

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

**12.2.2 Lesson 6**

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

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

**Aim:** In what ways does Brutus’s statement “It must be by his death” (line 10) reflect his reasons for killing Caesar?

**Vocabulary**

- \*spurn (n.) – strike out (literally, kick)
- adder (n.) – the common venomous viper of Europe
- \*round (n.) – rung (of a ladder)
- \*base degrees (n.) – lower rungs or steps
- lest (conj.) – for fear that
- augmented (adj.) – enlarged in size, number, strength, or extent
- \*exhalations (n.) – meteors
- disjoins (v.) – separates
- remorse (n.) – a feeling of being sorry for doing something bad or wrong in the past

**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 your peers do a dramatic reading of the roles of Brutus and Lucius(W.11-12.9.a).(2 pts)

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

**Team Tribunes:** Read Act 2.1, lines 1–22 of *Julius Caesar* (from “What, Lucius, ho! — / I cannot by the progress of the stars” to “I have not known when his affections swayed / More than his reason”) while the rest of the class follows along. Then, turn-and-talk about the following questions.

1. What can you infer about Brutus’s state of mind based on lines 1–9?
2. \* What does Brutus mean by “It must be by his death” (line 10)?
3. How does Brutus explain his motivation for “spurn[ing] at [Caesar]” (line 11) in lines 10–14 of his soliloquy?
4. How does Shakespeare use metaphor to develop Brutus’s idea that “It must be by his death” (line 10)? (L.11-12.5.a)
5. How does Brutus describe Caesar in lines 20–22 of his soliloquy? How does this description relate to Brutus’s reasons for killing Caesar?

---

**Team Commoners:** Read Act 2.1, lines 22–36 (from “But ’tis a common proof / That lowliness is young ambition’s ladder” to “grow / mischievous, / And kill him in the shell”) while the rest of the class follows along. Turn-and-Talk about the following questions.

6. \* How does Shakespeare use metaphor to show Brutus’s concern about Caesar in lines 22–36 of the soliloquy? (L.11-12.5.a)
7. Paraphrase the sentences, “So Caesar may. / Then, lest he may, prevent” (Act 2.1, lines 28–29).

Read Act 2.1, lines 37–63 (from “The taper burneth in your closet, sir” to “’Tis good. Go to the gate; somebody knocks”) while the rest of the class follows along. Instruct students to Turn-and-Talk about the following questions.

- 8. How does the letter Lucius gives to Brutus advance the plot?
  
- 9. What does Brutus’s response to the letter suggest about Cassius?
  
- 10. What does Brutus’s response to the letter suggest about Brutus’s opinion of himself?

---

Read Act 2.1, lines 64–93 (from “Since Cassius first did whet me against Caesar, / I have not slept” to “Nor Erebus itself were dim enough / To hide thee from prevention”) while the rest of the class follows along. Turn-and-Talk about the following question.

- 11. \* What do Brutus’s reflections in lines 64–93 suggest about his state of mind?

---

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

Respond briefly in writing to the following prompt:

How does Brutus’s statement “It must be by his death” (line 10) reflect his reasons for killing Caesar?

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

---

---

---

---

---

---

---

---