

Name:

Marullus Soliloquy Analysis

AP Practice Prompt: Read Marullus' soliloquy in Act I, scene i of *Julius Caesar*. Identify his purpose in giving this speech and then analyze the rhetorical tools he uses to develop this point.

Step 1: Read and carefully annotate the text. Figure out its purpose. What is the author/speaker saying?

Other rhetorical tools for speeches, etc. (not poems)

- logos-use of facts & logic
- pathos-use of emotion

Step 2: Divide up the passage into beginning/middle/end.

Step 3: Look through all of your annotations and look for patterns in each section. **Use these patterns to identify the most important devices** in each section. These are the ones you will analyze in your essay. If you get super fast at doing these, or you have a long time to write/present you can do more, but for right now 2ish per section is probably best.

Summarize the text in-between the text you are using for your analysis so that you are not ignoring big chunks of the text. The best place for this is after your assertion before you start your next piece of analysis.

Step 4: Write your thesis: In a strong thesis, you correctly identify the purpose of the text. Make sure you are identifying the speaker/author's purpose, not your opinion or reaction to the piece. Accuracy in identifying the purpose matters. Without this, you won't get higher than a C on any given analysis piece.

You can include devices, but you do not have to.

Your Thesis:

Marullus uses an anecdote by telling a short story to prove to the people of Rome celebrated when Pompey was leader and now after Caesar just killed that leader, they're now celebrating for him. So he's saying that Caesar is not worthy of the praise that the people are giving him at the celebration if they were just on Pompey's side and celebrating Pompey.

Step 5: Write the body of your analysis.

FOR TODAY, YOU ARE WRITING TWO ANALYSIS PARAGRAPHS. We will write one together and then you will write one on your own.

You will have 15 minutes to write your own.

Analysis Paragraph Structure:

Assertion: Author + Devices + Purpose

Evidence: Cite an example or examples of a device

Commentary: Talk about the effect of the device & how it supports the speaker's purpose

Summarize the text in-between the text you are using for your analysis so that you are not ignoring big chunks of the text. The best place for this is after your assertion before you start your next piece of analysis. Eventually, when you have more time, more of this will be analysis. For now, you don't want to get hung up on 1 section of the text and forget the rest.

Analysis Paragraph (Model)-1st section

During the short story Marullus talks about how the people of Rome aren't being loyal to one leader and they're now celebrating just to celebrate because they love Rome. He uses imagery within the short story of people cheering pompey in the streets and people climbing to rooftops, windows, towers and battlements to see Pompey walk the streets and cheer on their new leader and then the same thing for Caesar. He explains the imagery and how people haven't been loyal to Caesar nor Pompey by saying "Have you climb'd up to walls and battlements, To towers and windows, yea, to chimney-tops, Your infants in your arms, and there have sat (40)The livelong day, with patient expectation, To see great Pompey pass the streets of Rome: And when you saw his chariot but appear, Have you not made a universal shout". He is angry that the people have now started praising and is trying to tell people that they should not cheer for Caesar, as he has just killed the leader that the people so dearly loved before. Saying that Caesar doesn't deserve the praise and they should stay loyal to Pompey's claim even if he is gone considering they were praising him not to long before Caesar's arrival.

Analysis Paragraph-You Try-Do a different section!

10	8	7	6
Annotations have depth. Student annotated on own and then added onto them during the class discussion; thorough & insightful; Copied model paragraph. Exceptionally strong paragraph: Clear assertion.	All of the previous criteria. Commentary not as fluent or developed but this is a great start and student demonstrates an emerging understanding between the use of a device and its connection to the poem's theme.	Good understanding of the structure of an analysis paragraph. Commentary is less developed (maybe only a sentence) or does not demonstrate an understanding of the device being analyzed.	Some components analysis are missing. Missing notes from class discussion, etc. In a piece of writing, student attempts to make a connection between author

Analysis of at least 2 literary devices or 2 examples of 1 device. Developed commentary-3-4 lines per example. Shows understanding of the literary device chosen and its connection to speaker/author intent. Strong understanding of speaker purpose. Perfect grammar & cohesion between ideas.			technique and theme. They identify the device correctly, but do not demonstrate a connection to theme or do not elaborate at all.
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