

The Ides March on - Caesar Today
 Language Arts and Social Studies
 Written by Diane Wetenkamp and Joe Orazen
 Henry Clay High School

Approximate Timeline: 2 weeks

School Level: High School

Area(s) of Core Content: Arts and Humanities, Social Studies, Writing, Reading

Organizers:

What connections can we make between the reign of Julius Caesar and the leaders of other countries today?

Targeted Standards:

Academic Expectation 1--Apply Communication and Math Skills:

-1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

-Gather, analyze, compile, and use relevant information from a variety of sources on a specific need or problem.

-1.2 Students make sense of the variety of materials they read.

-Relate reading experiences to life situations.

-1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

-Deliver formal presentations for a variety of purposes (e.g., entertainment, imagination, information, persuasion).

-1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

-Students use appropriate technologies to efficiently complete a task and/or enhance productivity.

Academic Expectation 2--Social Studies:

-2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

-Analyze the relationship between authority and power in political systems.

-2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

-Interpret events using historical perspective.

Academic Expectation 2--Art & Humanities:

-2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

-Create performances or productions which show that they understand how time, place, and society influence literature and history.

Academic Expectation 3--Self-Sufficiency:

-3.4 Students demonstrate the ability to be resourceful and creative.

-Generate alternate and innovative approaches to problems; design and implement a plan of action; evaluate.

Academic Expectation 4--Responsible Group Membership:

-4.2 Students use productive team membership skills.

-Use effective team skills to accomplish a variety of tasks.

Essential Questions:

1. Who is Julius Caesar? What caused his fall from power in Rome?
2. What was Rome like (politically, socially) during the time of Julius Caesar?
3. What evidence can we find that government(s) today reflect similar characteristics?
4. Do any of such governments have a "Julius Caesar"? What makes you think so?

Culminating Performance:

At the end of this unit, you will be required to create and perform a news show that communicates your understanding of the four essential questions:

1. Who is Julius Caesar? What caused his fall from power in Rome?
2. What was Rome like (politically, socially) during the time of Julius Caesar?
3. What evidence can we find that government(s) today reflect similar characteristics?
4. Do any of such governments have a "Julius Caesar"? What makes you think so?

Scoring Guide

4	<ul style="list-style-type: none"> ✓ Knowledge of facts- at least four facts, answers question ✓ Creativity- 2 visual aides, 4 props ✓ Organization- excellent flow ✓ Participation- all members
3	<ul style="list-style-type: none"> ✓ Knowledge of facts- at least three facts ✓ Creativity- 1 visual aide, 3 props ✓ Organization- good flow ✓ Participation- most members
2	<ul style="list-style-type: none"> ✓ Knowledge of facts- at least two facts ✓ Creativity- 0 visual aides, 2 props ✓ Organization- fair flow ✓ Participation- some members
1	<ul style="list-style-type: none"> ✓ Knowledge of facts- one fact ✓ Creativity- 0 visual aides, 1 prop ✓ Organization- no flow ✓ Participation- few members
0	<ul style="list-style-type: none"> ✓ No presentation

Evaluation Component:

Pre/post-test will be a combination of multiple choice and open response.

Knowledge:

High School Core Content--Reading:

- ✓ RD-H-x.0.6 Paraphrase important parts of a passage.
- ✓ RD-H-1.0.15 Make connections among literature, students' lives, and/or real-world issues.

High School Core Content--Writing:

- ✓ WR-H-1 Purpose/Audience--The writer establishes and maintains a focused purpose to communicate with an audience by: narrowing the topic to establish a focus; analyzing and addressing the needs of the intended audience; adhering to the characteristics of the form; employing a suitable tone; allowing voice to emerge when appropriate
- ✓ WR-H-1 Idea Development--The writer develops and supports main ideas and deepens the audience's understanding by using: logical, justified, and suitable explanation; relevant elaboration; related connections and reflections; idea development strategies appropriate for the form
- ✓ WR-H-1 Organization--The writer creates unity and coherence to accomplish the focused purpose by: engaging the audience and establishing a context for reading; placing ideas and support in a meaningful order; guiding the reader through the piece with transitions and transitional elements; providing effective closure
- ✓ WR-H-1 Sentences--The writer creates effective sentences that are: varied in structure and length; complete and correct
- ✓ WR-H-1 Language--The writer demonstrates: effective word choice (strong verbs and nouns, concrete and/or sensory details, language appropriate to the content, purpose, and intended audience); concise use of language; correct usage/grammar
- ✓ WR-H-1 Correctness--The writer demonstrates: correct spelling; correct punctuation; correct capitalization; appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources
- ✓ WR-H-1.2 Characteristics of personal writing may include writer's thoughts and feelings
- ✓ WR-H-1.3 Characteristics of literary writing may include creation of an effect (e.g., comedy, irony, suspense, horror, paradox)
- ✓ WR-H-1.3 Characteristics of literary writing may include focus on engaging an audience
- ✓ WR-H-1.4 Characteristics of transactive writing may include ideas which communicate the specific purpose for the intended audience
- ✓ WR-H-1.4 Characteristics of transactive writing may include well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose

High School Core Content--Social Studies:

- ✓ SS-H-1.1.1 Governments derive their power from different sources (e.g., democracy - its citizens; monarchies - by decree; dictatorship - by conquest, political maneuvering, and/or military power).
- ✓ SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.
- ✓ SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

High School Core Content--Arts & Humanities:

- ✓ AH-H-3.1.43 Research and make artistic choices [e.g., scenery, qualities the actors take on (voice, accent, mannerism), direction, stage management] for dramatic production that reflects culture, history, and symbolism.

Technology Standards

T2.1 Extract information appropriately and record citations

T4.4 Locate Information using the Internet

T4.4.3 Use various search engines/tools

T4.4.4 Use various web browsers

T5.3 Evaluate information from the Internet

T5.3.4 Evaluate web site from a search

T6.6 Use digital imaging and audio

T6.6.1 Use digital media for image input, output, and editing audio and video

Skills/Abilities:

Program of Studies--High School English-Language Arts:

- ✓ ELA-EII-R-7 understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon).
- ✓ ELA-EII-W-1 use writing-to-learn strategies such as notetaking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).
- ✓ ELA-EII-W-2 apply writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.
- ✓ ELA-EII-SLO-2 develop and apply appropriate verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).
- ✓ ELA-EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students' own speaking.
- ✓ ELA-EII-T-2 use technology to present information for authentic audiences and purposes.

Program of Studies--High School Social Studies:

- ✓ SS-H-WC-H-4 examine the impact of significant individuals and groups.
- ✓ SS-H-WC-GC-2 analyze causes and consequences of various political revolutions and rebellions.

Critical Resources:

- Textbook
- Overhead projector
- Video *Julius Caesar*
- <http://staff.fcps.net/dwetenka>
- access to online computers
- VCR
- Current events article with similarities to Caesar and his Rome
- Storyboard template
- Video tapes
- Video camera
- Tripod
- Note cards

Instructional/Assessment Activities:

Timeline:

Day	Day One	Days Two and Three	Days Four and Five	Day Six	Days Seven and Eight	Day Nine	Day Ten	Day Eleven
Activity	Introduction. Pretest	Internet Research	Read Synopsis watch excerpts from video with notes	Review, overview of news broadcast project	Project development	Video tape presentation	Finish presentations, Post-test	Reward- watch tapes
Materials	Pretest	Prepared website with links	Video/DVD, text			Camcorder Tapes	Camcorder Tapes Post-test	VCR
Assessment	Pretest	Journal	Open Response					

Title: Introduction, Pre-Test

Name: Diane
Wetenkamp Joe Orazen
School:
Subject: Language Arts
and Social Studies

Date Scheduled: Day 1

Lesson Length:

Grade: 10/11

Topic:

of Students:

of IEP's:

Objective: Introduce the play Julius Caesar, and some background on Shakespeare.

Targeted Standards:

Academic Expectations
-1.2 Students make sense of the variety of materials they read.

Demonstrators

Program of Studies

Core Content for Assessment

Timeline: One day

Materials/Resources Needed:

Pre-test, text, overhead w/information, video clip of Julius Caesar being murdered (10 minutes max)

Technology Needed:**Lesson/Procedure:**

- 1) Show video clip
- 2) Overhead, introduction (students will take notes) - comments about Shakespeare
- 3) Pre-test

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Re-direction, small groups, one-on-one, preferential seating, note-taking assistance.

Assignment: None

Assessment Type: (Pre-test) Assess participation

Reflections for the Future:

—

Title: Internet Research

Name: Diane Wetenkamp Joe Orazen	Date Scheduled: Days 2-3	Lesson Length:
School:	Grade: 10/11	# of Students:
Subject: Language Arts and Social Studies	Topic:	# of IEP's:

Objective: Students will explore given Internet website resources about Rome during the time of Julius Caesar. Students will reflect in their journals

Targeted Standards:

Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Demonstrators

- Gather, analyze, compile, and use relevant information from a variety of sources on a specific need or problem.
- Students use appropriate technologies to efficiently complete a task and/or enhance productivity.
- Analyze the relationship between authority and power in political systems.

Program of Studies

- ELA-EII-R-7 understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon).
- ELA-EII-W-1 use writing-to-learn strategies such as notetaking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).
- SS-H-WC-GC-2 analyze causes and consequences of various political revolutions and rebellions.

Core Content for Assessment

- RD-H-x.0.6 Paraphrase important parts of a passage.
- WR-H-1 Correctness--The writer demonstrates: correct spelling; correct punctuation; correct capitalization; appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources
- WR-H-1.2 Characteristics of personal writing may include writer's thoughts and feelings
- SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.

Timeline: Two days

Materials/Resources Needed:

Prepared web page with links to appropriate resources <http://staff.fcps.net/dwetenka/>, access to on-line computers

Technology Needed:**Lesson/Procedure:**

Brief review of important points from the play. Directed research using constructed web page of resources

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Same as day one.

Assignment:

Assessment Type: Students must have X amount of information - notes relating to guiding questions, in their own words - about Julius Caesar's reign and Rome. Students will reflect in their journal. After reading on the Internet, what thoughts or feelings do you have about Julius Caesar?

Reflections for the Future:

—

Title: Video with notes and Current Events

Name: Diane
Wetenkamp Joe Orazen
School:
Subject: Language Arts
and Social Studies

Date Scheduled: Days
4-5

Lesson Length:

Grade:

Topic:

of Students:

of IEP's:

Objective: The students will watch excerpts from the video and take notes. The students will read together a current events article that shares similarities with Caesar's time. The students will answer an open response question.

Targeted Standards:

Academic Expectations

-2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

-2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Demonstrators

-Analyze the relationship between authority and power in political systems.

-Interpret events using historical perspective.

Program of Studies

-ELA-EII-R-7 understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon).

-ELA-EII-W-1 use writing-to-learn strategies such as notetaking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).

-ELA-EII-W-2 apply writing-to-demonstrate-learning strategies in situations such as essays, essay tests, and open-response questions.

-SS-H-WC-H-4 examine the impact of significant individuals and groups.

Core Content for Assessment

-RD-H-1.0.15 Make connections among literature, students' lives, and/or real-world issues.

-WR-H-1 Idea Development--The writer develops and supports main ideas and deepens the audience's understanding by using: logical, justified, and suitable explanation; relevant elaboration; related connections and reflections; idea development strategies appropriate for the form

-SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.

Timeline: two days

Materials/Resources Needed:

video-- Julius Caesar VCR current events article overheard projector

Technology Needed:**Lesson/Procedure:**

1. watch video--take notes
2. go over the notes
3. read current events article and discuss
4. answer open response question over article.

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

same as day one

Assignment:

Assessment Type: open response over article

Reflections for the Future:

—

Title: Web review and project overview

Name: Diane **Date Scheduled:** Day 6 **Lesson Length:**
Wetenkamp Joe Orazen
School: **Grade:** **# of Students:**
Subject: Language Arts **Topic:** **# of IEP's:**
and Social Studies

Objective: Students will web as review of content learned earlier. Students will learn overview of project

Targeted Standards:

Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 4.2 Students use productive team membership skills.

Demonstrators

- Gather, analyze, compile, and use relevant information from a variety of sources on a specific need or problem.
- Generate alternate and innovative approaches to problems; design and implement a plan of action; evaluate.
- Use effective team skills to accomplish a variety of tasks.

Program of Studies

- ELA-EII-R-7 understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon).
- ELA-EII-W-1 use writing-to-learn strategies such as notetaking, reflective response, response journals, and logs to make personal connections, to form ideas, and to complete tasks (additional supporting Academic Expectations 1.10, 6.3).

Core Content for Assessment

Timeline:

Materials/Resources Needed: overhead(after the first time, we would show previous student work as example)Information gathered in previous lessons.

Technology Needed:**Lesson/Procedure:**

1. Teacher led web review
2. Go over project, who has what jobs, work in groups to begin planning project.
3. Storyboard what they will do for their newscast.

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):
Same as lesson one.

Assignment: Each member of group is to bring in one prop

Assessment Type: check for progress on their plans. (Who is covering which questions, beginnings for storyboards)

Reflections for the Future:

—

Title: Project Development

Name: Diane **Date Scheduled:** Days 7 **Lesson Length:**
 Wetenkamp Joe Orazen and 8
School: **Grade:** **# of Students:**
Subject: Language Arts **Topic:** **# of IEP's:**
 and Social Studies

Objective: Students will begin planning/writing newscast.

Targeted Standards:

Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 4.2 Students use productive team membership skills.

Demonstrators

- Gather, analyze, compile, and use relevant information from a variety of sources on a specific need or problem.
- Deliver formal presentations for a variety of purposes (e.g., entertainment, imagination, information, persuasion).
- Analyze the relationship between authority and power in political systems.
- Interpret events using historical perspective.
- Create performances or productions which show that they understand how time, place, and society influence literature and history.
- Generate alternate and innovative approaches to problems; design and implement a plan of action; evaluate.
- Use effective team skills to accomplish a variety of tasks.

Program of Studies

- ELA-EII-R-7 understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon).
- ELA-EII-SLO-2 develop and apply appropriate verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).
- ELA-EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students' own speaking.
- SS-H-WC-H-4 examine the impact of significant individuals and groups.
- SS-H-WC-GC-2 analyze causes and consequences of various political revolutions and rebellions.

Core Content for Assessment

- WR-H-1 Purpose/Audience--The writer establishes and maintains a focused purpose to communicate with an audience by: narrowing the topic to establish a focus; analyzing and addressing the needs of the intended audience; adhering to the characteristics of the form; employing a suitable tone; allowing voice to emerge when appropriate
- WR-H-1 Idea Development--The writer develops and supports main ideas and deepens the audience's understanding by using: logical, justified, and suitable explanation; relevant elaboration; related connections and reflections; idea development strategies appropriate for the form
- WR-H-1 Organization--The writer creates unity and coherence to accomplish the focused purpose by: engaging the audience and establishing a context for reading; placing ideas and support in a meaningful order; guiding the reader through the piece with transitions and transitional elements; providing effective closure
- WR-H-1 Sentences--The writer creates effective sentences that are: varied in structure and length; complete and correct

-WR-H-1 Language--The writer demonstrates: effective word choice (strong verbs and nouns, concrete and/or sensory details, language appropriate to the content, purpose, and intended audience); concise use of language; correct usage/grammar

-WR-H-1 Correctness--The writer demonstrates: correct spelling; correct punctuation; correct capitalization; appropriate documentation (e.g., citing authors or titles within the text, listing sources) of ideas and information from outside sources

-WR-H-1.3 Characteristics of literary writing may include creation of an effect (e.g., comedy, irony, suspense, horror, paradox)

-WR-H-1.3 Characteristics of literary writing may include focus on engaging an audience

-WR-H-1.4 Characteristics of transactive writing may include ideas which communicate the specific purpose for the intended audience

-WR-H-1.4 Characteristics of transactive writing may include well-organized idea development and support (e.g., facts, examples, reasons, comparisons, anecdotes, descriptive detail, charts, diagrams, photos/pictures) to accomplish a specific purpose

-SS-H-1.1.1 Governments derive their power from different sources (e.g., democracy - its citizens; monarchies - by decree; dictatorship - by conquest, political maneuvering, and/or military power).

-SS-H-2.4.1 As cultures emerge and develop, conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may occur.

-SS-H-5.1.3 Cause-and-effect relationships can be analyzed by looking at multiple causation (e.g., individual influences, ideas and beliefs, technology, resources).

-AH-H-3.1.43 Research and make artistic choices [e.g., scenery, qualities the actors take on (voice, accent, mannerism), direction, stage management] for dramatic production that reflects culture, history, and symbolism.

Connections:

Context:

Timeline: two days

Materials/Resources Needed: props notes storyboards

Technology Needed:

Lesson/Procedure:

1. work in groups to storyboard the newscast and write the script.
2. practice their newscast

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):
same as day 1

Assignment: continue bringing in props

Assessment Type: turn in storyboards and scripts.

Reflections for the Future:

—

Title: Presentations

Name: Diane
Wetenkamp Joe Orazen
School:
Subject: Language Arts
and Social Studies

Date Scheduled: Days 9
-10

Lesson Length:

Grade:

Topic:

of Students:

of IEP's:

Objective: Students will present newscasts to be video taped.

Targeted Standards:

Academic Expectations

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.
- 1.2 Students make sense of the variety of materials they read.
- 1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.
- 1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.
- 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.
- 2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.
- 3.4 Students demonstrate the ability to be resourceful and creative.
- 4.2 Students use productive team membership skills.

Demonstrators

- Gather, analyze, compile, and use relevant information from a variety of sources on a specific need or problem.
- Relate reading experiences to life situations.
- Deliver formal presentations for a variety of purposes (e.g., entertainment, imagination, information, persuasion).
- Students use appropriate technologies to efficiently complete a task and/or enhance productivity.
- Analyze the relationship between authority and power in political systems.
- Interpret events using historical perspective.
- Create performances or productions which show that they understand how time, place, and society influence literature and history.
- Generate alternate and innovative approaches to problems; design and implement a plan of action; evaluate.
- Use effective team skills to accomplish a variety of tasks.

Program of Studies

- ELA-EII-R-7 understand vocabulary in context (e.g., "loaded" words, specialized vocabulary, connotation/denotation, jargon).
- ELA-EII-SLO-2 develop and apply appropriate verbal and nonverbal elements of delivery (e.g., gestures, facial expressions, tone, volume, rate).
- ELA-EII-SLO-4 apply language structure and conventions for correctness, style, and tone in students' own speaking.
- ELA-EII-T-2 use technology to present information for authentic audiences and purposes.

Core Content for Assessment

Connections:**Context:**

Timeline: two days

Materials/Resources Needed: props and visual aides video camera tripod note cards of script tapes overhead

Technology Needed:

Lesson/Procedure:
students will tape their newscasts.

Alterations for Individual Student Needs (i.e. IEP, Gifted and Talented, etc.):

Assignment:

Assessment Type: Newscast is the culminating assessment of the unit. See attached scoring guide

Reflections for the Future:

Pre-test/Post-test

1. Who is Julius Caesar?
 - a. A Greek warlord
 - b. A Roman centurion
 - c. A Roman dictator
 - d. A Senator

2. According to Brutus, why must Caesar be killed?
 - a. If Caesar becomes king, he will misuse his power and Rome will suffer.
 - b. Caesar is violent.
 - c. Caesar had an affair with Brutus' wife.
 - d. Caesar is a very weak ruler.

3. Why does Calphurnia want Caesar to stay home?
 - a. She wants him to do the housework.
 - b. She's afraid he will catch pneumonia.
 - c. A watchman has warned him of danger.
 - d. Calphurnia is selfish.

4. What surprises Caesar the most when he is attacked?
 - a. His wife, Calphurnia, is the one attacks him.
 - b. His friend, Brutus, participates in the attack.
 - c. The size of the weapons.
 - d. That he was attacked in a public place.

5. After Caesar's death, how did Anthony's speech begin?
 - a. Hear ye, hear ye...
 - b. I have a dream...
 - c. We the people, in order to form a more perfect union...
 - d. Friends, Romans, Countrymen. Lend me your ears...

6. What was the crowd's reaction to Anthony's speech?
 - a. They were emotional
 - b. They weren't paying attention.
 - c. They left.
 - d. They clapped.

7. What was the main conflict between Brutus and Cassius?
 - a. They were arguing over land.
 - b. Cassius wanted to kill Calphurnia, too.
 - c. They were arguing over Portia.
 - d. Brutus criticized his management and hurt his feelings.

8. What unexpected visitor comes to Brutus' tent?
 - a. The ghost of Portia.
 - b. The ghost of Calphurina.
 - c. The ghost of Caesar.
 - d. The ghost of his mother.

9. How did the politics in Rome change after Julius Caesar's death?
 - a. Everyone was happier.
 - b. There were two rulers, and they had enemies.
 - c. The ghost of Caesar arrived.
 - d. Brutus ruled with an iron fist.

10. What happened to Brutus at the end of the play?
 - a. He killed himself
 - b. He had a party.
 - c. He becomes the leader.
 - d. He marries Calphurnia.

Open Response:

11. Compare and Contrast Caesar's rule with one other current ruler.

12. Describe Rome during Caesar's time.