

ESOL-Infused Final Unit Plan:

Julius Caesar

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**ESL Student Overview:** Five Students ranging in ages fourteen to fifteen, between levels 1-4.

**Student One:** Age 15, level 4

**Student Two:** Age 15, level 4

**Student Three:** Age 15, level 4

**Student Four:** Age 14, level 1

**Student Five:** Age 15 level 1

**Brief Overview:** After the completion of this unit, students will be able to accurately interpret Shakespeare's unique form of writing. They will demonstrate their understanding through group work, a presentation and a formal essay at the conclusion of the unit. With this, they will develop an overall better understanding of the historical and literary aspects of Shakespeare's *Julius Caesar*.

**Cultural Objectives:** Students will be able to relate the historical background of ancient Rome to William Shakespeare's play, *Julius Caesar* and link this knowledge with how it influenced Shakespeare to write it. The historical background will aide students in understanding what events we actual facts and what were imagined or theatrical.

Students will be able to reference the culture of Ancient Rome in their own journal entries and handouts and link the struggles and shortcomings of each of the characters and follow along as they are portrayed in the play.

## Julius Caesar Unit Plan One

**Unit:** Historical Background

**Grade:** 9

**Unit Length:** Two Days

**Abstract:** This lesson will provide details entailing the historical background of Shakespeare's *Julius Caesar* that will help the students further understand the context of the play's Storyline.

**Objectives:** Students will be able to answer the following questions in relation to the historical background of *Julius Caesar*:

- Who was Julius Caesar?
- Why was he important?
- What was the significance of his death?
- What else was going on historically during the time the play is set in?

Students will also be able to develop the structure for a detailed character list that they will create and add to while reading. Students will also be able to apply the historical context discussed to their reading and will demonstrate this through their character lists.

**WIDA/CCSS:** Selecting resources, places, products, or figures from oral statements and visual supports. (Level 1)

Following the steps of content-related tasks or assignments given orally • Identifying details from oral discussions (e.g., when, who, where, what, and why). (Level 4)

CCSS.ELA-LITERACY.RH.9-10.10

By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**Materials:** A copy of Shakespeare's *Julius Caesar* 100 page journals (one for each student), a white board, whiteboard markers, computer, projector, internet access

**Procedure:**

**Day One**

- Begin class with an open discussion asking "Does anyone know who Julius Caesar was?"
- If there is student feedback, list on the whiteboard
- Show video containing brief summary of Julius Caesar
  - <https://www.youtube.com/watch?v=wgPymD-NBQU>
- Ask students what they recall from the video and each historical figure discussed, then list these next to the points already written on the board
- List the important characters within the play and who they are historically
  - Julius Caesar, Brutus, Antony, Cassius, Octavius
- Conclude lesson by asking students about each character discussed and assigning no homework for the first night

**Day Two**

- Begin class by asking students again about the historical characters discussed during the previous class
- List each character on the board and have students raise their hands to discuss what they remember about each character
- Once each character has been addressed, then begin the description and necessary components to the character list that they will develop
  - Handout will be distributed to students
  - Instructor will go through the handout and each component necessary for character list
  - Guidelines for character list can be found in the appendix listed as I
  - ESOL modified guidelines for the character list can be found in the appendix listed as II
- The teacher will then choose one character to use as a model for students to use

## Julius Caesar Unit Plan Two

**Unit:** Reading Julius Caesar

**Grade:** 9

**Unit Length:** Ten Days

**Abstract:** Students will read Shakespeare's play *Julius Caesar* in and outside of the scheduled class.

**Objectives:** Students will be able to read and comprehend the main themes and aspects of Shakespeare's *Julius Caesar*. They will show this through their completion of various group activities, journal entries, and quizzes.

**WIDA/CCSS:** Matching key content-related terms and ideas to images, graphs, icons, or diagrams. Sequencing illustrated text of narrative or informational events. Identifying key words and phrases that describe the topics or phenomena. Recognizing sequence statements and illustrations that describe phenomena. Connecting characters/historical figures with positions or stances on various issues. (Level 1)

Identifying how the authors make language choices and adjusts for audience and purpose.

Reflecting on various accounts of a subject told in different media. Identifying the interdependence of parts of systems (e.g., technical, government, chemical). Comparing information on phenomena across a variety of multimedia sources (Level 4)

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Materials:** Handouts listed in Appendix, Journal, Character list, copy of *Julius Caesar*

**Procedure:**

**Day One**

- Hand out copies of *Julius Caesar*
- Teacher will start reading Act I Scene i aloud while students follow along
- Stop & go reading
  - Teacher will read small sections at a time
  - Ask students what they believe each section is saying
  - Have students keep character list out and add to it as they read
  - Continue reading aloud, allowing students to raise hands if they have questions about the reading as they go along
- Reading until there is five minutes left of the class, take the last five minutes to explain the homework

- Pass out a blank 100 page journal and explain the purpose of it: this is where summaries of each section will be kept and any notes the students may want to keep while reading. Guidelines for journal are listed on a handout that will be passed out to students and is listed as VII in the appendix.
  - **HOMEWORK:** Finish through Act I Scene ii
  - Write a brief summary of what happened in the reading, at least four detailed sentences in journal
- ELL MODIFICATION:
  - Level 1: Write at least three bullet points for summary
  - Level 4: Write a summary of at least four short sentences

### **Day Two**

- Begin the class by separating everyone into groups of three or four
  - Have each group discuss what they believed happened in the reading
  - One person from each group will come to the board and write three bullet points of what they thought happened
- Following this, have students come back together and read aloud what each group believed happened
- Before providing the right or correcting the wrong answers, have other students attempt to clarify what actually happened in the reading
- Once students have come to a conclusion of what they believe happened, clarify and provide specific details if needed to fill in any gaps in plot

- Put students back into groups
  - Have them compare their character lists and add any new information that they may have learned
- Come back together and pass out a venn diagram worksheet comparing Brutus and Antony. Listen in appendix as III
  - Have students begin comparing Brutus and Antony
  - Though not much is mentioned of either character yet, they will continue to add to this venn diagram as they read
- Wrap up class by reviewing what was discussed and assign homework
  - **HOMEWORK:** Finish through Act I Scene iii
    - Write a brief summary of what happened in the reading, at least four detailed sentences in journal
    - Let them know there will be a five question quiz pertaining plot and characters for the next class, each of which asking for at least three detailed sentences as answers
    - Quiz labeled as IV-VI in appendix
  - ELL MODIFICATION:
    - Level 1: Write at least two bullet points for summary, quiz will be modified and can be answered with bullet points
    - Level 4: Write a summary of at least two short sentences, quiz will be modified and can be answered with three short sentences

**Day Three**

- Begin class by collecting journals.
  - Students will be given six points added to their journal entry grade. Rubric for this is listed in appendix as VII and will be graded after every Act (fives grades total)
- Start discussing Act 1 with students
  - Write on the board the key points that they should remember for this act
  - Briefly ask questions similar to quiz (not asking specific questions, only attempting to remind them of content)
  - Ask for questions, if no questions hand out quiz
  - Check journals while students are taking quiz
- Once all students have completed quizzes, collect, hand back journals and go over quiz
  - Read each question out loud and ask answers from the class
  - Give correct answer
- Begin reading Act II in groups
  - Put students in groups of four, with different people than the last time they were grouped
  - Have each person pick a character or characters depending on how many are featured in the scene
  - Students will begin reading scene out loud until five minutes before the end of the class
- Last five minutes of class give homework

- **HOMEWORK:** Finish reading through Act II scene ii
  - Write a brief summary of what happened in the reading, at least four detailed sentences in journal
  - ELL MODIFICATION:
    - Level 1: Write at least two bullet points for summary, quiz will be modified and can be answered with bullet points
    - Level 4: Write a summary of at least two short sentences, quiz will be modified and can be answered with three short sentences

#### **Day Four**

- Begin class by passing out the unit essay guidelines listed in the appendix as VIII-X.
- having students take out their venn diagrams of Brutus and Antony
  - On the board create a venn diagram and go through the different points that the students should have discovered now that they've begun Act II

\*\*\*\*For the next six class periods the teacher will begin similarly with

- An overview of what was read
- Reviewing journal entries
- Character lists
- A five question quiz at the end of every Act
- Journal entry grades after every Act
- Complete *Julius Caesar* by the end of day 10



**Julius Caesar Unit Plan Three**

**Unit:** Writing With Shakespeare

**Grade:** 9

**Unit Length:** 5 days

**Abstract:** Students will use the play, *Julius Caesar*, personal journal entries, class handouts, and historical information to write a well-thought out, detailed and cohesive argumentative essay.

**Objectives:** Students will write a well developed argumentative three page essay using everything they have learned in this unit concerning *Julius Caesar*.

**WIDA/CCSS:** Relating points of view with visual support (e.g., posters, photographs). Stating pros and cons listed visually on a topic. Selecting words and phrases to represent points of view. Listing pros and cons of issues. (Level 1)

Taking stances and defending them with evidence (e.g., using data or citations). Comparing and contrasting different points of view. Evaluating and challenging evidence presented. Creating persuasive essays or reports making adjustments for specific audiences. Connecting main points, events, and central ideas to conclusions. (Level 4)

CCSS.ELA-LITERACY.W.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.9-10.2.C

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.9-10.2.D

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.9-10.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.9-10.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.W.9-10.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**Materials:** Essay Handouts and worksheets, Computers (computer lab time will be provided)

**Procedure:**

**Day One**

- Hand out essay prompt and guidelines (Listed in Appendix VII-X)
- Teacher will go over prompt and go over all details together with the class, answering any outstanding questions
  - Students will listen as the teacher reads the prompt aloud
  - Teacher will break down each aspect of the prompt and what is expected
  - Teacher will go over what the assignments are for the remainder of the unit as well as the expectations

- Students will begin the outline for the essay
  - Teacher will do a sample essay outline with students to model
  - Handwritten on notebook paper
  - **HOMEWORK:** Finish essay outline and have it ready for the next class
    - ELL MODIFICATION: Students will finish modified essay outline and have it ready for the next class

### Day Two

- Begin class by separating students into pairs
  - Have each group go over outlines- discuss main points and ideas
  - Students can edit each other's outlines using red pen
- Students will start writing their essay in class (handwritten)
  - **HOMEWORK:** Finish first draft of essay at home and have it ready for the next class
    - ELL MODIFICATION: Finish first draft at home or if not computer lab time will be provided to do so

### Day Three

- Teacher will hand out peer review guidelines ( See Appendix XIV- XVI)
- Students will be separated into pairs to peer edit
- Students will use the remainder of class time to type up second drafts of their essay in the computer lab

- **HOMEWORK:** Finish typing up essay at home, bring a hard copy of the essay to class, and have an electronic copy as well. ALL students will meet in the computer lab
  - **ELL MODIFICATION:** Finish typing up essay at home (students will have extra time in the next class to finish their second rough draft if need be), bring hard copy to next class and have an electronic version as well

#### **Day Four**

- Students will meet in the computer lab
- If students did not finish typing up their second draft, they will work on that at this time
- Students that have their second drafts ready will meet with the teacher for a conference regarding their essay
  - All students must come to the teacher prepared
    - Students will need to bring all parts of their essay
      - Outline, first and second drafts (two copies of second draft), peer edit handouts, something to write with, and teacher edit handout  
(See Appendix XVII- XIX)
- While students are waiting to meet with the teacher they can work on their essays, make sure they have all the parts of their essay in order to properly meet with the teacher, or can read quietly
- Students that have already met with the teacher can make changes to their essays and begin typing their final draft

- **HOMEWORK:** Students must finish typing up their final draft to turn in the next class. Students need to be sure to have all parts of the essay “packet” before turning in their finals. Points will be deducted for not having everything turned in as specified.
- **ELL MODIFICATION:** Students must finish typing up their final drafts and bring in everything related to the essay to turn in the next class

### Day Five

- Students will have 20 minutes in the beginning of class to get all of their papers in order to turn in the essay as a whole.
  - All parts of the essay packet need to be put in order and stapled ready to turn in
- Students will have 20 minutes to work on a reflective writing activity answering the following 3 questions:
  - What was your favorite part of this unit? The historical aspect and how it tied into the text? The text itself? The characters? Give an example and explain.
  - Have you ever been betrayed by someone similar to how Caesar was betrayed by his own friends? If not, do you know anyone that has been through something like this? Explain how you might react in this situation.
  - What did you find to be the most beneficial step in the essay process? Choose from: historicizing the text, creating the outline, peer-editing, teacher conference, or typing or handwriting the essay. Be sure to explain.

- Be sure to be as specific as you can. All responses need to be 3-4 (complete) sentences in length
  - ELL MODIFICATION: Answer all 3 questions. Responses need to be in complete sentences- no required length.
  - Students will turn this into the teacher when completed
- The remaining period will be spent on a verbal wrap up of the unit given by the teacher
  - Additionally unanswered questions will be answered

**RATIONALE FOR WRITING ACTIVITIES:** The main purpose of the writing assignments were to solidify and establish understanding of how the actual historical events influenced Shakespeare's play and to demonstrate this understanding apart from class discussions. Personal journal entries were a form of reflection for the students- reflecting on what they read in class and for homework, being as specific as necessary. The worksheets and handouts were designed to help students facilitate understanding. The worksheets were intended to create deeper meaning regarding the text and was used as a form of organization and a tool for brainstorming ideas for the essay portion of the unit. The outline was mainly used to establish a solid ground for ideas, and a mapping of what the student wanted to argue in their essay. The peer- edits in each step were intended to test the knowledge of students knowledge of the subject as well as to broaden and collaborate ideas. The teacher conference edit was to correct any mistakes along the way, answer any questions the student might have had a provide a detailed explanation about certain aspects of the paper. The multiple drafts were necessary to see if the student changed or modified their essay in any way going from each step in the writing process.

and the final essay are to assess comprehension of the topic. Students should have been able to present a clear and concise argument as well as use textual evidence to support any claims made.

## Appendix For Unit Plan

### I. CHARACTER LIST GUIDELINES

Name: \_\_\_\_\_

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

#### Guidelines of the Character List for *Julius Caesar*

While reading, you will be asked to develop a character list detailing the important qualities of each character and their relation to the historical background discussed in the previous class. This list will be developed as you read and will be completed by the conclusion of the play. Listed are the following characteristics that should be kept in mind while creating this character list.

- **Character name**
- **Historical context**
- **Important quotes**
- **Age**
- **Relation to other characters (Friend? Family? Foe?)**
- **Important events surrounding character (actions of character, conflicts and resolutions)**

\*\*\*The lists do not have to be formally written, the elements of each character can be written in bullet points. While reading, students may keep a written character list, but the final draft should be typed and handed in to be graded at the end of the unit. Once completing play, students will be given a computer day to type up character list. Students will be graded on the following\*\*\*

- **All characteristics listed above are included**
- **Student has displayed attention to detail and listed information about character from start to finish of play**
- **Each character has at least THREE important quotes listed**
- **List is typed with Times New Roman, 12pt font.**

## II. ESOL MODIFIED CHARACTER LIST GUIDELINES

Name: \_\_\_\_\_

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

ELL Guidelines of the Character List for *Julius Caesar*

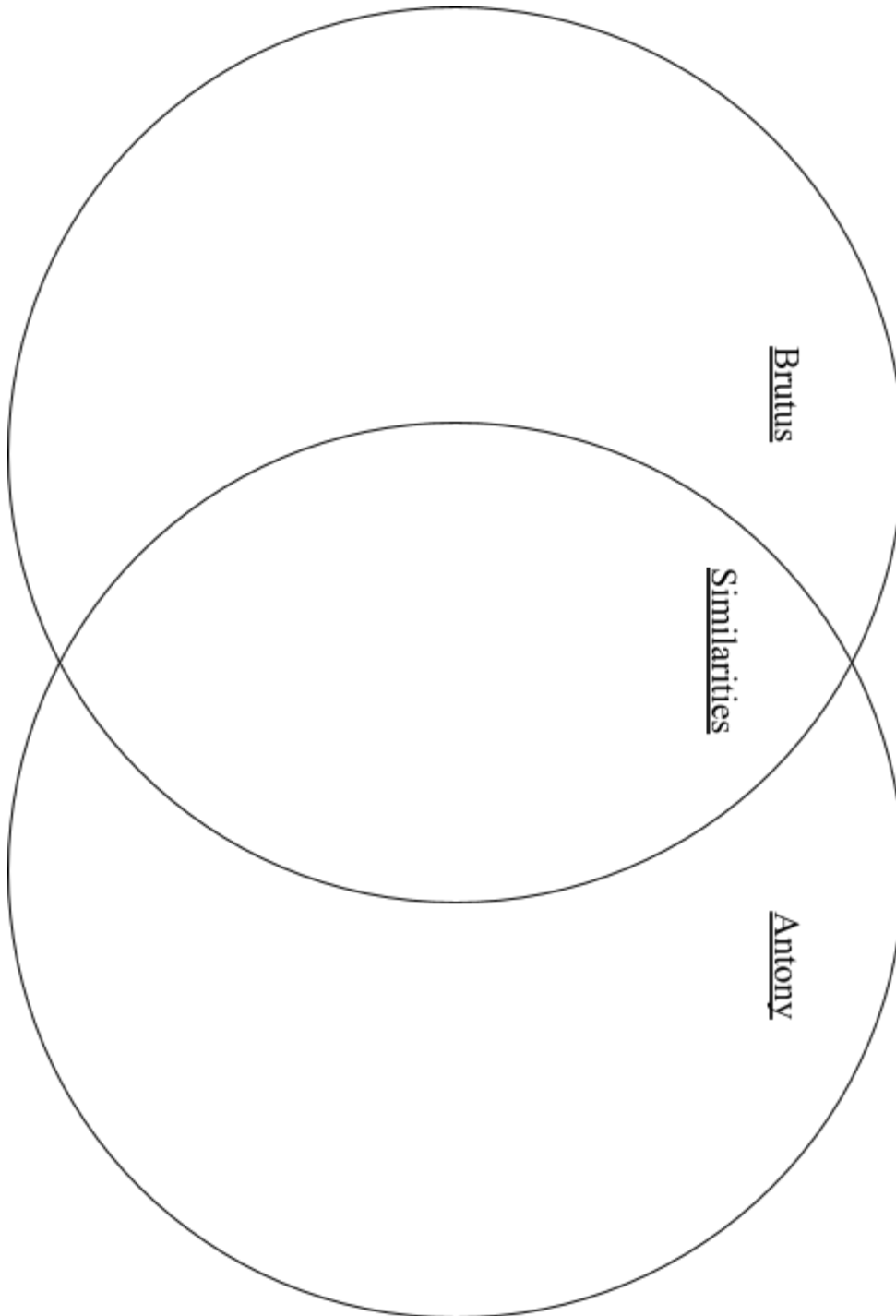
While reading, you will be asked to write a character list with the important qualities of each character and why they are important in history. You will write this list while you read and will finish the list when you finish the play. Listed below are the following questions you need to answer for each character.

- **What is the character's name**
- **Who were they in history?**
- **What is one important quote about the character?**
- **What is the character's age?**
- **Who does the character interact with? Why?**
- 

\*\*\*The lists do not have to be formally written, the elements of each character can be written in bullet points. While reading, students may keep a written character list, but the final draft should be typed and handed in to be graded at the end of the unit. A class period will be given after finishing the play to type up character list. Students will be graded on the following\*\*\*

- **All questions are answered about each character**
- **Each character has at least ONE important quote listed**
- **List is typed with Times New Roman, 12pt font**

III. VENN DIAGRAM WORKSHEET



## IV. ACT I QUIZ

Name: \_\_\_\_\_

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

Act I Five Question Quiz

This quiz will be testing you on Act I of Shakespeare's *Julius Caesar*. There is only five questions, each answer should include a minimum of three detailed sentences answering the question to the best of your ability.

1. Why do Caesar and the others parade through the streets of Rome? Is everyone following along with this parade? If not, why?
  
  
  
  
  
  
  
  
  
  
2. Who does Caesar claim to be well respected? How does Caesar tell him/her?
  
  
  
  
  
  
  
  
  
  
3. Who begins the conspiracy against Caesar? Is there a reason? If so, what is it?
  
  
  
  
  
  
  
  
  
  
4. Who hears shouting that someone will become king? Who do they hear may become king?
  
  
  
  
  
  
  
  
  
  
5. Who walks in the storm without shelter? What does he/she is significant about the storm?

## V. ACT I QUIZ

Name: \_\_\_\_\_

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

ELL Level 4 Act I Five Question Quiz

This quiz will be testing you on Act I of Shakespeare's *Julius Caesar*. There is only five questions, each answer should include a minimum of two short sentences.

1. Why do Caesar and the others parade through the streets of Rome? Is everyone following this parade?

2. Who does Caesar think is well respected? How does he say this?

3. Is openly against Caesar? Why is he?

4. Who may become king? Who hears this rumor?

5. Who walks in the storm without shelter? What does this represent?

**VI. ACT I QUIZ**

Name: \_\_\_\_\_

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

**ELL Level 1 Act I Five Question Quiz**

This quiz will be testing you on Act I of Shakespeare's *Julius Caesar*. There is only five questions, each answer should include one to two bullet points.

1. Why do Caesar and the others parade through the streets of Rome?

2. Who does Caesar think is well respected?

3. Who is openly against Caesar?

4. Who may become king?

5. Who walks in the storm without shelter?

## VII. CHEAT SHEET

Name: \_\_\_\_\_

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

### Cheat Sheet & No Fear Shakespeare

Here is some vocabulary to keep in mind while reading. At the bottom there is a link to SparkNote's "No Fear Shakespeare" translation of Shakespearean language. You may use this as a guide to help better understand what is going on in the play.

### Shakespearean Vocabulary List

|                            |                                          |
|----------------------------|------------------------------------------|
| <b>aye:</b> yes            | <b>shrift:</b> confession                |
| <b>dote (on):</b> love     | <b>doth:</b> does, do                    |
| <b>thou:</b> you (subject) | <b>jest:</b> joke                        |
| <b>thee:</b> you (object)  | <b>bespew:</b> curse (verb)              |
| <b>thy:</b> your           | <b>churl:</b> bad person                 |
| <b>thine:</b> your         | <b>apothecary:</b> druggist, pharmacist  |
| <b>hie:</b> hurry          | <b>sooth:</b> truth                      |
| <b>fray:</b> fight         | <b>verily:</b> truthfully                |
| <b>hath:</b> has or have   | <b>nuptial:</b> wedding                  |
| <b>hast:</b> has or have   | <b>chide:</b> criticize                  |
| <b>wherefore:</b> why      | <b>knave:</b> bad person, villain        |
| <b>anon:</b> soon          | <b>morrow</b> – morning                  |
| <b>wilt:</b> will          | <b>stint:</b> stop                       |
| <b>nay:</b> no             | <b>alas:</b> woe is me! Poor me! Oh, no! |
| <b>art:</b> are            | <b>discourse:</b> conversation           |
| <b>oft:</b> often          | <b>kinsmen:</b> relatives                |
| <b>visage:</b> face        | <b>herald:</b> messenger                 |
| <b>whence:</b> where       | <b>jocund:</b> merry, jolly              |
| <b>hither:</b> here        |                                          |

<http://www.shakespeareswords.com/Glossary> - Glossary of Shakespearean words translated into modern English

<http://nfs.sparknotes.com/juliuscaesar/> - No Fear Shakespeare

**VII. JOURNAL ENTRY RUBRIC**

|                 | <b>1</b>                                                    | <b>2</b>                                                 | <b>3</b>                                                | <b>Act I:</b> | <b>Act II:</b> | <b>Act III:</b> | <b>Act IV:</b> | <b>Act V:</b> | <b>TOTAL:</b> |
|-----------------|-------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------|---------------|----------------|-----------------|----------------|---------------|---------------|
| <b>Length:</b>  | Student has displayed an inadequate length of writing       | Student has written at least half of the length required | Student has written at least minimum required or longer |               |                |                 |                |               |               |
| <b>Content:</b> | Student has displayed little to no knowledge of the reading | Student shows a general understanding of content         | Student has shown full understanding of reading         |               |                |                 |                |               |               |

**VIII. UNIT ESSAY ON JULIUS CAESAR**

Name: \_\_\_\_\_

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

**Julius Caesar Essay**

After reading Shakespeare's *Julius Caesar*, one can easily pick up on those who are against Caesar and those who are for Caesar. Though Brutus claimed to be a loyal follower to Caesar, he ends up being a large influence in Caesar's assassination. Antony, on the other hand, defends Caesar's honor even after his death. Keeping this in mind, do you believe Brutus's assassination of Caesar was justified in the end or do you believe Antony's true loyalty was the right course of action? Why or why not?

**GUIDELINES**

- Typed, Times New Roman, 12pt font
- Double-spaced
- At least five supportive quotes from the text
- Must be 3-5 pages in length
- Including all elements listed in outline
- Clear thesis choosing Brutus or Antony
- Proper MLA 8 format for in-text citations and works cited page, refer to the link for assistance

<https://owl.english.purdue.edu/owl/resource/675/01/>

You will have a peer-review, two computer days and a conference with me on this essay. Be sure to review your character list, journal entries, and venn diagram worksheet when constructing your essay.

**IX. UNIT ESSAY FOR ELL LEVEL 1 ON JULIUS CAESAR**

Name: \_\_\_\_\_

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

**Julius Caesar Response**

After reading Shakespeare's *Julius Caesar*, there are two clear sides to the story. Not everyone agrees with Brutus's actions by assassinating Caesar. Do you agree, or disagree with Brutus? Why or why not?

**GUIDELINES**

- Typed, Times New Roman, 12pt font
- Double-spaced
- At least five complete sentences, a small paragraph
- Including all elements of the outline
- Answers both parts to question
- No textual evidence is necessary

You will have a peer-review, two computer days and a conference with me on this essay. Be sure to review your character list, journal entries, and venn diagram worksheet when constructing your essay.

**X. UNIT ESSAY ELL LEVEL 4 ON JULIUS CAESAR**

Name: \_\_\_\_\_

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

**Julius Caesar Response**

After reading Shakespeare's *Julius Caesar*, there are two clear sides to the story. There are two clear sides to this story, that of Brutus and of Antony. Do you agree with Brutus's assassination of Caesar or Antony's loyalty to Caesar? Why or why not?

**GUIDELINES**

- Typed, Times New Roman, 12pt font
- Double-spaced
- At least two supportive quotes from the text
- Must be at least one page in length
- Including all elements listed in outline
- Chooses a side and explain
- Proper MLA 8 format for in-text citations, refer to link for assistance

<https://owl.english.purdue.edu/owl/resource/675/01/>

You will have a peer-review, two computer days and a conference with me on this essay. Be sure to review your character list, journal entries, and venn diagram worksheet when constructing your essay.



**XI. OUTLINE FOR FINAL ESSAY**

Thesis

Introduction

Body Paragraph 1

1. Evidence:

2. Evidence:

3. Evidence:

Body Paragraph 2

1. Evidence:

2. Evidence:

3. Evidence:

Body Paragraph 3

1. Evidence:

2. Evidence:

3. Evidence:

Conclusion

**XII. OUTLINE FOR FINAL ESSAY ELL LEVEL 4**

Side: Brutus or Antony?

Introduction

Reason & Quote 1

Reason & Quote 2

Conclusion

### XIII. OUTLINE FOR FINAL ESSAY ELL LEVEL 1

### Is Brutus Right or Wrong?

### Paragraph Outline

1. Introduction Sentence:
2. Reason 1:
3. Reason 2:
4. Reason 3:
5. Concluding Sentence:

Reviewer (you): \_\_\_\_\_ Writer: \_\_\_\_\_

1. What is the writer's thesis?
2. What is the writer's three supportive points?
  - a.
  - b.
  - c.
3. What are the writer's five quotes?
  - a.
  - b.

c.

d.

e.

4. Does the writer offer a concluding idea? What is it?

5. Three things you liked most about the outline

a.

b.

c.

6. Three things you might improve

a.

b.

c.

**XV. PEER REVIEW SHEET ELL LEVEL 4**

Reviewer (you): \_\_\_\_\_

Writer: \_\_\_\_\_

**Julius Caesar Essay Peer Review**

1. Which side did the writer choose? Brutus or Antony?
  
  
  
  
  
  
  
  
  
  
2. What was their introductory point?
  
  
  
  
  
  
  
  
  
  
3. What was the first quote?
  
  
  
  
  
  
  
  
  
  
4. What was the second quote?
  
  
  
  
  
  
  
  
  
  
5. What was the concluding point?

**XVI. PEER REVIEW SHEET ELL LEVEL 1**

Reviewer (you): \_\_\_\_\_

Writer: \_\_\_\_\_

Julius Caesar Essay Peer Review

1. Did the writer think Brutus was right or wrong?

2. What were the writer's reasons?

3. What was the writer's concluding point?

**XVII. *Julius Caesar* Final Essay Rubric**

| <b>Criteria</b>                                                   | <b>Comments</b> | <b>Rating</b> | <b>Points</b> |
|-------------------------------------------------------------------|-----------------|---------------|---------------|
| Follows format and length guidelines                              |                 |               | <b>10 pts</b> |
| 5 supportive quotes and explanations                              |                 |               | <b>10 pts</b> |
| Clear thesis/stance                                               |                 |               | <b>10 pts</b> |
| Proper use of MLA 8 in-text citations                             |                 |               | <b>10 pts</b> |
| All essay components turned in together and in order as specified |                 |               | <b>5 pts</b>  |

**XVIII. *Julius Caesar* Final Essay Rubric (ELL LEVEL 1)**

| <b>Criteria</b>                                                   | <b>Comments</b> | <b>Rating</b> | <b>Points</b> |
|-------------------------------------------------------------------|-----------------|---------------|---------------|
| Follows format and length guidelines                              |                 |               | <b>10 pts</b> |
| Minimum 5 complete sentences / small paragraph                    |                 |               | <b>10 pts</b> |
| Answers both parts of the question clearly with understanding     |                 |               | <b>10 pts</b> |
| Includes all elements of the outline                              |                 |               | <b>10 pts</b> |
| All essay components turned in together and in order as specified |                 |               | <b>5 pts</b>  |

**XIX. *Julius Caesar* Final Essay Rubric (ELL LEVEL 4)**

| <b>Criteria</b>                                                   | <b>Comments</b> | <b>Rating</b> | <b>Points</b> |
|-------------------------------------------------------------------|-----------------|---------------|---------------|
| Follows format and length guidelines                              |                 |               | <b>10 pts</b> |
| 2 minimum supportive quotes from the text                         |                 |               | <b>10 pts</b> |
| Chooses a specific stance and is clear                            |                 |               | <b>10 pts</b> |
| Proper use of MLA 8 in-text citations                             |                 |               | <b>10 pts</b> |
| All essay components turned in together and in order as specified |                 |               | <b>5 pts</b>  |

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