Honors Julius Caesar

Content Area: **English Language Arts**
Course(s): **Language Arts Literacy II Honors**
Time Period: **4 weeks**
Length: **3-4 Weeks**
Status: **Published**

Unit Overview

Students will read and analyze *The Tragedy of Julius Caesar.* The students will explore elements of drama, Elizabethan vocabulary, plot, public speaking, close reading, and integrating knowledge through a variety of classroom activities.

Transfer

Students will be able to independently use their learning to...

- Understand the historical context of the play and relate to other texts and current events
- Identify elements of a drama.
- Identify elements of a tragedy.
- Analyze and interpret Shakespeare's language.

For more information, read the following article by Grant Wiggins.

http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60

Meaning

Understandings

Students will understand that...

- The importance of literary elements, such as dramatic irony and foreshadowing, affect the development of the play
- Themes of envy, revenge, ambition, and vanity in Julius Caesar relate to current events
- Shakespeare used particular techniques to develop characters and their relationships

- That ambition and revenge come with negative consequences

Essential Questions

Students will consider the following questions...

- How are the themes in literature relevant to today's society?
- How does reading enhance our perception and understanding of various cultures both past and present?
- In what ways do ambition, vanity, envy, and revenge affect the choices that one makes?
- Why is Shakespeare's *Julius Caesar* a tragedy?
- Are contemporary political figures different from those of the ancient past?

Application of Knowledge and Skill

Students will know...

Students will know...

- Historical context of play - Students will understand who Julius Caesar was before reading the play
- Dramatic elements - Plot, characters, dialogue, audience, genre, theme, tragic hero, tragic flaw, internal conflict, supporting roles, crisis, climax, catastrophe
- Elements of a tragedy - Downfall of a tragic hero, contrast, fate, the supernatural, suspense, sililoquy, aside, and comic relief.
- Plot details
- Character development - Revealing character's mood, motivations, attitudes, and feelings of other characters through direct and indirect characterization.
- Themes - envy, revenge, betrayal, power, ambition, greed

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension on four levels: factual, interpretive, critical, and personal.
- Identifying and examining literary and dramatic elements: plot, characterization, sililoquy, aside, etc.
- Deciphering Shakespearean language
- Connecting main events and characters in the play to the development of theme
- Defining vocabulary words and improving their understanding of the play through vocabulary lessons prepared for use in conjunction with the play

Academic Vocabulary

Drama terms, ethos, pathos, logos

Learning Goal 1

Students will be able to analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the play.

Objective 1 - Level 2 and 3

SWBAT:

- Identify and describe major characters
- Identify setting of novel
- Demonstrate their knowledge of Julius Caesar by answering questions and connecting main events and characters in the play to the development of theme.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Objective 2 - Levels 1 and 2

SWBAT:

- Identify and discuss plot development.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Objective 3 - Level 1 and 2

SWBAT:

- Read about and discuss William Shakespeare's life events.
- Complete pre-reading activities such as an anticipation guide discussing themes of betrayal, friendship, and ambition.
- Evaluate Roman society in the past and present

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Objective 4 - Level 3 and 4

SWBAT:

- Form conclusions, compare and contrast, summarize, and write a variety of pieces in response to text.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.W.9-10.4	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.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Summative Assessment

- End of play test
- Essay
- Journal entries/free writes
- Project
- Reading comprehension quizzes

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Formative Assessment and Performance Opportunities

- class discussion
- comprehension questions
- journal entries/free writes
- reading quizzes
- teacher observation
- vocabulary quizzes

Accommodations/Modifications

- Allow students to highlight key points of the play
- Create character word webs and associate dialogue with traits
- Present new vocabulary visually
- Provide adapted version of the text
- Provide audio of the text

Interdisciplinary Connections

- Discuss and Analyze The Art of Performing on Stage

- Discuss Shakespeare's life
- Discuss the architecture of The Globe Theater
- Discuss the history of Shakespeare
- Examine and Discuss Social Class and Structure

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
VPA.1.1.12.C.1	Analyze examples of theatre’s influence on history and history’s influence on theatre in Western and non-Western theatre traditions.
VPA.1.1.12.C.CS1	Theatre and the arts play a significant role in human history and culture.
VPA.1.1.12.C.CS2	Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

Unit Resources

- Notes on time period/history
- Notes on William Shakespeare