

Full name: \_\_\_\_\_

**12.2.2 Lesson 1**

Date: \_\_\_\_\_

Per: \_\_\_\_\_

**Aim:** In what ways does Shakespeare’s specific choices about how to begin the play introduce conflict in this scene?

**Vocabulary**

- \*mechanical (n.) – workers
- \*cobbler (n.) – person who mends shoes; bungler; someone who performs or works clumsily or inadequately
- knave (n.) – unprincipled, untrustworthy, or dishonest person
- saucy (adj.) – rude usually in a lively and playful way
- tributaries (n.) – those paying a tax exacted from a subject by a conqueror
- idle (adj.) – lazy
- soles (n.) – the parts of a shoe, boot, etc., that touch the ground
- bonds (n.) – things that bind or restrain
- chariot (n.) – a carriage with two wheels that was pulled by horses and was raced and used in battle in ancient times
- ingratitude (n.) – lack of appreciation or thanks for something

**Do now: Complete the Marzano Vocabulary 4 Square (2 pts)**

<b>Word:</b>	
<b>Rewrite definition in your own words:</b> _____ _____ _____ _____	<b>Synonyms</b> • ..... • ..... • .....
<b>Visual Image:</b>	<b>Write a sentence using the word.</b> _____ _____

**MEA #1:** <https://librivox.org/julius-caesar-by-william-shakespeare/>

Annotate the text for keywords as you listen to a masterful reading and read along (W.11-12.9.a).(2 pts)

**MEA #2: Text-dependent questions and discussion (4 pts)**

**Team Tribunes:** Read Act 1.1, lines 1–35 (from “Hence! Home, you idle creatures, get you home!” to “to see Caesar and to rejoice in his triumph”) and answer the following questions with your groups before sharing out with the class.

1. How does Shakespeare establish the relationship between the Tribunes and the Commoners in Act 1.1, lines 1–9?
2. What tone does Shakespeare create through Flavius’s words to the Commoners?
3. Why does Marullus ask, “Where is thy leather apron and thy rule” in line 7?
4. What is the effect of the Cobbler’s use of the multiple meanings of the word *cobbler* in line 11? (**Hint:** The Cobbler uses a pun when he says he hopes he practices a trade that he “may use with a safe conscience” and that he is “a mender of bad soles” (lines 13–14). Flavius thinks the Cobbler means he practices a trade having to do with correcting souls, but the Cobbler really means that he fixes the bottoms of shoes.)
5. How does the language of Marullus and Flavius differ from the language of the Cobbler and the Carpenter? (lines 13–15).
6. How does Shakespeare’s use of different speech patterns for the characters develop his depiction of Rome?
7. What reason does the Cobbler give for being on the streets instead of in his shop?

---

**Team Commoners:** Read Act 1.1, lines 36–80 (from “Wherefore rejoice? What conquest brings he home?” to “above the view of men / And keep us all in servile fearfulness”) and answer the following questions before sharing out with the class.

8. How does Marullus’s criticism of the Commoners develop his opinion of Caesar?
9. How does Marullus’s reference to Pompey develop his criticism of the Commoners? In other words, what can you infer about Pompey from lines 42–56?

10. Based on the other activities that the Tribunes describe, what sort of greeting is a “universal shout” (line 49)?
  
11. What can you infer about the relationship between Caesar and Pompey based on Marullus’s statement that Caesar “comes in triumph over Pompey’s blood” (line 56)?
  
12. What can you infer from the Tribunes’ relationship to Pompey from the Tribunes’ criticism of the Commoners?
  
13. What does Flavius’s use of metaphor in lines 73–80 suggest about his attitude toward Caesar?  
(L.11-12.5.a)

---

**All teams:** Answer the following questions in your groups before sharing out with the class:

14. To what extent does Act 1.1 fulfill or develop expectations set by the play’s full title, *The Tragedy of Julius Caesar*?
  
15. Which other plays by Shakespeare that you have read begin with the main character off-stage?
  
16. What effect does Shakespeare create by choosing to begin a play with a scene that does not include the title character?

---

**Exit ticket: Quick Write (2 pts)**

Respond briefly in writing to the following prompt:

How do Shakespeare’s specific choices about how to begin the play introduce conflict in this scene?

Look at your annotations to find evidence. Use this lesson’s vocabulary wherever possible in your written responses.

---

---

---

---

---

---

---

---