- The blessing was given to Calpurnia by Antony. (Rewrite as active.)

Antony gave the blessing to Calpurnia.

- My mother baked the cake! (Rewrite as passive.)

The cake was baked by my mother!

- My parents hid the presents. (Rewrite as passive.)

The presents were hidden by my parents.

NAME: _____
DATE: _____

PP.4 ACTIVITY PAGE

Grammar: Frequently Confused Words

For each of these word sets, write one sentence that uses both of the words correctly.

sit/set
lie/lay
rise/raise

- Please set the tools over there, before sitting down on the porch.
- The girls laid down their toys before lying down for a nap.
- All rise and raise your glasses for a toast!

NAME: _____
DATE: _____

PP.5 ACTIVITY PAGE

Morphology: Greek and Latin Roots

Write the correct word to complete each sentence.

predict	dictator	monologue	monarch
monocle	advise	televise	

- The studio is in negotiations to televise the soccer match.
- The actor's monologue took place with no other actors on stage.
- The United Kingdom's head of state is a monarch, a king or queen.
- My eccentric uncle always wore a monocle, which he held in his right eye.
- I advise you not to act rashly.
- If we attack, I predict that we will win.
- We must not let the general install himself as a dictator.

NAME: _____
DATE: _____

PP.6ACTIVITY PAGE

Morphology: Suffixes

Choose words from the list, and match them to the right definitions. Write the word and the -ous, -ious, -eous suffix that is used.

delicious	luxurious	nauseous	simultaneous
gorgeous	curious	anxious	

1. very pretty _____
suffix _____

2. having a sick feeling _____
suffix _____

3. at the same time _____
suffix _____

4. wanting to know _____
suffix _____

5. very tasty _____
suffix _____

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6. nervous _____
suffix _____

7. comfortable and expensive _____
suffix _____

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Unit 5

The Tragedy of Julius Caesar

Teacher Guide

GRADE 6



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