

Name _____

Dialogue Analysis
Julius Caesar-Act II, Scene ii

Background: Below are excerpts from a crucial scene in Shakespeare's *Julius Caesar*. Calphurnia, Caesar's wife, has dreamt that Caesar will be murdered and tries to persuade him to remain at home, where he will be safe. Decius, a member of a group of conspirators, tries to persuade Caesar to go to the Senate, where the conspirators plan to kill him.

Directions:

- Read the excerpts carefully.
- Annotate thoroughly:
 - Assign each of the appeals (ethos, pathos, logos) a color.
 - When you find that appeal mark it with the appropriate color. Find at least 1-2 examples of each, if not more!
 - Identify **other literary devices** (besides ethos/pathos/logos)
- **Prompt:** When you are done annotating, write an 800-1,000 word essay in which you analyze the rhetoric of both arguments and explain why you think that Caesar finds Decius's argument more persuasive than Calphurnia's. You may focus on ethos, pathos, and logos **and any other literary devices.**

CALPURNIA

Caesar, I never stood on ceremonies,
Yet now they fright me. There is one within,
Besides the things that we have heard and seen,
Recounts most horrid sights seen by the watch.
A lioness hath whelped in the streets;
And graves have yawn'd, and yielded up their dead;
Fierce fiery warriors fought upon the clouds,
In ranks and squadrons and right form of war,
Which drizzled blood upon the Capitol;
The noise of battle hurtled in the air,
Horses did neigh, and dying men did groan,
And ghosts did shriek and squeal about the streets.
O Caesar! these things are beyond all use,

And I do fear them.

CAESAR

What can be avoided
Whose end is purposed by the mighty gods?
Yet Caesar shall go forth; for these predictions
Are to the world in general as to Caesar.

CALPURNIA

When beggars die, there are no comets seen;
The heavens themselves blaze forth the death of princes.

CAESAR

Cowards die many times before their deaths;
The valiant never taste of death but once.
Of all the wonders that I yet have heard,
It seems to me most strange that men should fear;
Seeing that death, a necessary end,
Will come when it will come.

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CALPURNIA

Alas, my lord,
Your wisdom is consumed in confidence.
Do not go forth to-day: call it my fear
That keeps you in the house, and not your own.
We'll send Mark Antony to the senate-house:
And he shall say you are not well to-day:
Let me, upon my knee, prevail in this.

CAESAR

Mark Antony shall say I am not well,
And, for thy humour, I will stay at home.

Enter DECIUS

Caesar

Calpurnia here, my wife, stays me at home:
She dreamt to-night she saw my statue,
Which, like a fountain with an hundred spouts,
Did run pure blood: and many lusty Romans
Came smiling, and did bathe their hands in it:
And these does she apply for warnings, and portents,
And evils imminent; and on her knee
Hath begg'd that I will stay at home to-day.

DECIUS BRUTUS

This dream is all amiss interpreted;
It was a vision fair and fortunate:
Your statue spouting blood in many pipes,
In which so many smiling Romans bathed,
Signifies that from you great Rome shall suck
Reviving blood, and that great men shall press
For tinctures, stains, relics and cognizance.
This by Calpurnia's dream is signified.

CAESAR

And this way have you well expounded it.

DECIUS

I have, when you have heard what I can say:
And know it now: the senate have concluded
To give this day a crown to mighty Caesar.
If you shall send them word you will not come,
Their minds may change. Besides, it were a mock
Apt to be render'd, for some one to say
'Break up the senate till another time,
When Caesar's wife shall meet with better dreams.'
If Caesar hide himself, shall they not whisper
'Lo, Caesar is afraid'?
Pardon me, Caesar; for my dear dear love
To our proceeding bids me tell you this;
And reason to my love is liable.

CAESAR

How foolish do your fears seem now, Calpurnia!
I am ashamed I did yield to them.
Give me my robe, for I will go.

Julius Caesar Compare and Contrast Rhetorical Analysis AP Question
English 10 Intensified

Directions: Using the annotations from class, fill in the graphic organizer.

Introductory Paragraph

Hook (Yes! You need a hook and it must be interesting and engaging. Relate it to the topic at hand: persuasion)
Background Information (briefly summarize the play and briefly restate the prompt in your own words)
Thesis (Your thesis should answer the question. You need to state why both speakers were effective but one one was ultimately MORE effective.) Although Calpurnia used (choose the two devices she used best)_____ & _____, Decius used (choose the 2 devices he used best) _____ & _____ Decius, ultimately, was more convincing because (discuss why his argument was persuasive to his Caesar more than Calphurnia's)_____ _____ _____.

1st Body Paragraph-Choose Calpurnia's most effective devices/appeals/tactics and discuss them here.

Device:
Example:
Intended Effect on Caesar:

Device:
Example:

Intended Effect on Caesar:

2nd Body Paragraph-Choose the most important devices/appeals/tactics from the Decius and analyze them here.

Device:

Example:

Intended effect on Caesar:

Device:

Example:

Intended effect on Caesar:

3rd Body Paragraph-Tie everything together. Why was Decius more successful than Calpurnia? Discuss Caesar as a person and why Decius' argument was more convincing.

Assertion:

Example:

Commentary:

Closing Paragraph

Restate thesis:

Closing thought (again-something interesting and engaging. For example, you might want to think about what you learned about persuasion after analyzing this text.)

Submit to Canvas.

Name:

Decius vs. Calpurnia Rubric

10	8	7	6 or
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Creative, engaging, and developed hook. Concise background. Clear thesis. Clear assertions that identify the speaker, the appeal or device, and purpose. Evidence demonstrates understanding of device and proves assertion. Student provides 2 small pieces of exact text in order to prove assertion. Despite using two pieces of evidence, evidence still does not dominate paper-student thinking does. Student thoroughly analyzes speaker or speakers' use of ethos/pathos/logos. Commentary explains lines, discusses the speaker's intent, and discusses why the device would work on this particular person that they are speaking to. Strong grammar. Varied sentence structure. Strong closing thought (call to action, quotation, connection to current society, lesson learned, etc.) Perfect grammar.	Introduction is a solid start but student could improve their hook, background, or thesis. Assertions are underdeveloped; do not thoroughly define the argument of the paragraph. Demonstrates a partial understanding of chosen lines but there is room for student to develop their thinking. Make sure to address why this particular piece of evidence would work on the listener of the argument. Repetitive sentence structure and wording. Get rid of those awkward /choppy/repetitive sentences. May have mixed up the appeals. Underdeveloped commentary. Make sure to discuss the lines to demonstrate your comprehension of them and then connect to the thesis/assertion. Paragraphing needs work. WHOA! Way TOO MUCH evidence stuffed into Start using advanced/mature word choice and varied sentence structure...you're ready! :)	Only barely answered the prompt. Underdeveloped. Shows an emerging understanding of ethos/pathos/logos. Does not use exact textual evidence to support claim. May summarize instead or skip. You should take all future papers to writing lab for support with grammar or organization.	Paper incomplete or very late or completely off topic. Does not show understanding of ethos/pathos/logos.

	Don't forget your hook or a thoughtful closing! Distracting and consistent grammatical errors.		
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