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Julius Caesar by Shakespeare

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Julius Caesar by Shakespeare UbD

| Stage 1 – Desired Results | | | | | |
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| <p>Established Goals (e.g., standards) St. John Paul II CHS standards, which are based on NCTE standards and TEKS.</p> <p>1. Students read extensively and intensively for different purposes from various genres. [NCTE 1,2] C. Relate the figurative language of a literary work to its historical and cultural setting. E. Explain explicit and implicit references to elements of the social, cultural, and historical context and use that understanding to extend and elaborate the meaning of texts.</p> <p>2. Students read critically to evaluate texts and analyze literary elements for their contributions to meaning. [NCTE 3] C. Explain how dramatic conventions enhance dramatic text (e.g., monologues,</p> | Transfer | | | | |
| | <p><i>Students will independently use their learning to...</i></p> <ol style="list-style-type: none"> 1. Define and recognize honor and honorable actions in modern society. 2. Form educated opinions about and evaluate morality in relationships in modern society. 3. Write and convey persuasive speeches using purposeful language and devices, clear structure, and logical arguments. 4. Critically evaluate information to classify it as fact or fiction, and honorably consider the value of both as they act as readers or authors themselves. | | | | |
| | Meaning | | | | |
| | <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: left;">Understandings</th> <th style="width: 50%; text-align: left;">Essential Questions</th> </tr> </thead> <tbody> <tr> <td> <p><i>Students will understand that....</i></p> <ol style="list-style-type: none"> 1. One should have an educated understanding of “honor” and act honorably by relying on their moral values, even if it is difficult. 2. One should have an educated understanding about what a good friendship entails, and act morally in a friendship, considering what is good for all involved, and what will lead all involved to become better people. 3. The language, devices, organization, and construction of a speech makes it successfully persuasive. 4. Though valuable as literature, fiction based on history is still fiction, and should be critically </td> <td> <ol style="list-style-type: none"> 1. How does the concept of honor function in a “civilized” society? 2. How makes a good friendship, and how is morality connected to a good friendship? 3. What elements make a speech successfully persuasive? 4. What value is there in historical fiction, and how should we treat it as readers? </td> </tr> </tbody> </table> | Understandings | Essential Questions | <p><i>Students will understand that....</i></p> <ol style="list-style-type: none"> 1. One should have an educated understanding of “honor” and act honorably by relying on their moral values, even if it is difficult. 2. One should have an educated understanding about what a good friendship entails, and act morally in a friendship, considering what is good for all involved, and what will lead all involved to become better people. 3. The language, devices, organization, and construction of a speech makes it successfully persuasive. 4. Though valuable as literature, fiction based on history is still fiction, and should be critically | <ol style="list-style-type: none"> 1. How does the concept of honor function in a “civilized” society? 2. How makes a good friendship, and how is morality connected to a good friendship? 3. What elements make a speech successfully persuasive? 4. What value is there in historical fiction, and how should we treat it as readers? |
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| <p>soliloquies, dramatic irony). E. Explain and compare different roles and functions that characters play in a narrative (e.g., antagonist, protagonist, hero) and describe how characters change in response to events in the plot. F. Explain how connections among setting, character traits, character development, and plot suggest story-level themes.</p> <p>4. Students compare and contrast Greek ideals of heroism, honor, friendship, and virtue with the Christian understanding of these ideas and identify the ways Greek thought served as preparation for the Gospel.</p> <p>5. Students write expository, narrative, descriptive, and argumentative essays. [NCTE 4,5]</p> | <p>evaluated as such.</p> | |
| | Acquisition | |
| | <p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The true historical context of Shakespeare’s <i>Julius Caesar</i>. 2. The setting, plot, characters, and theme of Shakespeare’s <i>Julius Caesar</i>. 3. The definitions and application of the literary terms dramatic irony, verse vs. prose, soliloquy, monologue, Plato’s “great chain of being”, epiphany, setting, theme, conflict. 4. The definition of the genre of historical fiction. 5. The writing process (prewriting, drafting, revising). | <p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Read actively through teacher-led annotations and note-taking. 2. Analyze the true historical setting and background of the fictional play <i>Julius Caesar</i>. 3. Analyze figurative language and how it contributes to the meaning of a scene, an act, or the play overall. 4. Analyze the tone, mood, structure, and language of persuasive speeches. 5. Critically evaluate fact vs. fiction and analyze how they intersect in writing. 6. Identify and explain the importance of quotes from the text. 7. Write a successfully persuasive speech. 8. Choose reliable sources, conduct research and create a MLA format Works Cited. 9. Revise writing for content, style, and mechanics. |

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Stage 2 – Evidence

| CODE (M or T) | Evaluative Criteria (for rubric) | |
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| M, T | 1. Research/ Sources/ Works Cited 2. Written Persuasive Speech 3. Presentation of Persuasive Speech 4. Group work and Reflections | Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Completing the following project: In small groups, you will research a real-life event; using that research, you will write an individual persuasive speech in order to present your case at a fictional trial that is nevertheless based on the real-life event. |
| M, T | ----- --- 1. Recitation 2. Written Analysis | ----- ----- Other Evidence (e.g., formative) 1. 10 line version of Marc Antony’s funeral speech with explanation of student interpretation (Day 20) |

Stage 3 – Learning Plan

| CODE (A, M, T) | Pre-Assessment |
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| A, M | <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i> Use the Pre-Assessment activity found in the <u>Julius Caesar Presentation</u> to have students complete the three statements/questions about their prior knowledge of Julius Caesar on their own paper. While students are answering individually, put up 3 large sheets of paper around the room, one for each question. Once students have answered individually, hand out markers and have students put their responses on the 3 large papers around the room. Once done, bring the 3 papers to the front and go through each one, noting ideas that are similar and those that present discrepancies. End by telling students how they will not only learn about the play in this unit, but also about the history behind it, beginning with the information they are about to see. |

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| | Learning Activities | Progress |
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| | (Attached documents are <u>underlined</u> .) | Monitoring (e.g., formative data) |
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| Day 1: A, M | Day 1: Hand out the copy of the play (Ignatius Press, 2012) and <u>Julius Caesar Study Guide</u> ; students begin independently completing questions and journaling for homework due on assigned dates. Open the <u>Julius Caesar Presentation</u> , turn to the first slide titled Pre-Assessment, and complete the Pre-Assessment activity above. Afterward, go on to show and discuss the Background Information slides from the <u>Julius Caesar Presentation</u> as students take notes on their own paper. | Day 1: Written responses from 3 pre-assessment questions |
| Day 2: A | Day 2: Watch <i>Julius Caesar</i> Act I, Scenes 1-3 (we recommend the 1953 version with Marlon Brando and directed by Joseph Mankiewicz, but there are many good versions). Stop after every scene or as needed to discuss plot, ask questions, and help students with understanding. | |
| Day 3: A | Day 3: <u>Julius Caesar Study Guide Act I, Scenes 1-3</u> due. Lecture (Act I, Scenes 1-3): focus on setting, characterization, and the fickle nature of the crowd. During lecture days throughout the unit, use <u>Julius Caesar – A Timeline of Historical Events Presentation</u> as a reference guide and helpful information in the lecture in order to bring up historical information and how it reflects Shakespeare’s plot or not (thus connecting to the essential question about historical fiction). | Day 3: <u>Julius Caesar Study Guide Act I</u> |
| Day 4: A | | |
| Day 5: A | Day 4: Watch <i>Julius Caesar</i> Act II, Scenes 1-4; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding. | Day 5: <u>Julius Caesar Study Guide Act II</u> |
| Day 6: M | Day 5: <u>Julius Caesar Study Guide Act II, Scenes 1-4</u> due. Lecture (Act II, Scenes 1-4): focus on the inner conflict of Brutus and marriage relationships between Brutus/Portia and Julius Caesar/Calpurnia. Day 6: Tell students that today they will consider the concept of honor by analyzing some ethical dilemmas. Turn to the A Matter of Honor slides from the <u>Julius Caesar Presentation</u> and go over the vocabulary on the first slide, discussing with the class how | Day 6: Group and individual responses to an ethical dilemma |

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| <p>Day 7: A, M</p> <p>Day 8: A, M</p> <p>Day 9: A</p> | <p>integrity/ethics/morality are similar to each other, and how honor is then based on using and showing those traits in what they think, say, and do. After discussing, put students in groups of 3, give each group the hand out <u>A Matter of Honor Ethical Dilemmas</u>, and assign each group an ethical dilemma; each dilemma will be used by at least 2 groups and perhaps 3 groups depending on the numbers. Turn to the second <u>A Matter of Honor</u> slide from the <u>Julius Caesar Presentation</u> and tell students that in their groups of three they will read their assigned dilemma, read the part I questions, and then use those questions to have an initial discussion about the dilemma. Once their time is up, have them find and move to combine with the other 1 or 2 groups that have their same dilemma, creating groups of 6+. Hand out a sheet of colored paper to each group and have them choose a scribe. In their larger groups, have them discuss and answer the part II questions with the scribe recording their group's answers on the colored sheet of paper and including all of the names of the students in that larger group on the paper. Once their time is up, have the scribe keep the paper and have the students move back to their own seats. Lead a whole class discussion by choosing 2 or 3 of the different dilemmas and asking the scribe for that dilemma to explain how they answered certain questions, focusing on questions 5a-7, with a particular emphasis on 6a and 6b. After class discussion, have students get out their own sheet of paper or hand out a colored sheet of paper to each student, and have them answer the part III questions individually on their own paper. Have students share out to a neighbor and/or the whole class if time, and have them turn in their group sheet and individual classwork. Let students know you will post the group sheets up in the room for students to look at over the next week.</p> <p>Day 7: Project Day: Hand out the <u>On Trial Project Sheet</u> and the <u>On Trial Rubric</u> to all groups, and the <u>Edward Snowden</u> document or the <u>Oliver North</u> document only to the respective trial groups. Explain the project, tell kids their trial/prosecution/ defense groups and days they will present, and answer any initial questions. Tell students that they will need to decide in their groups who will be attorneys or witnesses, which attorneys will present opening and closing arguments, and what witness they will have based on research and/or fiction. Afterwards, give students the rest of the</p> | <p>Day 9: <u>Julius Caesar</u></p> |
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| <p>Day 10: M</p> | <p>period to meet in their groups and begin discussing, strategizing, and/or researching/finding sources.</p> <p>Day 8: Project Day: Students work in their prosecution /defense groups to strategize and assign tasks, research, find sources, write their list of student roles and witness bios, and/or begin writing their persuasive speeches.</p> <p>Day 9: <u>Julius Caesar Study Guide Act III, Scene 1 due.</u> Watch <i>Julius Caesar</i> Act III, Scene 1; stop as needed to discuss plot, ask questions, and help students with understanding. Lecture (Act III, Scene 1): after watching, lecture with a focus on dramatic techniques such as characterization of Julius Caesar, dramatizing the death scene, and symbolism of conspirators washing their hands in Caesar’s blood.</p> <p>Day 10: Have students get out a sheet of paper to work on today. Turn to the Fact, Fiction, or Shakespeare slides in the <u>Julius Caesar Presentation</u>. Tell students that today they are going to investigate part of Shakespeare’s play to see if it is fact or fiction. Have students first write down the definition of historical fiction as you explain about that genre of literature and give some other literature examples that 9th graders might be familiar with (i.e. <i>The Watsons Go to Birmingham</i>, the YA book <i>Hiroshima, My Brother Sam is Dead</i>, <i>The Cay</i>, etc.). Put students into small groups of 3 or 4, and have students draw a three-circle Venn Diagram on their papers as you pass out the handouts <u>Excerpt from Plutarch’s Parallel Lives</u> and <u>Excerpt from The Lives of the Twelve Caesars by Suetonius</u>. Instruct students that they will work together to read the excerpts and complete the Venn Diagram in order to compare and contrast Shakespeare’s version of events with those of Plutarch and Suetonius. After drawing a large three-circle Venn Diagram on the board to use later, walk around while students work to facilitate and help as necessary. Once group time is up, have each group add one item to the large Venn Diagram on the board with the caveat that they cannot add something that has already been put up there by another group. If there are obvious holes after all</p> | <p><u>Study Guide Act III, Scene 1</u></p> <p>Day 10: Triple Venn diagram and written responses</p> |
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| Day 11: M | groups have written one item, groups can add another item to fill in the holes, or the holes can be filled in during the whole-class discussion. Have students move back to their own seats before leading whole class discussion. Then lead the class in a discussion about the Venn Diagram, starting at the center (items similar to all 3 accounts) and working out. When done looking at particular items, ask students what they notice about the types of information that is the same for all 3 accounts, the same for only 2 accounts, and shown in only 1 account. Ask them what kinds of information is found in each location. Hopefully you can get them to the point via questioning to see that the information that is present in all 3 accounts tends to be more general, and moves to more specific information as it is present in only 2 accounts, and finally tends to be quite detailed information when it is present in only 1 account. Lead them with questions about what meaning we can make from these findings, and why Shakespeare would have used historical facts in some places and made up his own fictional details in other places. Finally, have students individually answer the final 2 questions on their paper. Have students share out to a neighbor and/or the whole class if time, and have them turn in their classwork. | |
| Day 12: A | | Day 11: <u>Julius Caesar Test</u> |
| Day 13: M | | Day 12: <u>Julius Caesar Study Guide Act III, Scenes 2-3</u> Day 13: Key words and written responses |
| Day 14: M, T | Day 11: <u>Julius Caesar Test</u> Day 12: <u>Julius Caesar Study Guide Act III, Scenes 2-3 due.</u> Watch and lecture on <i>Julius Caesar Act III, Scenes 2-3</i> ; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding; include quick lecture focus on Brutus's and Antony's funeral speeches. | Day 14: On Trial group work list with student roles and arguments |
| Day 15: A | Day 13: Have students get out a sheet of paper to work with today, and turn to the Analyzing Brutus's Speech slides on the <u>Julius Caesar Presentation</u> . Go through the slides step by step with the students, discussing along the way, having them perform the tasks on the slides and answer the questions, and having them share out. At the end lead a whole class discussion about their responses to the final question about why Brutus's speech is successful. Have them turn in their classwork, and then hand out the <u>Successful Persuasion</u> assignment and discuss it with them, telling them that they should have some time in class to | |
| Day 16: A | | Day 16: <u>Julius Caesar Study Guide Act IV, Scenes 1-3</u> |

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| <p>Day 17: M</p> | <p>begin working on it tomorrow, and that the recitation will occur and the written work will be due on day 20.</p> <p>Day 14: Workday for On Trial group project or <u>Successful Persuasion</u> individual assignment. On Trial typed group work list with student roles and arguments due at the end of the period (1 list from the prosecution and 1 from the defense for each trial). Make copies after checking to give to the other small group (prosecution or defense) as soon as possible.</p> <p>Day 15: Watch <i>Julius Caesar</i> Act IV, Scenes 1-3; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding.</p> <p>Day 16: <u>Julius Caesar Study Guide Act IV, Scenes 1-3</u> due. Lecture (Act IV, Scenes 1-3): focus on Antony's changing character, and Cassius/Brutus's changing relationship. Hand out <u>Friendship – Theory and Experience Article</u> for students to use for homework; students will read the article tonight for class tomorrow, and mark 3 sentences that stand out to them for whatever reason (they can be sentences they think are important, or ones that they relate to personally, or ones that they have a strong reaction to either positive or negative, etc.).</p> | <p>Day 17: Written responses following the protocol</p> |
| <p>Day 18: A</p> | <p>Day 17: Have students get out a sheet of paper to work with today, and get out the <u>Friendship – Theory and Experience Article</u> that they read and marked for homework last night. Do a quick check to make sure students have marked what they need to in order to participate for class. Tell students that today they will participate in a protocol (a structured discussion) in order to consider the concept of friendship on a larger scale since it is a concept they have been exploring specifically in <i>Julius Caesar</i>. Put up the Save the Last Word for Me slide on the <u>Julius Caesar Presentation</u>.</p> | |
| <p>Day 19: A</p> | <p>Have students individually choose one sentence that stood out to them the most, write it word for word on their paper with the page number, and explain in a short paragraph in complete sentences why they chose that quote and what their initial thoughts on the</p> | |
| <p>Day 20: M, T</p> | <p>their paper with the page number, and explain in a short paragraph in complete sentences why they chose that quote and what their initial thoughts on the</p> | <p>Day 19:</p> |

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| <p>Day 21: M, T</p> | <p>quote were. They should not discuss it with anyone yet. Once they are done, put them in groups of 3 or 4; try to split them up as uniformly as possible, and even sit in a group if you need one more person to make it uniform. Once in groups, hand out the <u>Save the Last Word for ME Protocol</u>. Tell students that they will need to follow the instructions on the protocol exactly, and quickly go over the protocol with them, emphasizing that they say their quote and then the other group members speak about it first before they finally get the last word on it. Also tell them that their job during their round is to write a one sentence summary of the remarks from each of their other group members about their quote. The teacher then acts as the time keeper, calling out rounds for people to speak. Once the whole protocol steps 1-8 are complete (8 being optional if there is time), have students move back to their own desks and complete step 9 to debrief the protocol. Then have students answer the final question on their papers individually. Have individual students share out to a neighbor or the whole class if time, and have them turn in their classwork.</p> | <p><u>Julius Caesar Study Guide Act V, Scenes 1-5</u></p> <p>Day 20: <u>Successful Persuasion</u> recitation and written work</p> |
| <p>Day 22: T</p> | <p>Day 18: Watch <i>Julius Caesar Act V, Scenes 1-5</i>; stop after every scene or as needed to discuss plot, ask questions, and help students with understanding.</p> | |
| <p>Day 23: T</p> | <p>Day 19: <u>Julius Caesar Study Guide Act V, Scenes 1-5</u> due. Lecture (Act V, Scenes 1-5): focus on suicides and the concept of honor in relation to the suicides.</p> | <p>Day 22: On Trial individual, written persuasive speeches for Edward Snowden group</p> |
| <p>Day 24: T</p> | <p>Day 20: Recitation and Project Day: In one of the larger trial groups of 15-16 kids, students one by one hand their written work for the <u>Successful Persuasion</u> individual assignment to the teacher, and then recite their 10 line speech in front of the teacher and the group. The teacher uses their written copy to grade the recitation using the <u>Successful Persuasion RUBRIC</u>. While one group is reciting, the other trial group works in their smaller prosecution/defense groups to strategize, research, find sources, write their persuasive speeches, and write their works cited. When done with the first trial group, release them to work in their smaller prosecution/defense groups, and bring the other larger trial group together to do recitations.</p> <p>Day 21:</p> | <p>Day 23: On Trial individual, written decision explanation for jury members (Oliver North group); <u>On Trial Group Evaluation</u> for Edward Snowden group</p> |

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| <p>Day 25: T</p> | <p>Project Day: Students work in their prosecution/defense groups to strategize, research, find sources, finish writing their persuasive speeches, and finish writing their works cited.</p> <p>Day 22: Edward Snowden Trial Day 1: Snowden trial group presents their written persuasive speeches to the jury (which consists of the Oliver North group); the teacher acts as the judge and makes sure the trial will finish within the class period or allotted time. The order is: prosecution opening argument, defense opening argument, prosecution witnesses, defense witnesses, prosecution closing argument, defense closing argument. When done, the teacher instructs the jury to think about the case tonight, and informs them that they will deliberate together tomorrow, make a decision, write their decision explanation, and present their decision to the Snowden group.</p> <p>Day 23: Edward Snowden Trial Day 2: The jury (which consists of the Oliver North group) deliberates together, makes a decision (which does not have to be unanimous), writes their individual decision explanation, and has the judge (teacher) present their decision to the Edward Snowden group. While the jury (which consists of the Oliver North group) is working, the Edward Snowden group is completing the <u>On Trial Group Evaluation</u>, due at the end of the period.</p> <p>Day 24: Oliver North Trial Day 1: Oliver North trial group presents their written persuasive speeches to the jury (which consists of the Edward Snowden group); the teacher acts as the judge and makes sure the trial will finish within the class period or allotted time. The order is: prosecution opening argument, defense opening argument, prosecution witnesses, defense witnesses, prosecution closing argument, defense closing argument. When done, the teacher instructs the jury to think about the case tonight, and informs them that they will deliberate together tomorrow, make a decision, write their decision explanation, and present their decision to the Oliver North group.</p> <p>Day 25: Oliver North Trial Day 2: The jury (which consists of the Edward Snowden group) deliberates together, makes a decision (which does not have to be unanimous),</p> | <p>Day 24: On Trial individual, written persuasive speeches for Oliver North group</p> <p>Day 25: On Trial individual, written decision explanation for jury members (Edward Snowden group); <u>On Trial Group Evaluation</u> for Oliver North group</p> |
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| | <p>writes their individual decision explanation, and has the judge (teacher) present their decision to the Oliver North group. While the jury (which consists of the Edward Snowden group) is working, the Oliver North group is completing the <u>On Trial Group Evaluation</u> due at the end of the period.</p> | |
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