

# Unit 5

# The Tragedy of Julius Caesar

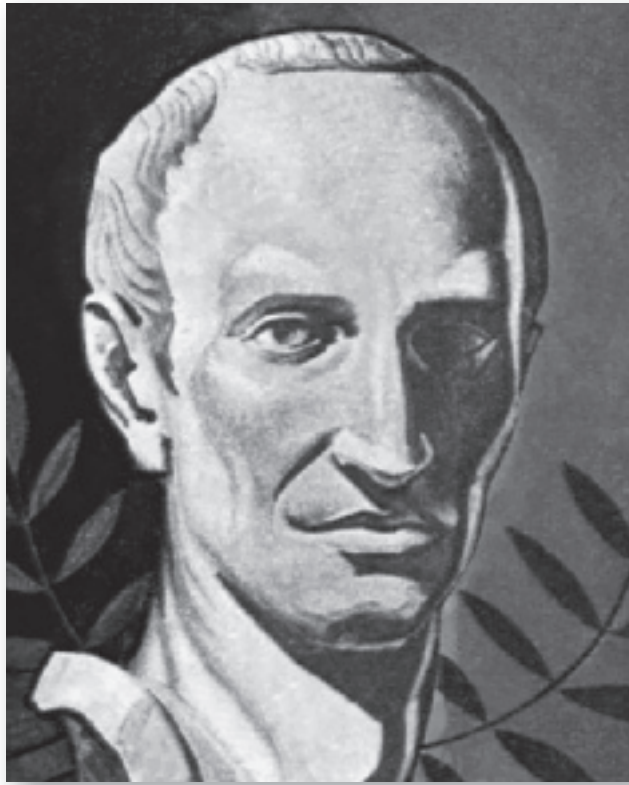
## Activity Book



GRADE 6 Core Knowledge Language Arts®

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## Unit 5

# The Tragedy of Julius Caesar

Activity Book

GRADE 6

Core Knowledge Language Arts®



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## **Unit 5**

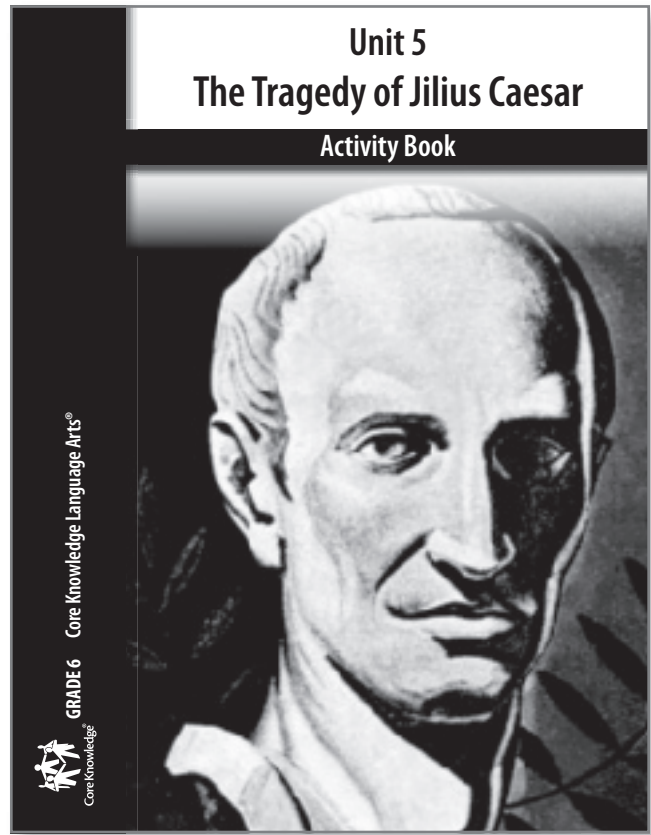
### ***The Tragedy of Julius Caesar***

#### **Activity Book**

This Activity Book contains Activity Pages that accompany the lessons from the Unit 5 Teacher Guide. The Activity Pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two Activity Pages for Lesson 4, the first will be numbered 4.1, and the second 4.2. The Activity Book is a student component, which means each student should have an Activity Book.

## Letter to Family

Our class will begin a unit in English language arts in which students will read selections from *The Tragedy of Julius Caesar*, a play by the English playwright William Shakespeare. Shakespeare is justly regarded as one of the greatest writers of drama in English. *The Tragedy of Julius Caesar* tells the story of the murder of Caesar, the Roman leader who overthrew the Roman republic—murder by a conspiracy of rivals and former friends. Shakespeare’s play dramatizes these events and examines timeless themes of friendship, loyalty, betrayal, and vengeance. Students will be challenged to consider the ways in which Caesar, as depicted in the play, was a good or a bad leader and whether his personal ambitions to rule as a dictator led to his downfall.



Shakespeare’s plays have been read and viewed by generations since they were written in the late 16th and early 17th centuries. They are considered a cornerstone of early modern English literature. Shakespeare’s characters, events, and themes have been enormously influential on many subsequent writers in English, and terms and phrases first used by Shakespeare have become commonplace in English speech and writing. The edition of the play that students will read has been edited and condensed for classroom use, without robbing the play of the richness of Shakespeare’s dialogue.

Students will critically consider vital questions about leadership, republican government, and how and why we should guard against rule by those who would install themselves as tyrannical dictators. Students will be called to consider the responsibilities of citizens of

a republic (such as the United States), not only to guard against ambitious rulers, but also to be aware of how long-term crises, without resolution, create the circumstances in which such rulers seize power.

*The Tragedy of Julius Caesar* deals with many issues that students may find challenging or unpleasant. Caesar's murder and the display of his body at his funeral form the climax of the play's action. The play also considers themes such as betrayal, mistrust, and fighting among former friends and considers the possibility that Caesar may have suffered from a neurological disorder like epilepsy. These issues will be addressed with sensitivity when they occur in the text, and guidance has been provided to teachers on how to tackle these issues.

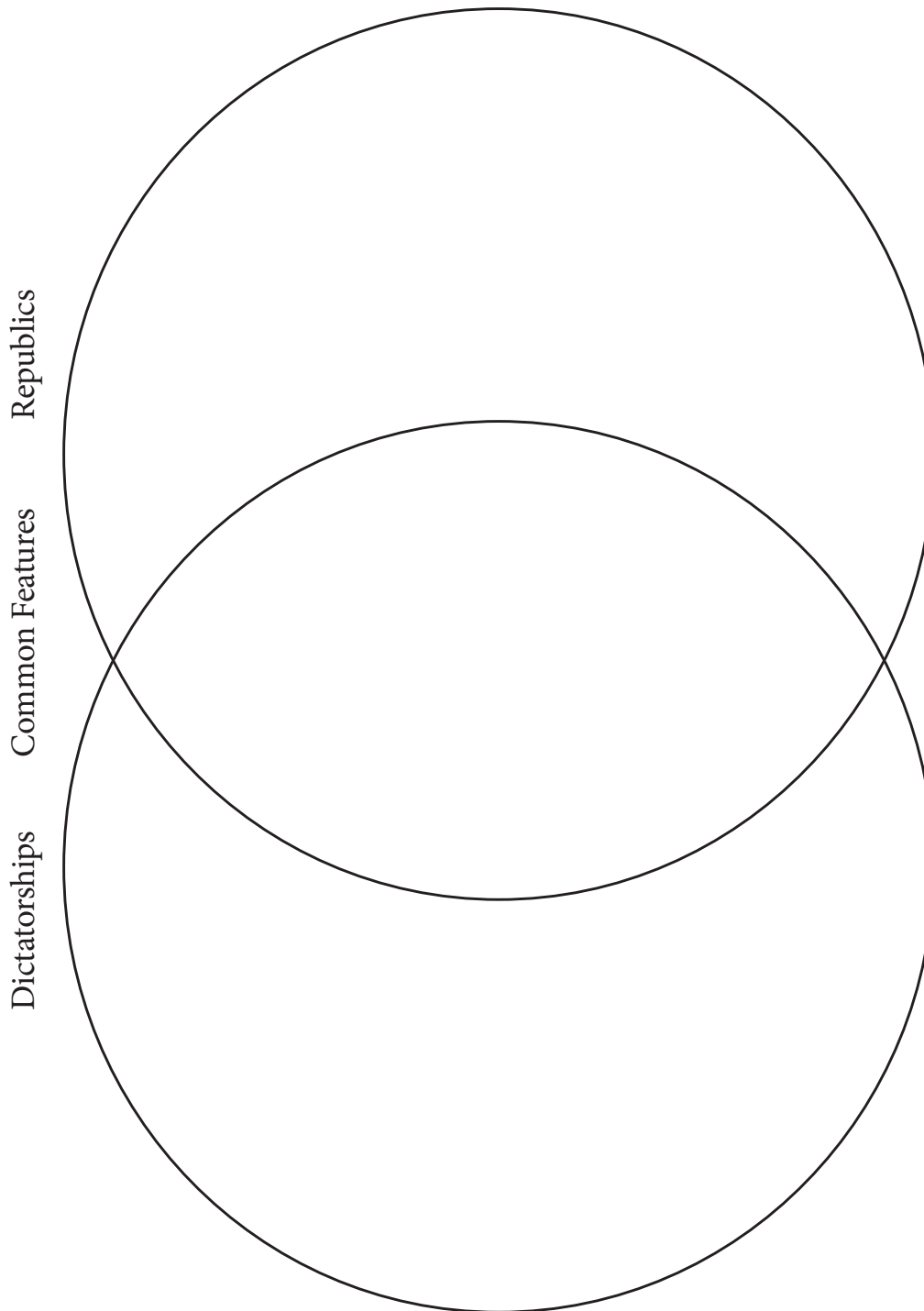
If you have any questions or concerns, please do not hesitate to contact me.

NAME: \_\_\_\_\_

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## Republics and Dictatorships

*Fill in the Venn diagram to compare and contrast elements of republics and dictatorships as forms of government. In the left circle, write aspects of dictatorships. In the right circle, write elements of republics. Where the circles overlap, write common features.*







NAME: \_\_\_\_\_

1.3

ACTIVITY PAGE

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## Vocabulary for the “Introduction”, pages I–IV; and “Julius Caesar and the Ides of March”, pages 15–26

1. **idealism, *n.*** the practice of forming standards of perfection, usually unrealistic (III)
2. **citizen, *n.*** a legally recognized inhabitant of a place (**citizens**) (16)
3. **soothsayer, *n.*** a person who predicts the future (16)
4. **Ides of March, *n.*** a date in the Roman calendar, the 15th of March (17)
5. **noble, *adj.*** having fine personal qualities or high moral principles and ideals (18)
6. **mock, *v.*** to tease or laugh at (26)



NAME: \_\_\_\_\_

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### Themes in the Tragedy of Julius Caesar

As you read *The Tragedy of Julius Caesar*, you will identify and record theme ideas on this chart.

- *In the first column, write theme ideas.*
- *In the second column, write details from the text that support each theme.*

Theme	Supporting Details from the Text

Theme	Supporting Details from the Text

NAME: \_\_\_\_\_

2.1

ACTIVITY PAGE

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## Vocabulary for “Julius Caesar and the Ides of March,” pages 27–40

1. **senator, *n.*** an elected representative of the people (**senators**) (27)
2. **valiant, *adj.*** acting with bravery (30)
3. **persuade, *v.*** to try to cause someone to do or believe something through reasoning (**persuaded**) (31)
4. **ambitious, *adj.*** having or showing determination to succeed (31)



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### Morphology: Greek and Latin Roots and Suffixes

*For each item, write the correct roots (dico, dictum; monos; video, visum) or suffixes (-ous, -ious, -eous) that are part of the word. Then, on the line below, write what the root or suffix suggests the word means. You can check the meaning in a dictionary.*

1. dictionary \_\_\_\_\_  
\_\_\_\_\_

2. visit \_\_\_\_\_  
\_\_\_\_\_

3. revise \_\_\_\_\_  
\_\_\_\_\_

4. monometallic \_\_\_\_\_  
\_\_\_\_\_

5. dictaphone \_\_\_\_\_  
\_\_\_\_\_

6. predict \_\_\_\_\_  
\_\_\_\_\_

7. invisible \_\_\_\_\_  
\_\_\_\_\_



8. envious \_\_\_\_\_  
\_\_\_\_\_

9. vision \_\_\_\_\_  
\_\_\_\_\_

10. aqueous \_\_\_\_\_  
\_\_\_\_\_

*For two of the words, write original sentences featuring those words.*

11. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_

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### Plan: What Qualities Make Someone a Good Leader?

*You will discuss each of these listed leadership qualities as a class. Which of these qualities do you find in Caesar and/or in Brutus? Decide which character you will write your persuasive essay on, and circle what you think are the five most important qualities for leadership that this character demonstrates. If you like, you can add ideas of your own on the lines on the right.*

Integrity or honesty

Other ideas: \_\_\_\_\_

Good communication skills

Loyalty

Ability to make decisions

Ability to empower others

Ability to manage or influence others

Charm or a good personality

Excitement for the job

Courage

Respect for others

Ability to learn and grow

Confidence

Being positive

Having a vision of the future

Ability to rebound from failures

Being accountable for mistakes

Being humble

Ability to feel for others



NAME: \_\_\_\_\_

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## Vocabulary for “Act 1, Scene 1,” pages 51–60

1. **conscience, *n.*** the ability to know what is right and wrong (57)
2. **conquest, *n.*** the act of taking control of a foreign people (59)
3. **perceive, *v.*** to see (59)



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### Grammar: Active and Passive Voice

*Read each sentence, and write whether the verb is written in the active or the passive voice.*

1. We saw many monkeys at the zoo. \_\_\_\_\_
2. Terrible destruction was caused by the storm. \_\_\_\_\_
3. I never want to work with you again! \_\_\_\_\_
4. The goal was scored by the team's star player. \_\_\_\_\_
5. Our star player scored the goal. \_\_\_\_\_
6. The cookies were stolen by the dog. \_\_\_\_\_
7. The cat knocked the vase over. \_\_\_\_\_
8. Many fine things were said about the famous man. \_\_\_\_\_



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### Plan: Capturing Thinking at the Sentence Level

*Use these sentence frames to begin drafting the claim you will make in your persuasive essay. Choose one of the frames to use, and fill in the blanks with your own ideas to make your claim. You may change the frame as needed to make your point. Remember that you are using the character that you previously chose to support for office, either Caesar or Brutus.*

As presented in the play *The Tragedy of Julius Caesar*, Caesar/Brutus is a good leader

**because** he possesses the qualities of \_\_\_\_\_,

\_\_\_\_\_

and \_\_\_\_\_.

As presented in the play *The Tragedy of Julius Caesar*, Caesar/Brutus is not a good leader

**because** he fails

to show qualities of leadership such as \_\_\_\_\_,

\_\_\_\_\_

and \_\_\_\_\_.

*Your claim will end the first paragraph of your essay. Draft your first paragraph to include your claim on the lines below.*

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



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NAME: \_\_\_\_\_

4.1

ACTIVITY PAGE

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## Vocabulary for “Act 1, Scenes 2 and 3,” pages 60–102

1. **blunt, *adj.*** direct or outspoken (61); dull-witted (87)
2. **stubborn, *adj.*** unwilling to change mind or actions (71)
3. **reflection, *n.*** an image or light seen on a mirror or shiny surface (71)



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### Practice Using Words with Greek and Latin Roots and Suffixes

*For each word, write a sentence that shows your understanding of the word's root- or suffix-based meaning. If needed, check the word's meaning in a dictionary.*

1. predict \_\_\_\_\_  
\_\_\_\_\_

2. perilous \_\_\_\_\_  
\_\_\_\_\_

3. monopoly \_\_\_\_\_  
\_\_\_\_\_

4. preview \_\_\_\_\_  
\_\_\_\_\_

5. visited \_\_\_\_\_  
\_\_\_\_\_

6. dictatorial \_\_\_\_\_  
\_\_\_\_\_

7. notorious \_\_\_\_\_  
\_\_\_\_\_

8. monarch \_\_\_\_\_

\_\_\_\_\_

9. disastrous \_\_\_\_\_

\_\_\_\_\_

10. glorious \_\_\_\_\_

\_\_\_\_\_

11. gorgeous \_\_\_\_\_

\_\_\_\_\_

12. serious \_\_\_\_\_

\_\_\_\_\_

13. delicious \_\_\_\_\_

\_\_\_\_\_

14. jealous \_\_\_\_\_

\_\_\_\_\_

15. outrageous \_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Plan: Finding Text Evidence

*List the leadership traits you have chosen and described in your thesis statement. Use the frames on this page to cite evidence from the text that supports each of these claims. Remember that you are using the character that you chose to support for office, either Caesar or Brutus.*

Leadership Trait #1 (paragraph 2) \_\_\_\_\_

Choose a scene or a quotation from the play when Caesar/Brutus displays (or fails to display) this leadership trait. Include the act, scene, and page number.

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Leadership Trait #2 (paragraph 3) \_\_\_\_\_

Choose a scene or a quotation from the play when Caesar/Brutus displays (or fails to display) this leadership trait. Include the act, scene, and page number.

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Leadership Trait #3 (paragraph 4) \_\_\_\_\_

Choose a scene or a quotation from the play when Caesar/Brutus displays (or fails to display) this leadership trait. Include the act, scene, and page number.

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Act 2, Scenes 1–3,” pages 103–142

1. **cavern, *n.*** a cave (109)
2. **resolution, *n.*** a decision (113)
3. **particle, *n.*** the smallest part or piece of something (113)
4. **outlive, *v.*** to live longer than (115)





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### Practice Active and Passive Voice

*Write a sentence for each prompt, correctly using the active or passive voice as instructed.*

1. A trip to the zoo (active). \_\_\_\_\_

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2. A trip to the zoo (passive). \_\_\_\_\_

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3. A decision to bake cookies (active). \_\_\_\_\_

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4. A decision to bake cookies (passive). \_\_\_\_\_

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5. The home team wins a game (active). \_\_\_\_\_

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6. The home team wins a game (passive). \_\_\_\_\_

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*Rewrite these sentences into the active voice.*

7. I was asked by them to go to the hospital. \_\_\_\_\_

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8. The yeast was used in the baking of the bread by us. \_\_\_\_\_

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NAME: \_\_\_\_\_

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### Draft: Reasoning Strategies

*Use these frames to develop reasoning strategies to explain how your evidence supports your claims. You may change the frames as needed to make your points. Remember that you are using the character that you chose to support for office.*

**Cause and effect:** Because Caesar/Brutus (cause) \_\_\_\_\_,

\_\_\_\_\_

(effect) \_\_\_\_\_

\_\_\_\_\_

**Definition:** A leader is someone who \_\_\_\_\_

\_\_\_\_\_

and/but Caesar/Brutus \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Problem and solution:** Caesar/Brutus creates a problem (or a solution to a problem)

when he \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Classification:** Among the best leaders in the play, such as \_\_\_\_\_

\_\_\_\_\_

Caesar/Brutus stands out/falls short when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Comparison and contrast:** In contrast to the character of \_\_\_\_\_

\_\_\_\_\_

Caesar/Brutus shows good/poor leadership by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**6.1**

ACTIVITY PAGE

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## Vocabulary for “Act 3, Scenes 1 and 2,” pages 141–190

1. **countrymen**, *n.* people from the same country (171)



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## Frequently Confused Words

*Fill in each sentence by writing the correct word from the options provided.*

1. I \_\_\_\_\_ the delicate vase on the table. (sit/set)
2. I need to \_\_\_\_\_ down and go to sleep. (lie/lay)
3. I got up and \_\_\_\_\_ my book on the table. (laid/lie)
4. Please, get a drink and \_\_\_\_\_ in the chair over there. (sit/set)
5. We went on a mission to \_\_\_\_\_ the ship from the bottom of the ocean.  
(rise/raise)
6. We \_\_\_\_\_ early every morning to go jogging. (rise/raise)





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## Drafting: Transitioning Between Reasoning and Evidence

Read the writing sample.

- *The first sentence states the reasoning.*
- *The second sentence states evidence directly from the play that supports the reasoning. This can be paraphrased or written as a direct quote. If you use a direct quote, make sure to put the text you quoted in quotation marks.*
- *The second sentence is followed by an in-text notation that states the act, scene, and page number of where the evidence occurs in the text.*
- *The last sentence connects the evidence back to the reasoning, stating how the evidence supports the reasoning.*

A leader is someone who shows courage, but Caesar shows arrogance when he ignores the warnings regarding his fate. In the play, Caesar dismisses the soothsayer as “a dreamer” (Act 1, Scene 2, page 67). This shows that he has no regard for powers beyond his own.

Choose at least two reasoning statements from Activity Page 5.3 that you would like to include in your essay. Use the frames to connect your reasoning statements to reasoning.

[Reasoning statement] \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Evidence] \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[In-text notation] (Act \_\_\_\_\_, Scene \_\_\_\_\_,  
page \_\_\_\_\_, line \_\_\_\_\_)

[Connect back to reasoning] \_\_\_\_\_

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[Reasoning statement] \_\_\_\_\_

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[Evidence] \_\_\_\_\_

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[In-text notation] (Act \_\_\_\_\_, Scene \_\_\_\_\_,  
page \_\_\_\_\_, line \_\_\_\_\_)

[Connect back to reasoning] \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Act 3, Scene 2: Persuasion

*As you read, answer these questions to help you identify how the theme of persuasion is conveyed in the text. For each question, write at least a sentence in answer, providing support for your answer from the text.*

1. Why does Brutus tell the crowd how close he was to Caesar?

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2. How does Brutus ask the crowd to consider their own principles and beliefs?

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3. In what ways does Antony associate himself with the members of the crowd?

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4. In what ways is Antony careful when speaking to the crowd?

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5. Given their persuasive strategies, which speaker thinks they are in a stronger situation? Are they right? Explain your answer.

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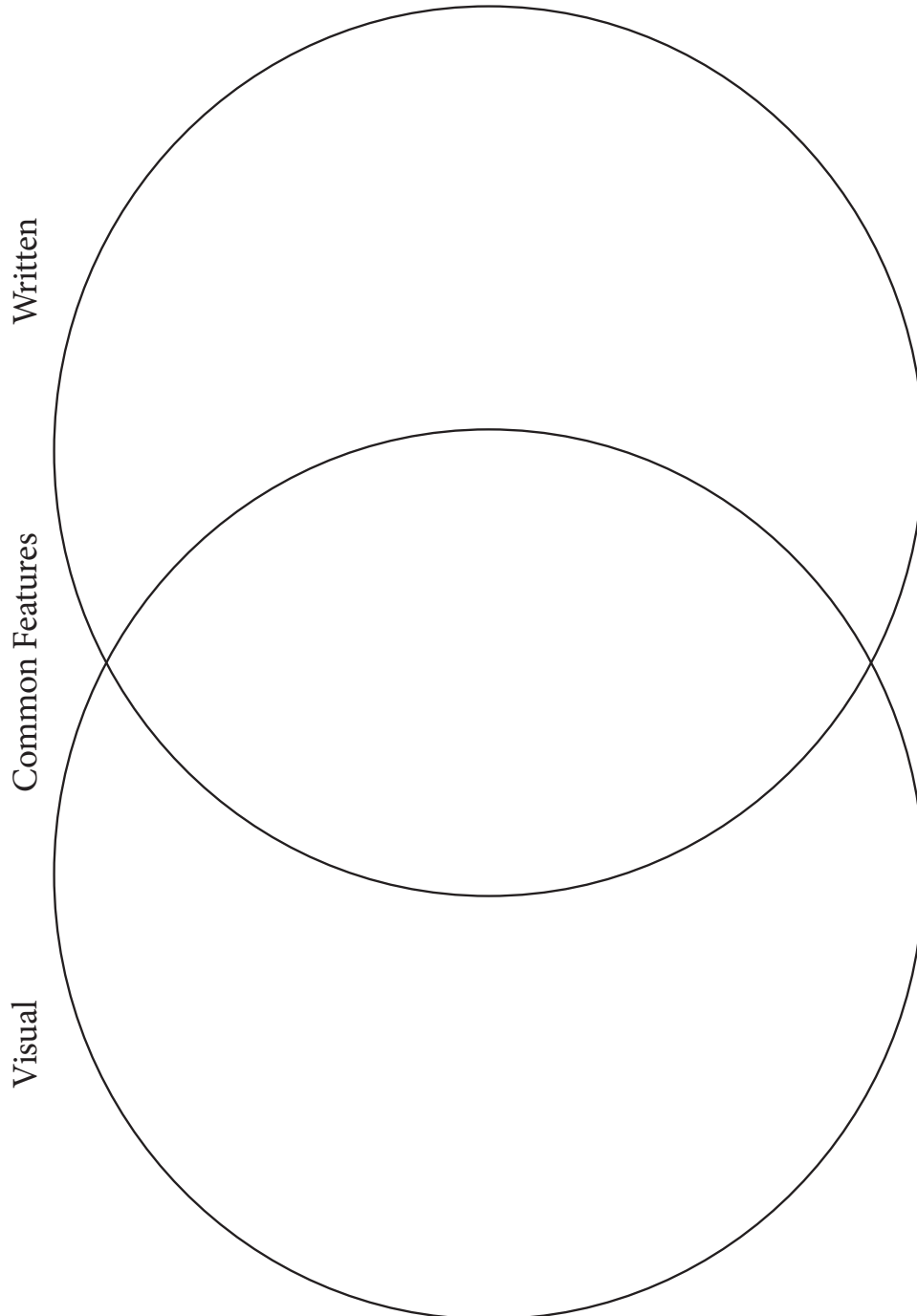
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NAME: \_\_\_\_\_

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## Comparing Visual and Written Speeches

Fill in the Venn diagram to compare and contrast elements of visual speeches and written speeches. In the left circle, write aspects of the visual presentation. In the right circle, write elements of written speeches. Where the circles overlap, write common features.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Frequently Confused Words

*For each word, write a sentence demonstrating the correct use of the word.*

1. sit \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. lie \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. raise \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. lay \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



5. set \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. rise \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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DATE: \_\_\_\_\_

### Draft: Introduction and Concluding Statement

*Use these frames to draft your introduction and concluding statements. You may change the frames as needed to make your points.*

#### Introducing the Claim

Leadership is an important quality in government. When leaders show qualities such as \_\_\_\_\_

\_\_\_\_\_

they are able to \_\_\_\_\_

\_\_\_\_\_

Citizens depend on good leaders because \_\_\_\_\_

\_\_\_\_\_

[Add another sentence.] \_\_\_\_\_

\_\_\_\_\_

[Add claim as last sentence] \_\_\_\_\_

\_\_\_\_\_

#### Concluding Statement

In conclusion, Caesar is a good (poor) leader because \_\_\_\_\_

\_\_\_\_\_

His success as a leader (or his failure to lead) results in \_\_\_\_\_

\_\_\_\_\_

Caesar serves as a model for \_\_\_\_\_

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NAME: \_\_\_\_\_

**8.1**

ACTIVITY PAGE

DATE: \_\_\_\_\_

**Vocabulary for “Act 3, Scene 3,” pages 191–195;  
“Act 4, Scenes 1 and 2,” pages 197–222**

1. **bribe, *n.*** money paid to someone for a favor, usually illegal (**bribes**) (203)
2. **confess, *v.*** to admit (209)



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## Spelling Words

*The following is a list of spelling words. These words are related to vocabulary encountered in The Tragedy of Julius Caesar and/or words related to morphology skills: Greek and Latin roots and affixes, including the suffixes –ous, –ious, –eous.*

*During Lesson 10, you will be assessed on how to spell these words. Practice spelling the words by doing one or more of the following:*

- *spell the words out loud*
- *write sentences using the words*
- *copy the words onto paper*
- *write the words in alphabetical order*

*When you practice spelling and writing the words, remember to pronounce and spell each word one syllable at a time.*

1. committee	7. dictator
2. tragedy	8. gaseous
3. exercise	9. monologue
4. porous	10. innocence
5. visible	11. suspicion
6. hypocrite	12. criticize

The following chart provides the meanings of the spelling words. You are not expected to know the word meanings for the spelling assessment, but it may be helpful to have them as a reference as you practice spelling the words.

Spelling word	Definition
<b>committee</b>	a group of people for a specific task or function
<b>tragedy</b>	a style of drama with an unhappy ending
<b>exercise</b>	activity for a specific purpose
<b>porous</b>	having holes or pores
<b>visible</b>	able to be seen
<b>hypocrite</b>	someone who presents a false or untrue impression
<b>dictator</b>	a ruler with total power or authority
<b>gaseous</b>	possessing the quality of a gas
<b>monologue</b>	a speech by one person, especially in a play
<b>innocence</b>	the state of being without guilt
<b>suspicion</b>	a feeling or thought that something is or could be true
<b>criticize</b>	to point out the flaws in something

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DATE: \_\_\_\_\_

### Persuasive Essay Rubric

	<b>Exemplary</b>	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Addressing the Question</b>	Aspects of leadership are clearly identified.	Aspects of leadership are identified.	An aspect of leadership is identified.	Leadership is not clearly considered.
	Successes and failures as a leader are thoughtfully evaluated.	Some successes and failures of leadership are evaluated effectively.	Successes or failures of leadership are sometimes considered.	Successes and failures of leadership are not evaluated.
	Argument is coherent and clear throughout.	Argument is mostly coherent and clear.	Argument is sometimes coherent or clear.	Argument is neither coherent nor clear.
<b>Style</b>	Formal argumentative style, including literary present tense and the active voice, is used throughout.	Formal argumentative style, including literary present tense and the active voice, is mostly used.	Some elements of a formal style, including literary present tense and the active voice, are present.	Style fails to reach the level expected of a formal argument.
	Reasoning connects claims and evidence thoroughly and effectively.	Reasoning mostly connects claims to evidence.	Reasoning is sometimes used to explain the relevance of evidence to claims.	Reasoning is absent or does not connect claims to evidence.
	Evidence is thoughtfully deployed and properly cited.	Evidence is mostly deployed effectively and cited.	Evidence is sometimes referred to and/or cited.	Evidence and/or citations are missing.



	<b>Exemplary</b>	<b>Strong</b>	<b>Developing</b>	<b>Beginning</b>
<b>Structure</b>	Introduction plainly states the theme (leadership) and strongly argues for the relevance of the argument.	Introduction states that leadership is the theme of the essay and provides some explanation for why this is a relevant topic.	Introduction mentions leadership and that the essay will discuss leadership.	Introduction fails to clearly introduce the theme of leadership and/or why this is relevant.
	A strong concluding statement summarizes the argument.	A concluding statement mostly summarizes the argument.	Conclusion briefly touches on the argument.	No concluding statement or an incoherent concluding statement is given.

*You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Peer Review Checklist for a Persuasive Essay

Complete this checklist as you read the draft of the persuasive essay about leadership written by a classmate. Y = yes N = no SW = somewhat

Author's Name: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

\_\_\_\_\_ The persuasive essay has an introduction that outlines how the essay will assess Julius Caesar's/Brutus's skills as a leader.

\_\_\_\_\_ The persuasive essay identifies several aspects of leadership and makes claims about whether Julius Caesar/Brutus was a good leader according to those identified aspects.

\_\_\_\_\_ The persuasive essay uses evidence taken from *The Tragedy of Julius Caesar* in the form of paraphrases, quotations, and citations, to support the claims.

\_\_\_\_\_ The persuasive essay correctly uses reasoning structures to explain how evidence supports claims.

\_\_\_\_\_ The persuasive essay ends with a conclusion that summarizes the whole argument.

\_\_\_\_\_ The persuasive essay uses elements of formal argumentative style, including the literary present tense and the active voice, throughout.

<b>Ways in Which Your Essay Meets the Requirements of the Assignment</b>	<b>Ways in Which You Can Better Meet the Requirements of the Assignment</b>

NAME: \_\_\_\_\_

9.1

ACTIVITY PAGE

DATE: \_\_\_\_\_

## Vocabulary for “Act 5, Scenes 1–3,” pages 231–234

1. **offstage, *adj.*** located in the area not visible to the audience (231)
2. **coward, *n.*** someone who is not brave (233)
3. **revenge, *v.*** to injure or harm someone in return for an injury or harm they caused to someone else (**revenged**) (233)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Practice Spelling Words

*Write a sentence for each of the words. For the tenth prompt, write a sentence by choosing one of the remaining words.*

committee	visible	monologue
tragedy	hypocrite	innocence
exercise	dictator	suspicion
porous	gaseous	criticize

1. porous \_\_\_\_\_  
\_\_\_\_\_

2. tragedy \_\_\_\_\_  
\_\_\_\_\_

3. hypocrite \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. dictator \_\_\_\_\_  
\_\_\_\_\_

5. suspicion \_\_\_\_\_  
\_\_\_\_\_

6. innocence \_\_\_\_\_

\_\_\_\_\_

7. gaseous \_\_\_\_\_

\_\_\_\_\_

8. exercise \_\_\_\_\_

\_\_\_\_\_

9. criticize \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Persuasive Essay Editing Checklist

<b>Persuasive Essay Editing Checklist</b>	<b>After reviewing for each type of edit, place a check mark here.</b>
<b>Vocabulary</b>	
<ul style="list-style-type: none"><li>• I have used words and phrases to clarify relationships among claims, evidence, and reasoning.</li><li>• I have used transition words and phrases correctly (<i>but, then, so, therefore, next, subsequently, afterwards, following</i>).</li><li>• I have provided my readers with context clues to help them understand the meanings of potentially unfamiliar language.</li></ul>	
<b>Format</b>	
<ul style="list-style-type: none"><li>• I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker.</li><li>• I have titled my writing.</li><li>• I have including the proper heading, including my name, my teacher’s name, the class title, and the date.</li></ul>	
<b>Grammar</b>	
<ul style="list-style-type: none"><li>• I have used active voice and passive voice correctly.</li><li>• I have used frequently confused words correctly (<i>sit/set; lie/lay; rise/raise</i>).</li></ul>	



<p style="text-align: center;"><b>Persuasive Essay Editing Checklist</b></p>	<p style="text-align: center;"><b>After reviewing for each type of edit, place a check mark here.</b></p>
<p><b>Spelling</b></p>	
<ul style="list-style-type: none"> <li>• I have correctly spelled words with the roots <i>dico/dictum</i>; <i>monos</i>; <i>video/visum</i>.</li> <li>• I have correctly spelled words with the suffixes <i>-ous</i>, <i>-ious</i>, and <i>-eous</i>.</li> </ul>	
<p><b>Punctuation</b></p>	
<ul style="list-style-type: none"> <li>• I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.</li> </ul>	

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Vocabulary for “Act 5, Scene 3,” pages 243–248

1. **overcome, v.** to defeat (**overcame**) (243)
2. **element, n.** a part of something (**elements**) (245)
3. **glory, n.** a triumph or great honor (**glories**) (245)
4. **republic, n.** a government by the people and representatives (247)
5. **empire, n.** a government led by a military commander (247)
6. **emperor, n.** the ruler of an empire (247)



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Spelling Assessment

*Write the spelling words as your teacher calls them out. Then write the sentence dictated by your teacher.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Unit Assessment—*The Tragedy of Julius Caesar*

Today you will read two selections. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

### “Conspiracy and Assassination”

1. Although Caesar has been an excellent general, he is not an especially good dictator. He is arrogant and offends many powerful Romans. In February of 44 BCE, Caesar has the Senate vote him dictator for life. To many members of the Senate, having a dictator for life is no different than having a king. They blame Caesar for destroying the republic, and now they are prepared to do something about it.
2. A group of as many as 60 senators plot against Caesar. The leaders of this conspiracy are Marcus Brutus and Caius Cassius. The senators assassinate Caesar in Rome’s Senate House in 44 BCE, on March 15, the Ides of March. (In the ancient Roman calendar, a day in the middle of the month was known as the *ides*.)
3. In about 100 CE, Plutarch, an author famous for his biographical writings, writes about the life of Julius Caesar. Here is how Plutarch describes the scene at the assassination:
4. *“They ... that had conspired [Caesar’s] death compassed him in on every side with their swords drawn in their hands, that Caesar turned him nowhere but he was stricken [struck] at by some and ... was hacked and mangled among them, as a wild beast taken of hunters. For it was agreed among them that every man should give him a wound ... Men report also that Caesar did still defend himself against the rest ... but that when he saw Brutus with his sword drawn in his hand, then he pulled his gown over his head, and made no more resistance.”*
5. This passage is from a popular English translation of Plutarch’s writings, which Shakespeare relied on for much of the information he used in writing his *Tragedy of Julius Caesar*.

## Questions

Answer the following questions using complete sentences.

1. Describe how the appointment of Caesar as dictator for life leads to his assassination.

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2. The quotation from Plutarch says that Caesar “was hacked and mangled among them, as a wild beast taken of hunters.” What effect do these language choices have on your impression of what happened?

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3. PART A: What is the relationship between Plutarch’s text and Shakespeare’s play?

- A. Plutarch’s text is the basis for Shakespeare’s drama.
- B. Putarch’s text is based on Shakespeare’s work.
- C. Plutarch’s text has no relationship to Shakespeare’s play.
- D. Plutarch’s text and Shakespeare’s play are identical.

PART B: Why might Plutarch be a more reliable source of historical information on Caesar’s death?

- A. Plutarch knew Caesar personally.
- B. Plutarch wrote history, while Shakespeare wrote drama.
- C. Plutarch was dramatizing Caesar’s death for his audience.
- D. Plutarch includes no rich descriptive language.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

4. Read this line from Plutarch, and then write in your own words how this description compares or contrasts to the way Shakespeare’s play depicts the same events.

*Men report also that Caesar did still defend himself against the rest ... but that when he saw Brutus with his sword drawn in his hand, then he pulled his gown over his head, and made no more resistance.*

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5. What personal quality of Caesar’s does the text say causes his downfall?
- A. his bravery
  - B. his wealth
  - C. his arrogance
  - D. his charity
6. Using your own words, describe how the text makes a distinction between a “general” and a “dictator.”

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## “Act 2, Scene 1: Portia and Brutus”

1. *[Enter PORTIA.]*
2. **PORTIA** *[anxiously]* Brutus, my lord!
3. **BRUTUS** *[surprised]* Portia, what mean you? Wherefore rise you now? (Why are you awake now?)
4. **PORTIA** Brutus, yesternight (last night), at supper,  
You suddenly arose, and walked about,  
Musing and sighing, with your arms across,  
And when I asked you what the matter was,  
You stared upon me with ungentle looks,  
And with an angry wafture (wave) of your hand  
Gave sign for me to leave you. Dear my lord,  
Make me acquainted with your cause of grief.
5. **BRUTUS** I am not well in health, and that is all.
6. **PORTIA** Brutus is wise and, were he not in health,  
He would embrace the means to come by it.
7. **BRUTUS** Why, so I do. Good Portia, go to bed.
8. **PORTIA** No, my Brutus.  
You have some sick offence within your mind,  
Which, by the right and virtue of my place,  
I ought to know of. *[She kneels.]* And upon my knees  
By all your vows of love,  
I entreat you, that you unfold to me  
Why you are heavy, and what men tonight  
Have had resort to you (have visited you); for here have been  
Some six or seven, who did hide their faces  
Even from darkness.
9. **BRUTUS** *[taking her hand and lifting her up]* Kneel not, gentle Portia.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10. **PORTIA** I should not need, if you were gentle Brutus.  
Within the bond of marriage, tell me, Brutus,  
Is it excepted I should know no secrets  
That appertain (are relevant) to you? Am I to keep  
With you at meals, and talk to you sometimes?  
If it be no more, Portia is not thy wife.
11. **BRUTUS** You are my true and honorable wife,  
As dear to me as are the ruddy (red) drops  
That visit my sad heart. Portia, go in  
And by and by thy bosom shall partake  
The secrets of my heart.
12. *[They exit in different directions.]*

### Questions

7. Read this line of Portia’s dialogue, and then describe what she is saying to Brutus in your own words.

You suddenly arose, and walked about, Musing and sighing, with your arms across, And when I asked you what the matter was, You stared upon me with ungentle looks, And with an angry wafture (wave) of your hand Gave sign for me to leave you.

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8. **PART A:** What does Brutus mean when he calls Portia “gentle Portia”?
- A. that Portia is too weak to join the conspiracy
  - B. that he doesn’t want to talk to Portia
  - C. that he doesn’t trust Portia with his secrets
  - D. that he thinks Portia is too kind to hear what he is up to

PART B: Why does Portia say that Brutus is not “gentle Brutus”?

- A. because she wants to join the conspiracy
- B. because she knows he means to kill Caesar
- C. because she thinks he is behaving badly to her
- D. because he has become arrogant and vain

9. Why does Portia kneel before Brutus?

- A. to show how much she wants him to tell her what’s wrong
- B. because she views herself as unequal to him
- C. because he has told her to kneel
- D. to show how little she cares about Brutus’s mood

10. Why won’t Brutus tell Portia what is wrong with him?

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11. What does the stage direction at the end, “they exit in different directions,” tell you about whether Brutus and Portia resolve their argument?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12. What is the meaning of Portia’s line, “Brutus is wise and, were he not in health, He would embrace the means to come by it”?
- A. She does not really think that Brutus is sick.
  - B. She thinks Brutus would address any sickness properly.
  - C. She wants to fetch a doctor for Brutus.
  - D. She wants to praise Brutus for his wisdom.

*Reading Comprehension Score: \_\_\_\_\_ of 12 points.*

**Writing Prompt:** Write a short answer that contrasts how Brutus is depicted in the informational text and in the excerpt from Shakespeare’s play. Refer to at least two examples of each difference. Include use of reasoning structures to connect your claims with evidence from the text.

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*Writing Prompt Score:* \_\_\_\_\_ *of 4 points.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Grammar

*After each sentence, write whether the verb is written in the active or passive voice.*

1. I said that we had to rescue the dogs from the rain. \_\_\_\_\_
2. Those kittens were adopted by a nice family. \_\_\_\_\_
3. The box is going to be stolen tonight. \_\_\_\_\_
4. The ships sailed through the calm ocean. \_\_\_\_\_
5. We took many excellent photographs on holiday. \_\_\_\_\_
6. The souvenirs were purchased at a locally owned shop. \_\_\_\_\_

*Convert the following sentences from the passive voice to the active voice.*

7. Many of the rabbits were returned to their hutch by us. \_\_\_\_\_  
\_\_\_\_\_
8. Armies were ordered by Caesar to attack Rome. \_\_\_\_\_  
\_\_\_\_\_
9. The daggers of the conspirators were used to slay Caesar. \_\_\_\_\_  
\_\_\_\_\_
10. The loss of Brutus's life was regretted by Antony. \_\_\_\_\_  
\_\_\_\_\_

*Use the correct word from the options provided to complete the sentences.*

11. We \_\_\_\_\_ the food on the table for the guests. [sit/set]

12. We did lots of activities to \_\_\_\_\_ money for charity. [rise/raise]

13. I need to \_\_\_\_\_ down and go to sleep. [lie/lay]

14. \_\_\_\_\_ down on that chair, please. [sit/set]

15. I went to the bedroom to \_\_\_\_\_ the sleepy baby on the bed. [lie/lay]

<i>Grammar Score: _____ of 15 points.</i>
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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Morphology

*Read each sentence, and write the Greek or Latin root word (dico/dictum, monos, video/visum) that features in the sentence. One sentence features two words.*

1. I dictated my thoughts to my secretary. \_\_\_\_\_
2. The ships were visible to the naked eye. \_\_\_\_\_
3. Caesar aimed to transform Rome from a republic into a dictatorship.  
\_\_\_\_\_
4. The lawyers said that the business was a monopoly.  
\_\_\_\_\_
5. The critics predict that the actor's monologue will bring the audience to tears.  
\_\_\_\_\_

*Based on the meaning of the root word, circle the right word to fit the definition provided. One question has two right answers, so circle both.*

6. using one ear. (monaural / dictionary / invisible)
7. a machine for viewing things. (television / dictaphone / monopoly)
8. to speak your views. (dictate / advise / monologue)
9. things that can prove the existence of something. (monopoly / diction / evidence)
10. rule by one person. (monarchy / advisory / dictatorship)



*Add the right suffix from the options -ous, -ious, -eous to correctly form a new word, and write it on the lines provided. For some of the words, you will have to change the spelling of the root word to add the suffix.*

11. fury \_\_\_\_\_

12. danger \_\_\_\_\_

13. peril \_\_\_\_\_

14. courtesy \_\_\_\_\_

15. nerve \_\_\_\_\_

16. fame \_\_\_\_\_

<i>Morphology Score: _____ of 16 points.</i>
<i>Total Score for Unit Assessment: _____ of 47 points.</i>

NAME (OPTIONAL): \_\_\_\_\_

DATE: \_\_\_\_\_

## Unit Feedback Survey

### Unit 5: *The Tragedy of Julius Caesar*

*Please use a scale of 1–5, with 1 being “Not at All,” 3 being “OK,” and 5 being “Very Much.” Circle the number that best describes your opinion. Then answer the remaining questions.*

How much did you like reading the selections in *The Tragedy of Julius Caesar*?

1                                      2                                      3                                      4                                      5

What, if anything, did you like about the selections that you read?

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What, if anything, did you not like about the selections that you read?

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Were you able to read and understand these selections on your own, or did you have difficulty?

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Would you recommend this drama to your friends or other students?      YES                      NO

In your opinion, how well did your teacher teach this unit?

1                                      2                                      3                                      4                                      5

What kinds of activities did you like best?

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What kinds of activities did you like least?

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What could your teacher have done differently in teaching the unit to improve your experience with this unit?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Mid-Unit Comprehension Check—*The Tragedy of Julius Caesar*

1. In your own words, explain why the conspirators want to kill Julius Caesar.

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*Each of the following questions describes a particular character from the first half of The Tragedy of Julius Caesar. Circle the option that fits the description.*

2. The most powerful man in Rome

Antony          Cassius          Brutus          Caesar

3. An athletic companion of Caesar's

Cassius          Calpurnia          Antony          Brutus

4. A man conflicted by his duty to his friends and to Rome

Cassius          Brutus          Casca          Calpurnia

5. The person moving the conspiracy along

Caesar          Antony          Cassius          Casca

6. A conspirator who speaks bluntly

Casca          Cassius          Brutus          Antony

7. What is Antony meant to be doing at the festival of Lupercalia?
- A. killing Caesar
  - B. giving a speech
  - C. crowning Caesar
  - D. running in a race
8. Why don't the conspirators kill Mark Antony?
- A. They think he's too dangerous.
  - B. Antony is part of the plot.
  - C. Caesar doesn't like Antony.
  - D. They think Antony isn't a threat.
9. In what way could Caesar be described as responsible for his own downfall? Explain your thinking.

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10. What is Brutus's motivation to join the conspiracy?
- A. his ambition to be famous
  - B. his desire for more wealth
  - C. his belief that it is his destiny
  - D. his sense of duty to Rome
11. What meaning is conveyed by Calpurnia's line, "your wisdom is consumed in confidence"?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

12. How does Decius convince Caesar to go to the Senate?

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13. Why do the conspirators insist on Brutus joining their plot?

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14. What is the meaning of the phrase “the Ides of March” of which Caesar must beware?

- A. It’s the date on which he will die.
- B. It’s a place where he will die.
- C. It’s the names of the conspirators.
- D. It’s the weapon that will kill him.

15. Why do the conspirators meet Brutus at night?

- A. because it’s too hot during the day
- B. because Rome is too busy during daytime
- C. because it’s too dangerous to meet in the daytime
- D. because Caesar is sleeping in his bed

*Mid-Unit Comprehension Check Score: \_\_\_\_\_ of 15 points.*



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### End-of-Unit Comprehension Check—*Julius Caesar*

1. Following Caesar’s death, what is Antony’s initial reaction to the conspirators, and what does he ask them to let him do?

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2. What is the main difference in literary style between how Shakespeare writes Brutus’s speech as opposed to Antony’s speech?

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3. In your own words, summarize the reasons Brutus gives to the crowd for having killed Caesar.

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4. In your own words, summarize Antony’s argument to the crowd.

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5. How does Antony act physically toward the crowd, causing them agree with him?
- A. He stands on the podium to make them afraid of him.
  - B. He throws his sword into the crowd to hurt them.
  - C. He gets down from the platform to join them.
  - D. He sends servants to give money to the crowd.
6. Why does Caesar's will help turn the crowd against Brutus and the conspirators?
- A. Caesar leaves each Roman citizen a sum of money.
  - B. Caesar orders many statues to be built.
  - C. Caesar orders the creation of a new empire.
  - D. Caesar orders the killing of the conspirators.
7. How does the success of Antony's speech reveal the success of Caesar's leadership?  
Explain your answer.

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8. How is Brutus's guilt personified in the play?

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9. What happens at Philippi?

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

10. What causes Cassius and Brutus to turn on each other?

- A. Cassius's fear
- B. Brutus's fear at seeing Caesar's ghost
- C. Brutus's guilt
- D. Cassius's guilt over taking bribes

11. In what ways is Brutus disappointed by the events following Caesar's murder?

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12. In your own words, summarize how Brutus's mood develops through the second part of the play.

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13. How do Cassius and Brutus rob Antony and Octavius of their victory?

- A. They take their own lives.
- B. They hide their gold.
- C. They refuse to fight a battle.
- D. They destroy Caesar's will.

14. In your own words, summarize Antony’s meaning when he says that that Brutus was “the noblest Roman of them all.”

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15. What do the citizens reveal happens to Rome after the end of the play?

- A. Antony rules as a peaceful ruler.
- B. Antony and Octavius fight each other to control Rome.
- C. Brutus is remembered as a good man.
- D. Caesar is forgotten by history.

*End-of-Unit Comprehension Check Score: \_\_\_\_\_ of 15 points.*

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### **Grammar: Active and Passive Voice**

*For each sentence, rewrite it from the active to the passive voice or the passive to the active as directed.*

1. We were bitten many times by the ants. (Rewrite as active.)

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2. The trophies were won by the runners. (Rewrite as active.)

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3. Mark wrote this story for the children. (Rewrite as passive.)

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4. These things were accomplished by the senator. (Rewrite as active.)

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5. Money was given to the people by Caesar. (Rewrite as active.)

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6. The blessing was given to Calpurnia by Antony. (Rewrite as active.)

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7. My mother baked the cake! (Rewrite as passive.)

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8. My parents hid the presents. (Rewrite as passive.)

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Grammar: Frequently Confused Words

*For each of these word sets, write one sentence that uses both of the words correctly.*

sit/set
lie/lay
rise/raise

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Morphology: Greek and Latin Roots

*Write the correct word to complete each sentence.*

predict	dictator	monologue	monarch
monocle	advise	televise	

1. The studio is in negotiations to \_\_\_\_\_ the soccer match.
2. The actor's \_\_\_\_\_ took place with no other actors on stage.
3. The United Kingdom's head of state is a \_\_\_\_\_, a king or queen.
4. My eccentric uncle always wore a \_\_\_\_\_, which he held in his right eye.
5. I \_\_\_\_\_ you not to act rashly.
6. If we attack, I \_\_\_\_\_ that we will win.
7. We must not let the general install himself as a \_\_\_\_\_.





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Morphology: Suffixes

Choose words from the list, and match them to the right definitions. Write the word and the -ous, -ious, -eous suffix that is used.

delicious	luxurious	nauseous	simultaneous
gorgeous	curious	anxious	

1. very pretty \_\_\_\_\_

suffix \_\_\_\_\_

2. having a sick feeling \_\_\_\_\_

suffix \_\_\_\_\_

3. at the same time \_\_\_\_\_

suffix \_\_\_\_\_

4. wanting to know \_\_\_\_\_

suffix \_\_\_\_\_

5. very tasty \_\_\_\_\_

suffix \_\_\_\_\_

6. nervous \_\_\_\_\_

suffix \_\_\_\_\_

7. comfortable and expensive \_\_\_\_\_

suffix \_\_\_\_\_

## Student Resources

In this section you will find:

- SR.1—Glossary for *The Tragedy of Julius Caesar*
- SR.2—Individual Code Chart
- SR.3—Writing Process Diagram
- SR.4—Proofreading Symbols
- SR.5—Roman Republic and Empire Comparison



NAME: \_\_\_\_\_

SR.1

RESOURCE

DATE: \_\_\_\_\_

## Glossary for *The Tragedy of Julius Caesar*

### A

**ambitious, *adj.*** having or showing determination to succeed

### B

**blunt, *adj.*** direct or outspoken; dull-witted

**bribe, *n.*** money paid to someone for a favor, usually illegal (**bribes**)

### C

**cavern, *n.*** a cave

**citizen, *n.*** a legally recognized inhabitant of a place (**citizens**)

**confess, *v.*** to admit

**conquest, *n.*** the act of taking control of a foreign people

**conscience, *n.*** the ability to know what is right and wrong

**countrymen, *n.*** people from the same country

**coward, *n.*** someone who is not brave

### E

**element, *n.*** a part of something (**elements**)

**emperor, *n.*** the ruler of an empire

**empire, *n.*** a government led by a military commander

### G

**glory, *n.*** a triumph or great honor (**glories**)

### I

**idealism, *n.*** the practice of forming standards of perfection, usually unrealistic

**Ides of March, *n.*** a date in the Roman calendar, the 15th of March

### M

**mock, *v.*** to tease or laugh at

### N

**noble, *adj.*** having fine personal qualities or high moral principles and ideals

### O

**offstage, *adj.*** located in the area not visible to the audience

**outlive, *v.*** to live longer than

**overcome, *v.*** to defeat (**overcame**)

### P

**particle, *n.*** the smallest part or piece of something

**perceive, *v.*** to see

**persuade, *v.*** to cause someone to do or believe something through reasoning (**persuaded**)

## R

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**reflection, n.** an image or light seen on a mirror or shiny surface

**republic, n.** a government by the people and representatives

**resolution, n.** a decision

**revenge, v.** to injure or harm someone in return for an injury or harm done to someone else (**revenged**)

## S

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**senator, n.** an elected representative of the people (**senators**)

**soothsayer, n.** a person who predicts the future

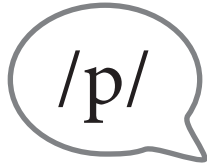
**stubborn, adj.** unwilling to change mind or actions

## V

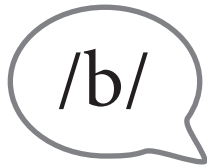
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**valiant, adj.** acting with bravery

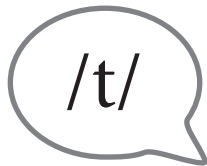
**Individual Code Chart**



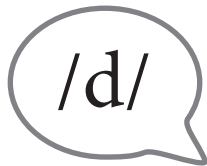
p	pp
— —	— —
pot	napping



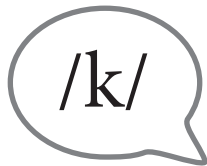
b	bb
— —	— —
bat	rubbing



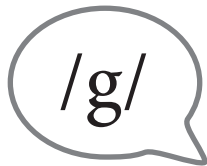
t	tt	ed
— —	— —	— —
top	sitting	asked



d	ed	dd
— —	— —	— —
dot	filled	add



c	k	ck	ch	cc
— —	— —	— —	— —	— —
cat	kid	black	school	hiccup



g	gg	gu	gh
— —	— —	— —	— —
gift	egg	guess	ghost



ch	tch
— —	— —
chin	itch



/j/

<b>g</b>	<b>j</b>	<b>ge</b>	<b>dge</b>	<b>dg</b>
gem	jump	fringe	judge	judging

/f/

<b>f</b>	<b>ff</b>	<b>ph</b>	<b>gh</b>
fit	stuff	phone	tough

/v/

<b>v</b>	<b>ve</b>
vet	twelve

/s/

<b>s</b>	<b>c</b>	<b>ss</b>	<b>ce</b>	<b>se</b>
sun	cent	dress	prince	rinse

<b>st</b>	<b>sc</b>
whistle	scent

/z/

<b>s</b>	<b>z</b>	<b>se</b>	<b>zz</b>	<b>ze</b>
dogs	zip	pause	buzz	bronze

/th/

<b>th</b>
thin

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**/th/** **th**  
\_\_\_\_\_   
them

**/m/** **m** **mm** **mb**  
\_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_   
mad swimming thumb

**/n/** **n** **nn** **kn** **gn**  
\_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_   
nut running knock sign

**/ng/** **ng** **n**  
\_\_\_\_\_ | \_\_\_\_\_   
sing pink

**/r/** **r** **rr** **wr**  
\_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_   
red ferret wrist

**/l/** **l** **ll**  
\_\_\_\_\_ | \_\_\_\_\_   
lip bell

**/h/** **h**  
\_\_\_\_\_   
hot



w

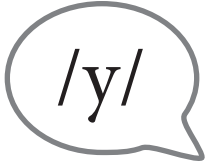


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wh



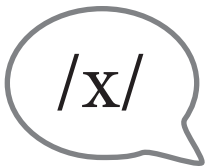
when



y



yes



x



tax



sh

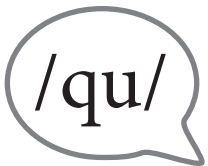


shop

ch



chef



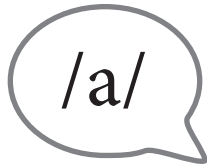
qu



quit

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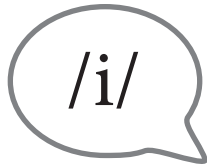
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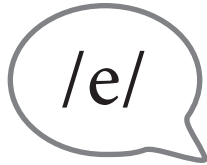


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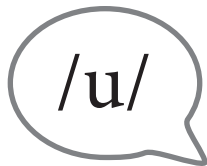


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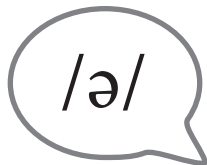


hop

a



lava



a

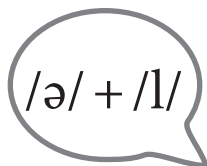


about

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debate



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animal

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apple

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travel

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pencil

/ae/

a	a_e	ai	ay	ey
paper	cake	wait	day	hey
eigh	ea			
weight	great			

/ee/

y	e	i	ea	ee
funny	me	ski	beach	bee
ie	ey	e_e		
cookie	key	Pete		

/ie/

i	i_e	y	ie	igh
biting	bite	try	tie	night

/oe/

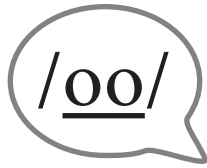
o	o_e	ow	oa	oe
open	home	snow	boat	toe

/ue/

u	u_e	ue
unit	cute	cue

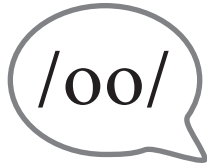
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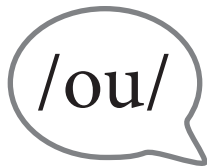


<b>oo</b>	<b>u</b>	<b>u_e</b>	<b>ew</b>	<b>ue</b>
_____	_____	_____	_____	_____
soon	student	tune	new	blue

<b>ou</b>	<b>ui</b>	<b>o</b>	<b>o_e</b>
_____	_____	_____	_____
soup	fruit	do	move



<b>oo</b>	<b>u</b>
_____	_____
look	push



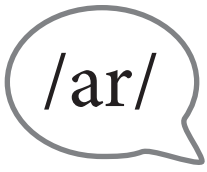
<b>ou</b>	<b>ow</b>
_____	_____
shout	now



<b>oi</b>	<b>oy</b>
_____	_____
oil	toy



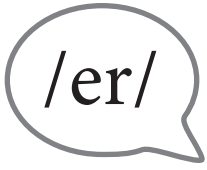
<b>au</b>	<b>aw</b>	<b>al</b>	<b>ough</b>	<b>augh</b>
_____	_____	_____	_____	_____
Paul	paw	wall	bought	caught



ar



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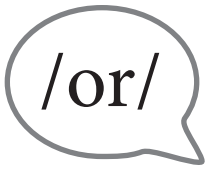


bird

ear



earth



or



for

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more

ar



war

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four

oar



roar

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door

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Proofreading Symbols

^	Insert
⊙	Insert period
^,	Insert comma
∨	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
↔	Transpose
[	Move to the left
]	Move to the right
^	Add a letter

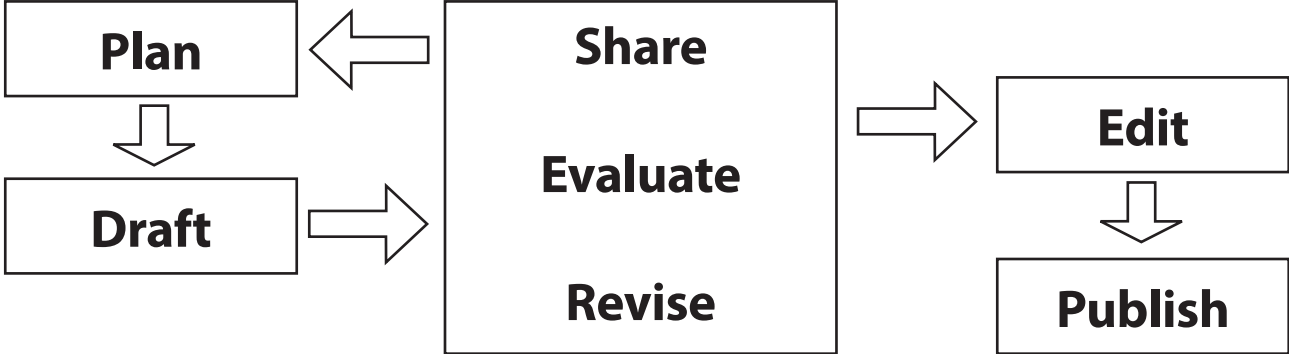




NAME: \_\_\_\_\_

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**The Writing Process**





NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

<b>Roman Republic</b>	<b>Roman Empire</b>
Ruled by a Senate of elites and representatives of the people (Tribunes)	Ruled by a single leader, the Emperor
Strict term limits on how long people could hold powerful positions	No limit on the length of the ruler's reign
Laws based on a constitution (set of founding documents)	Laws based on the ruler's wishes, justified by the constitution
Armies led by generals accountable to the Senate	Permanent armies accountable to the Emperor
Armies forbidden to enter Rome	Emperor provided with a personal army for protection
Senators chosen from the wealthiest class of Romans	Senators mostly appointed by the Emperor



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**Unit 5**

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