

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

**12.2.2 Lesson 3**

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

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

**Aim:** In what ways does Shakespeare use rhetoric to develop a central idea in the play?

**Vocabulary**

- \*Colossus (n.) – a gigantic bronze statue whose legs, according to legend, spanned the harbor at Rhodes
- encompassed (v.) – included comprehensively
- \*brookd (v.) – permitted
- entreat (v.) – make an earnest request
- repute (v.) – consider
- applauses (n.) – expressions of appreciation or approval
- bestride (v.) – stand or tower over; dominate
- recount (v.) – tell someone about (something that happened); describe or give an account of (an event)

**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:** Fold the fortune-teller and complete two rounds with a partner to review Friday’s lesson. Write your answers here. (2 pts)

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**MEA #1:** ( 11:13- ) <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)**

**Read aloud lines 139–187 (from “Another general shout! / I do believe that these applauses” to “thus much show of fire from / Brutus”), and then as a group answer the following questions before sharing out with the class.**

1. How does the simile in lines 142–145 advance Cassius’s purpose? (L.11-12.5.a)
2. Paraphrase lines 146–148. What does Cassius imply to Brutus in these lines?
3. How does Cassius use rhetoric to express his ideas in lines 142–170?
4. Read aloud Act 1.2, lines 171–187 (from “That you do love me, I am nothing jealous” to “thus much show of fire from / Brutus”) and then as a group answer the following questions before sharing out with the class.
5. What does Brutus’s response to Cassius suggest about Brutus’s character?
6. Evaluate Cassius’s sincerity in lines 185–187 when he says, “I am glad that my weak words / Have struck but thus much show of fire from / Brutus.”
7. How does Cassius’s discussion with Brutus begin to develop a central idea about the relationship between the individual and the state?
8. How does Cassius’s discussion with Brutus begin to develop a central idea about ethics of honor?



## 12.2.2 Lesson 3

### Introduction

In this lesson, students read and analyze Act 1.2, lines 139–187 of *Julius Caesar* (from “Another general shout! / I do believe that these applauses are” to “thus much show of fire from / Brutus”), in which Cassius continues to speak to Brutus about the rise of Caesar. Students explore Cassius’s use of rhetoric and emerging central ideas, including the relationship between the individual and the state, social bonds, and ethics of honor. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare use rhetoric to develop a central idea in the play?

For homework, students read Act 1.2, lines 188–224 (from “The games are done, and Caesar is returning” to “And tell me truly what thou think’st of him”) before responding to a series of questions. Students also read Act 1.2, lines 225–334 (from “You pulled me by the cloak. Would you speak with me?” to “For we will shake him, or worse days endure”) in preparation for the next lesson.

### Standards

Assessed Standard(s)	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Addressed Standard(s)	
W.11-12.9. a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
L.11-12.4.c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. c. Consult general and specialized 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, its part of speech, its etymology, or its standard usage.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

# Assessment

## Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Shakespeare use rhetoric to develop a central idea in the play?

## High Performance Response(s)

A High Performance Response should:

- Identify a central idea emerging in the play (e.g., ethics of honor; the relationship between the individual and the state; social bonds; etc.).
- Explain how Shakespeare’s use of rhetoric develops the emerging central idea (e.g., Cassius’s use of rhetorical devices such as figurative language and historical references develops the central idea of the relationship between the individual and the state. In a simile comparing Caesar to a Colossus, Cassius makes the point that Caesar’s rise to power causes other men to appear “petty” or insignificant (line 143). They are left to find “dishonorable graves” (line 145) because they are no longer seen as Caesar’s equal. Cassius’s use of a negative image here suggests that he believes the relationship between the individual and the state should not be one of a single leader dominating Rome. He uses historical references to advance this idea when he reminds Brutus that Rome was once a city “famed with more than with one man” (line 162) and concludes by reminding Brutus of his ancestor of the same name. His ancestor Brutus took the honor of being a free and equal Roman so seriously that he “would have brooked / Th’ eternal devil to keep his state in Rome / as easily as a king” (lines 168–170). Cassius tells this story to encourage Brutus to preserve the relationship between the individual and the state that is the hallmark of Rome, a relationship of freedom and equality that does not involve a king.)

## Vocabulary

- \*Colossus (n.) – a gigantic bronze statue whose legs, according to legend, spanned the harbor at Rhodes
- encompassed (v.) – included comprehensively
- \*brooked (v.) – permitted
- entreat (v.) – make an earnest request
- reputed (v.) – consider
- applauses (n.) – expressions of appreciation or approval
- bestride (v.) – stand or tower over; dominate
- recount (v.) – tell someone about (something that happened); describe or give an account of (an event)

i Words defined in the explanatory notes are marked with an asterisk.

## Materials

- Student copies of 12.2 Common Core Learning Standards Tool (refer to 12.2.1 Lesson 4) (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.2. In this lesson, students work in small groups to analyze how Shakespeare’s use of rhetoric develops a central idea in Act 1.2, lines 139–187 of *Julius Caesar*.

4 Students look at the agenda.

**i Differentiation Consideration:** If students are using the 12.2 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standard RL.11-12.2. Instruct students to talk in pairs about what they think the standard means. Lead a brief discussion about the standard.

( Student responses should include:

- The standard requires students to determine and analyze more than one central idea in a text.
- The standard requires students to identify several places in a text where authors develop central ideas.
- The standard means that one central idea can affect other central ideas in a text.
- The standard requires students to summarize a text objectively.

### Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Annotate Act 1.1 and Act 1.2, lines 1–138 for how Shakespeare develops relationships and answer the following question.) Instruct students to form pairs and share their annotations.

( Student annotations may include:

- “Hence! Home, you idle creatures, get you home!” (Act 1.1, line 1) – Flavius takes an angry and commanding tone towards the Commoners, suggesting that he perceives himself to have authority over them.
- “[W]e make holiday to see Caesar and to rejoice in his triumph” (Act 1.1, lines 34–35) – the Commoners are eager to celebrate Caesar, suggesting that Caesar is popular among the people.
- “Let no images / Be hung with Caesar’s trophies” (Act 1.1, lines 73–74) – Flavius and Marullus seem to be hostile to Caesar, suggestion tension between different groups in the city.
- “When Caesar says ‘Do this,’ it is performed” (Act 1.2, line 13) – Antony’s words suggest that Caesar has a dominant relationship with those around him.
- “I have not from your eyes that gentleness / And show of love as I was wont to have” (Act 1.2, lines 38–39) – Cassius implies that he and Brutus were once friends but that the relationship has become strained.
- “But let not therefore my good friends be grieved / (Among which number, Cassius, be you one)” (Act 1.2, lines 49–50) – Brutus acknowledges Cassius as a friend.
- “I, your glass / Will modestly discover to yourself / That of yourself that you yet know not of” (Act 1.2, lines 74–76) –

Cassius flatters Brutus by suggesting that Brutus is not aware of his own worthiness. Cassius seems to be attempting to establish a closer relationship with Brutus.

- What means this shouting? I do fear the people / Choose Caesar for their king” (Act 1.2, lines 85–86) – Brutus shows his opposition to Caesar becoming King.
- “[Y]et I love [Caesar] well” (Act 1.2, line 89) – Despite his opposition to Caesar as king, Brutus admits that he loves Caesar as a man.
- “I know that virtue to be in you Brutus, / As well as I do know your outward favor. Well, honor is the subject of my story” (Act 1.2, lines 97–99) – Cassius knows how to appeal to Brutus’s values and his self-perception.
- “You gods, it doth amaze me / A man of such feeble temper should / So get the start of the majestic world / And bear the palm alone” (Act 1.2, lines 135–138) – Cassius shows his bitterness toward Caesar.

How do the relationships among characters in Act 1.1 and Act 1.2, lines 1–138 contribute to the emergence of a new central idea?

( Student responses may include:

- Shakespeare’s depiction of the different political and social relationships in Rome contributes to the emergence of a new central idea centered around the interactions between the characters and the complex web of loyalties that binds or separates them.
- In Act 1.1, Flavius and Marullus refer to the recent civil war in Rome between Pompey and Caesar who “comes in triumph over Pompey’s blood” (Act 1.1, line 56). Whereas the Commoners “make holiday to see Caesar and to rejoice in his triumph” (Act 1.1, lines 34–35), Flavius orders Marullus to “[l]et no images / Be hung with Caesar’s trophies” (Act 1.1, lines 73–74). These contrasting attitudes reveal the conflict around Caesar’s rise to power, which is developed further in Act 1.2.
- In Act 1.2, the audience sees the contrast between Antony’s and Cassius’s attitudes toward Caesar. Antony says, “When Caesar says ‘Do this,’ it is performed” (Act 1.2, line 13), but Cassius shows resentment and remarks, “it doth amaze me / A man of such feeble temper should / So get the start of the majestic world / And bear the palm alone” (Act 1.2, lines 135–138).
- Brutus embodies the tensions and struggles that are forming around Caesar, as he is torn between his distaste for the idea of a king, saying “I do fear the people / Choose Caesar for their king” (Act 1.2, lines 85–86), and his personal affection for Caesar, admitting that he “love[s] him well” (Act 1.2, line 89).

i Consider giving students the phrase “social bonds” to describe the various relationships that develop over the course of the text. The idea of social bonds is central to the action of the play, which centers on the tensions between competing bonds of political ties, friendship, and family. Over the course of the unit, students examine the ways in which characters form and break such ties, and prioritize certain social bonds over others.

Instruct students to share and discuss the vocabulary words they identified for homework (L.11-12.4.c).

( Students may identify the following words: *\*Colossus*, *encompassed*, *\*brook*, *entreat*, and *repute*.

i **Differentiation Consideration:** Students may also identify the following words: *applauses*, *bestride*, and *recount*.

i Definitions are provided in the Vocabulary box in this lesson.

Instruct student to take out their responses to the second part of the previous lesson’s homework assignment. (Read Act 1.2, lines 139–187 of *Julius Caesar*. Summarize the scene and annotate the text for central ideas.) Instruct students to share their summaries and annotations in their pairs.

( This portion of Act 1.2 begins with the crowd applauding as Caesar receives additional honors. Cassius continues to complain about Caesar’s arrogance and ambition, comparing him to a Colossus who dwarfs the men around him. Cassius reflects that he and Brutus are not fated to be Caesar’s inferiors and suggests that there is no reason that Caesar should be receiving so many honors instead of Brutus. He concludes by reminding Brutus of his ancestor, also named Brutus, who was so opposed to having a king that he would have fought the devil to prevent a king from ruling Rome. Brutus replies that he, too, has considered the current situation and will share his thoughts at some point in the future. For now, Cassius should be satisfied to know that Brutus would rather be living in a village than in Rome under the current circumstances (with Caesar gaining more power). Cassius says he is happy that his words have at least caused Brutus to express this much.

( Student annotations for ethics of honor may include:

- From “he doth bstride the narrow world” to “To find ourselves dishonorable graves” (lines 142–145) – Cassius suggests that by allowing Caesar’s rise to power, Cassius and Brutus are conducting themselves dishonorably.
- “Men at some time are masters of their fates. / The fault, dear Brutus, is not in our stars, / But in ourselves that we are underlings” (lines 146–148) – Cassius suggests that honor lies in acting for oneself: one should not simply accept events as fate, but act in order to change and improve the situation.
- From “what should be in that / ‘Caesar’” to “will start a spirit as soon as ‘Caesar’” (lines 149–156) – Cassius suggests that Brutus’s honor should be offended because he is as worthy as Caesar, but only Caesar seems to be recognized.
- From “Upon what meat doth this our Caesar feed” to “Age, thou art shamed!” (lines 158–159) – Citizens of Rome should be ashamed that they allowed Caesar to gain so much power.

( Student annotations for social bonds may include:

- “That you do love me, I am nothing jealous” (line 171) – Brutus acknowledges Cassius’s friendship.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion

60%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss (W.11-12.9.a).

i **Differentiation Consideration:** If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

i **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

What central ideas emerge in this scene?



Instruct student groups to select two students from their group to read aloud lines 139–187 (from “Another general shout! / I do believe that these applauses” to “thus much show of fire from / Brutus”), and then as a group answer the following questions before sharing out with the class.

How does the simile in lines 142–145 advance Cassius’s purpose? (L.11-12.5.a)

( The simile, comparing Caesar to a Colossus who “doth bestride the narrow world” (line 142), advances Cassius’s purpose by demonstrating that allowing Caesar to gain too much power will reduce the dignity of ordinary Romans and lead them to lose their honor. They will become “petty men” who “[w]alk under [Caesar’s] huge legs” (lines 143–144). Reducing the honor of ordinary Romans forces them to die in shame after finding “dishonorable graves” (line 145).

**i Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

Explain the simile Cassius uses in lines 142–145. (L.11-12.5.a)

( Cassius compares Caesar to the statue of Colossus, saying “he doth bestride the narrow world / Like a Colossus” (lines 142–143). By comparing Caesar to Colossus and ordinary Romans to the “petty men” who “peep about / To find ourselves dishonorable graves,” Cassius shows that Caesar dominates Rome and reduces other citizens to meaningless figures (lines 143–145).

Paraphrase lines 146–148. What does Cassius imply to Brutus in these lines?

( Student responses should include:

- People are in control of their own destinies; their situations do not depend on fate, but on their own actions.
- Cassius’s words imply that Brutus should take action to check Caesar’s rise to power and to prevent Brutus’s own status from being diminished by Caesar.

How does Cassius use rhetoric to express his ideas in lines 142–170?

( Student responses should include:

- Cassius uses figurative language, such as the simile that compares Caesar to Colossus, to illustrate the dangers of Caesar’s rise to power. He uses the metaphor of a beast eating when he asks, “Upon what meat doth this our Caesar feed / That he is grown so great?” (lines 158–159).
- Cassius uses parallel structure to emphasize that Brutus’s name “is as fair a name” as Caesar’s (line 153). To demonstrate how Brutus’s and Caesar’s names are equal, Cassius commands Brutus to “[w]rite them” (line 153), “[s]ound them” (line 154), “[w]eigh them” (line 155).
- Cassius makes historical references. He refers to the values of ancient Rome, a place that “was famed with more than with one man” (line 162) to suggest that modern Rome, whose “wide walks [encompass] but one man,” is a less honorable city than ancient Rome (line 164). Cassius describes Brutus’s ancestor of the same name, who “would have brooked / Th’ eternal devil to keep his state in Rome / As easily as a king,” to suggest that modern Romans should take similar action by removing Caesar’s power in order to preserve the city’s honor (lines 168–170). The reference to the earlier Brutus makes it clear that in the past, honorable men of Rome would no more have allowed a king to rule Rome than they would have allowed a devil to control the city. Cassius’s retelling of the story suggests that Brutus, as the descendant of that great Roman, should take a similar stand to preserve his own honor and that of Rome.

**i Differentiation Consideration:** If necessary, remind students of their work with *parallel structure* in 12.2.1 Lesson 5.

Lead a brief whole-class discussion of student responses.

Instruct student groups to select two students from their group to read aloud Act 1.2, lines 171–187 (from “That you do love me, I am nothing jealous” to “thus much show of fire from / Brutus”) and then as a group answer the following questions before sharing out with the class.

What does Brutus’s response to Cassius suggest about Brutus’s character?

( Student responses may include:

- Brutus’s response shows that he is a cautious man who takes his time to think before acting. He says that he has already thought of Cassius’s points, but he will not “be any further moved” (line 176) or take any action at the moment. Instead, he says he will “consider” what Cassius has to say (line 177) and “will with patience hear, and find a time/ Both meet to hear and answer such high things” (lines 178–179).
- Brutus values his honor and his freedom above all. If being a Roman under Caesar means being without these qualities, which Brutus describes as “these hard conditions as this time / Is like to lay upon us” (lines 183–184), then Brutus would prefer to be a simple villager.
- Brutus refers to the “hard conditions” that “this time / Is like to lay upon [Romans]” (lines 183–184), suggesting that he believes that difficult times are ahead under Caesar.

Evaluate Cassius’s sincerity in lines 185–187 when he says, “I am glad that my weak words / Have struck but thus much show of fire from / Brutus.”

( Cassius is genuinely pleased that his words have had some effect on Brutus, but his reference to his “weak words” (line 185) is ironic because he has worked very hard to influence Brutus. Cassius’s strategic use of rhetoric throughout these lines demonstrates that Cassius is a skilled speaker who clearly understands the power of words; he does not really believe that he has “weak words” and he is not really surprised that Brutus has agreed to think about their conversation.

**i Differentiation Consideration:** if necessary, provide the following definition: *irony* means “the use of words to convey a meaning that is the opposite of their literal meaning.”

How does Cassius’s discussion with Brutus begin to develop a central idea about the relationship between the individual and the state?

( Student responses may include:

- Cassius’s discussion with Brutus includes a simile that develops the idea of the relationship between the individual and the state by demonstrating the dangers of allowing one man to gain too much power. Cassius compares Caesar to Colossus and compares ordinary Romans to “petty men” (line 143) who “Walk under his huge legs and peep about / To find ourselves dishonorable graves” (lines 144–145). The simile suggests that the relationship between the individual and the state should not be one in which the state consists of a single individual with excessive power who controls everyone else.
- Cassius emphasizes the idea that the relationship between the individual and the state should be one in which all citizens are equals by comparing ancient and contemporary Rome. Cassius contrasts his ideal relationship between the individual and the state, expressed in ancient Rome, with the dangers of a state ruled by a single man, a possibility in contemporary Rome. According to Cassius, ancient Rome “was famed with more than with one man” (line 162). Cassius

seems to prefer this to the situation of modern Rome, which “hast lost the breed of noble bloods!” (line 160) and boasts of “but one only man” (line 166). This description of Rome suggests a time in the past when there was equality among men of honor rather than one great man ruling lesser men.

- Cassius develops the idea of the relationship between the individual and the state when he reminds Brutus of his ancestor, also named Brutus, who “would have brooked / Th’ eternal devil to keep his state in Rome / As easily as a king” (lines 168–170). Here, Cassius makes it clear that in the past, honorable men of Rome would have been as likely to allow the devil to rule Rome as they would have been to allow a king to rule and that modern Romans should resist having Caesar rule as king.

- Brutus’s response to Cassius develops the central idea of the individual and the state. When Brutus says that he “had rather be a villager / Than to repute himself a son of Rome / Under these hard conditions as this time / Is like to lay upon us” (lines 181–184), he suggests that he would prefer to lose his reputation as a Roman than to live under the rule of a king. For Brutus, Rome is a city in which the individual is a citizen equal to all other citizens; he does not want to be part of a society in which a king is superior to the individuals he rules.

i Consider reminding students of their work with the central idea of the relationship between the individual and the state in 12.2.1. The relationship between the individual and the state is a central idea common to “Ideas Live On,” “Civil Disobedience,” and *Julius Caesar*. *Julius Caesar* considers questions about what type of government is best for a society, and about the individual’s responsibilities toward society and government.

How does Cassius’s discussion with Brutus begin to develop a central idea about ethics of honor?

( Student responses may include:

- Cassius’s comparison of the names develops the central idea of ethics of honor by demonstrating that the names are equal, and therefore Caesar and Brutus are equally deserving of honor. Cassius asks, “Why should that name be sounded more than / yours?” (lines 151–152).

- Cassius develops the idea of ethics of honor when he states, “Age, thou art shamed! / Rome, thou hast lost the breed of noble bloods!” (lines 159–160). In these lines, Cassius suggests that modern Romans should be “shamed” because Rome is no longer home to many great men and so has lost its honor.

- Brutus’s response to Cassius develops the central idea of ethics of honor when he says he would rather give up the privilege of being called a “son of Rome” (line 182) than allow his sense of honor to be offended by allowing a single man to rule him. According to Brutus, the honor of being a Roman is being a citizen who is equal to all in the city. There will be no honor in being known as a “son of Rome” if Rome is ruled by a king.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

15%

Instruct students to respond briefly in writing to the following prompt:

How does Shakespeare use rhetoric to develop a central idea in the play?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses.

4 Students listen and read the Quick Write prompt.

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

Transition to the independent Quick Write.

4 Students independently answer the prompt using evidence from the text.

( See the High Performance Response at the beginning of this lesson.

i Consider using the Short Response Rubric to assess students’ writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 5: Closing

5%

Display and distribute homework assignment. For homework, instruct students to read Act 1.2, lines 188–224 (from “The games are done, and Caesar is returning” to “And tell me truly what thou think’st of him”) and respond to the following questions:

How does Caesar describe Cassius in lines 204–217?

What do lines 204–217 suggest about the characters of both Caesar and Cassius?

Additionally, instruct students to read Act 1.2, lines 225–334 (from “You pulled me by the cloak“ to “For we will shake him, or worse days endure”) in preparation for the next lesson. Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text (L.11-12.4.c).

4 Students follow along.

## **Homework**

Read Act 1.2, lines 188–224 (from “The games are done, and Caesar is returning” to “And tell me truly what thou think’st of him”) and respond to the following questions:

How does Caesar describe Cassius in lines 204–217?

What do lines 204–217 suggest about the characters of both Caesar and Cassius?

In addition, read Act 1.2, lines 225–334 (from “You pulled me by the cloak to “For we will shake him, or worse days endure”). Box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.