

**Aim:** In what ways does Shakespeare develop two central ideas and have them interact over the course of the passage?

**Vocabulary:**

- carrions (n.) – the flesh of dead animals
- bastardy (n.) – illegitimacy
- contriver (n.) – someone who plots
- hew (v.) – to strike forcibly with an ax, sword, or other cutting instrument
- oath (n.) – a formal and serious promise to tell the truth or to do something
- butchers (n.) – people who kill a lot of people or animals in a brutal or cruel way
- hereafter (adv.) – after this

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

Word:	
<b>Rewrite definition in your own words:</b>  <hr/> <hr/> <hr/>	<b>Find the word in the text. Copy the sentence and cite the Act, scene, line #.</b>  <hr/> <hr/> <hr/>
<b>Visual Image:</b>	<b>Write an original sentence using the word.</b>  <hr/> <hr/>

**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)**

Read Act 2.1, lines 125–151 (from “No, not an oath. If not the face of men” to “Of any promise that hath passed from him”). while the rest of the class follows along. Then, turn-and-talk about the following questions.

1. Why does Brutus believe an oath is unnecessary?

2. How does Brutus’s reluctance to swear an oath relate to the central idea of ethics of honor?

3. How does Brutus’s monologue develop a central idea in the text?

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Read Act 2.1, lines 152–205 (from “But what of Cicero? Shall we sound him?” to “For he will live and laugh at this hereafter”) while the rest of the class follows along. Turn-and-Talk about the following questions.

4. What is Brutus’s opinion of Mark Antony? How does Shakespeare use figurative language to develop this opinion? (L.11-12.5.a)

5. How does Brutus justify the murder of Caesar in lines 175–196?

6. According to Brutus, what is the difference between “sacrificers” and “butchers” (line 179)?

Consider the central idea of ethics of honor as they answer the following question, and instruct the other half to consider the central idea of exercise of power. Instruct groups to answer the question before sharing out with the class.

7. How do Brutus’s ideas about the plan to assassinate Caesar develop a central idea in the text?

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

How do two central ideas develop and interact over the course of the passage?

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

**Parallel Revision:** Improve the following paragraph.

- Add a sentence starter.
- Combine sentences
- Add transitions
- Sentence expansions

The central ideas interact as he convinces the conspirators. They need no oath, and that unlike Caesar, slaying Mark Antony would be unnecessary and wrong. He explains that their plot needs no oath to bring about justice, because he believes their cause is truly just. He believes that they are acting on their consciences, in accordance with their sense of honor. He then convinces them it is an unnecessary and unethical. Brutus says it should make them look like “sacrificers” and not “butchers” (line 179). Their act should look necessary to the people. Brutus’s persuasion develops the central idea, which interacts with the central idea.His arguments appeal to the consciences.

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