

Unit 5

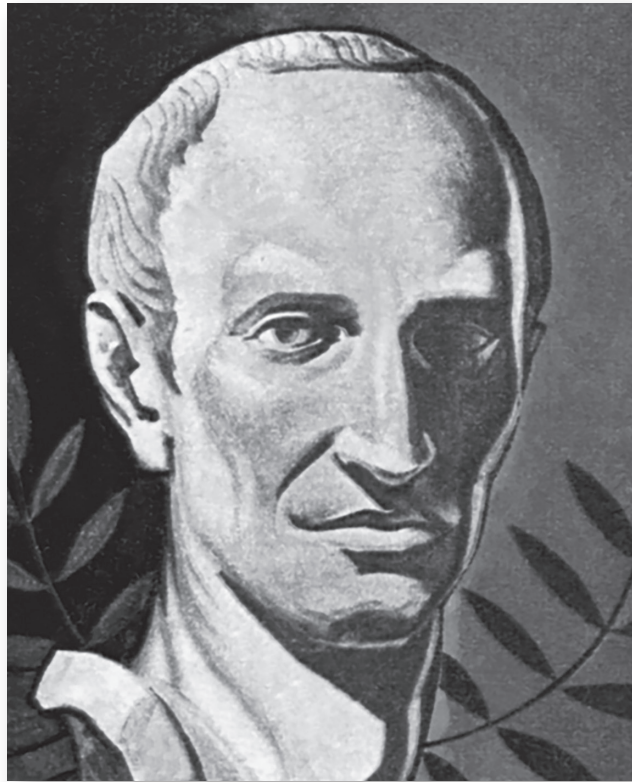
The Tragedy of Julius Caesar

Activity Book



GRADE 6 Core Knowledge Language Arts®

Core Knowledge®



Unit 5

The Tragedy of Julius Caesar

Activity Book

GRADE 6

Core Knowledge Language Arts®



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright ©2021 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge Language Arts™ and CKLA™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 978-1-68380-653-0

Unit 5

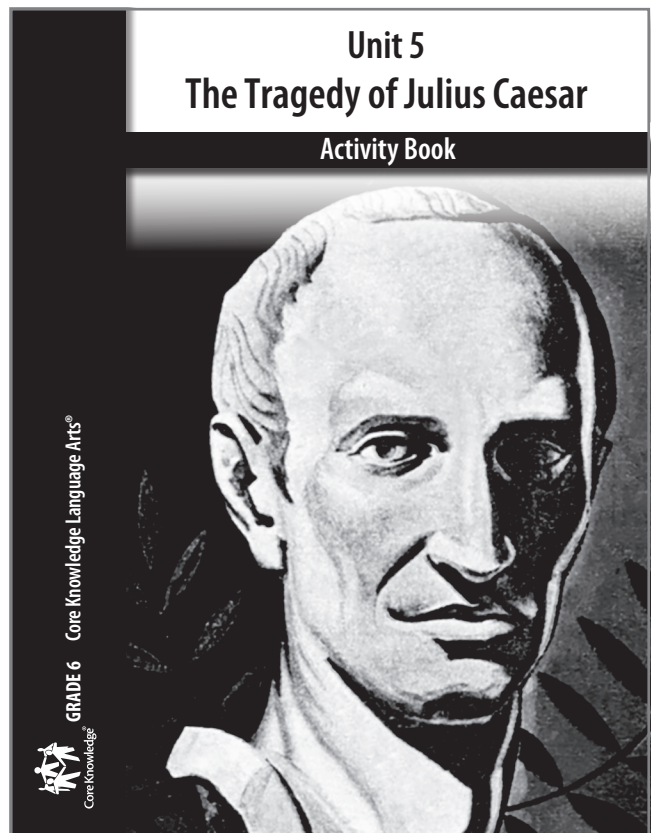
The Tragedy of Julius Caesar

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.

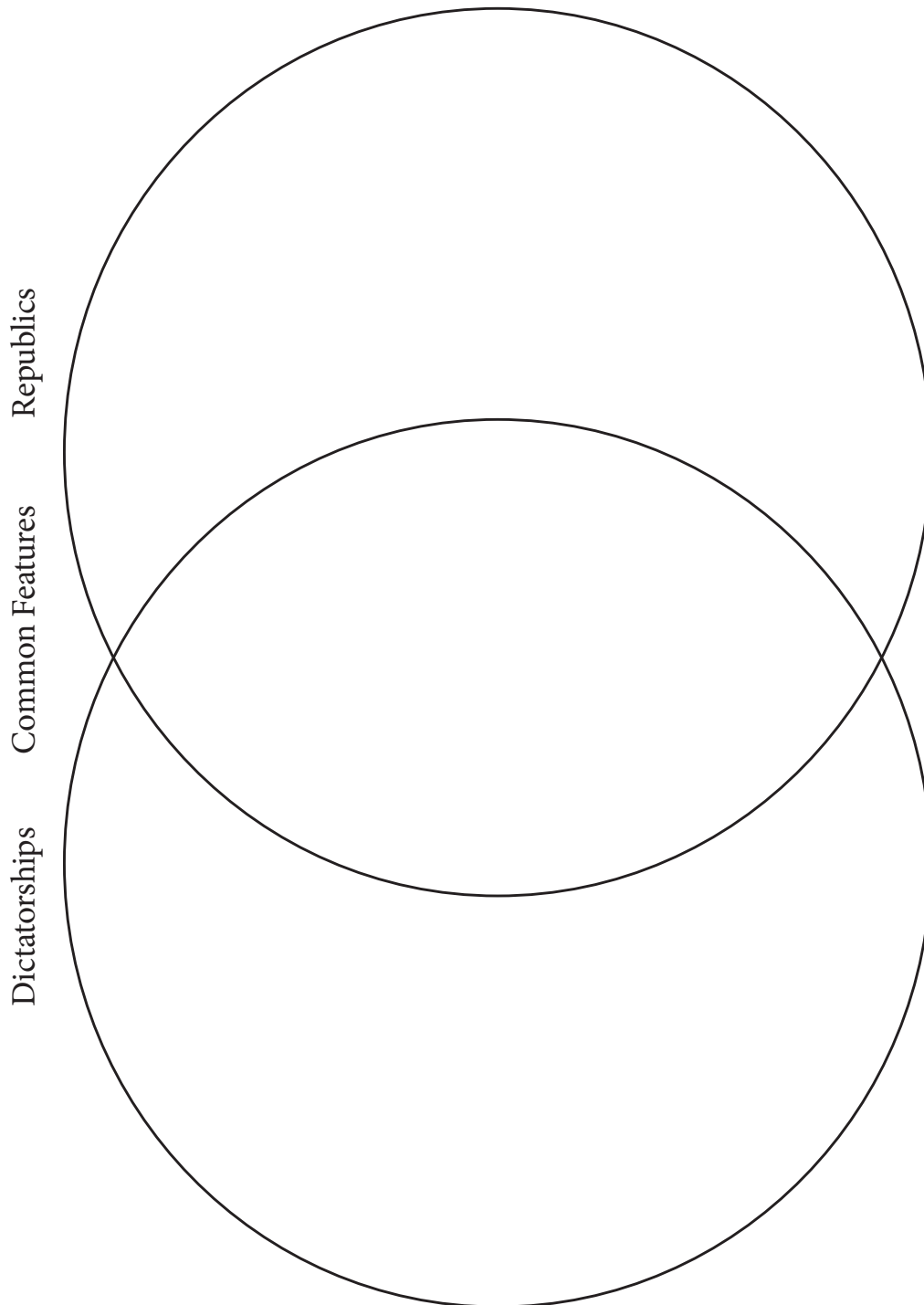
If you have any questions or concerns, please do not hesitate to contact me.

NAME: _____

DATE: _____

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: _____

DATE: _____

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: _____

DATE: _____

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

DATE: _____

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)

NAME: _____

DATE: _____

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: _____

DATE: _____

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: _____

DATE: _____

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)

NAME: _____

DATE: _____

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. _____

NAME: _____

DATE: _____

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.

[illegible]

NAME: _____

4.1

ACTIVITY PAGE

DATE: _____

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)

NAME: _____

DATE: _____

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.

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.

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.

NAME: _____

5.1

ACTIVITY PAGE

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)

NAME: _____

DATE: _____

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). _____

2. A trip to the zoo (passive). _____

3. A decision to bake cookies (active). _____

4. A decision to bake cookies (passive). _____

5. The home team wins a game (active). _____

6. The home team wins a game (passive). _____

Rewrite these sentences into the active voice.

7. I was asked by them to go to the hospital. _____

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

NAME: _____

DATE: _____

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 _____

NAME: _____

6.1

ACTIVITY PAGE

DATE: _____

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

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

NAME: _____

DATE: _____

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)

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] _____

[Reasoning statement] _____

[Evidence] _____

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

[Connect back to reasoning] _____

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?

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

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

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

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

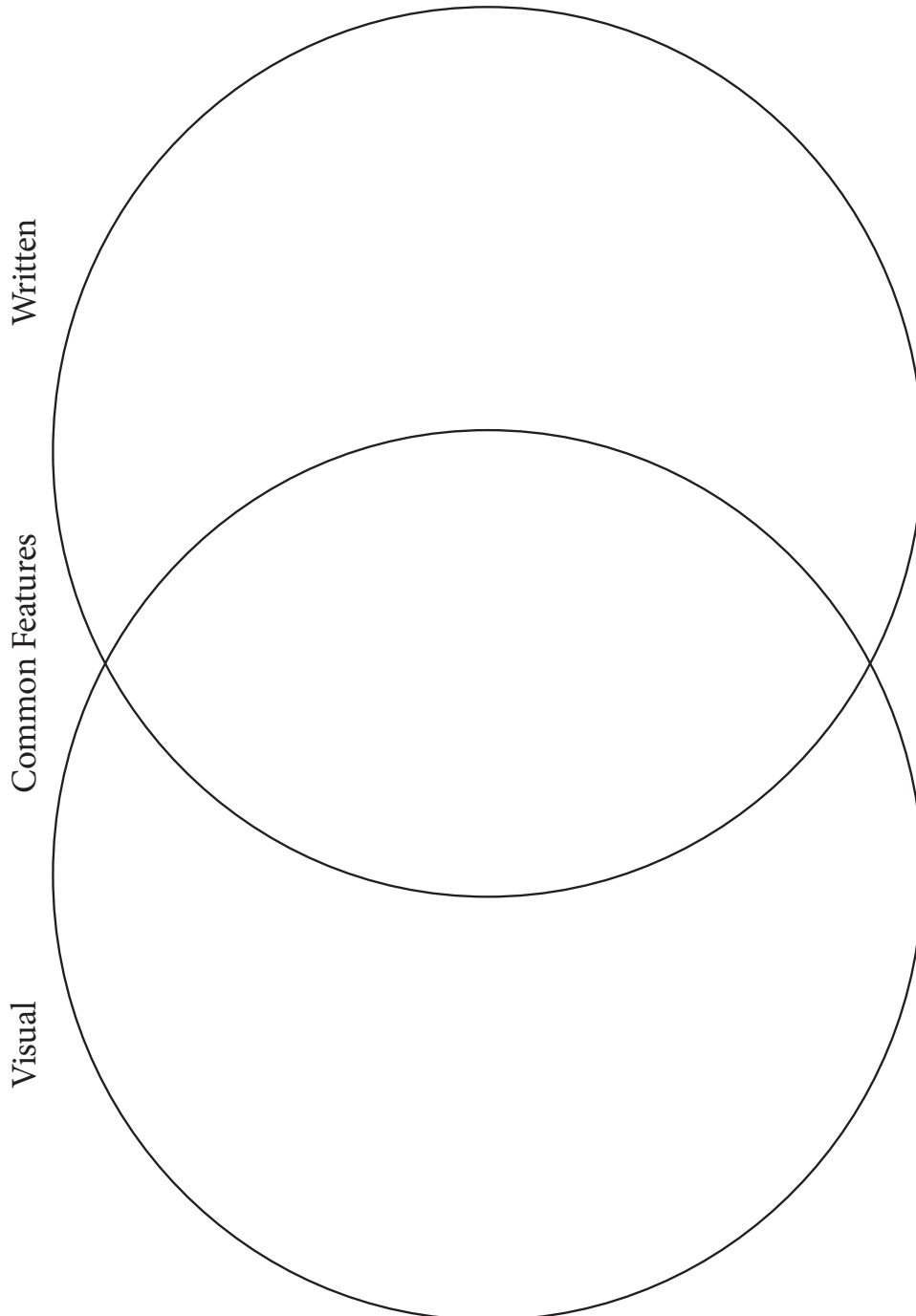
[illegible]

NAME: _____

DATE: _____

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 _____

NAME: _____

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 _____

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)

NAME: _____

DATE: _____

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

NAME: _____

DATE: _____

Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Addressing the Question	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.
Style	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.

	Exemplary	Strong	Developing	Beginning
Structure	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.

Ways in Which Your Essay Meets the Requirements of the Assignment	Ways in Which You Can Better Meet the Requirements of the Assignment

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. _____

NAME: _____

DATE: _____

Persuasive Essay Editing Checklist

Persuasive Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
- I have used words and phrases to clarify relationships among claims, evidence, and reasoning. - I have used transition words and phrases correctly (<i>but, then, so, therefore, next, subsequently, afterwards, following</i>). - I have provided my readers with context clues to help them understand the meanings of potentially unfamiliar language.	
Format	
- I have inserted paragraph breaks whenever there is a change in scene, time, idea, or speaker. - I have titled my writing. - I have including the proper heading, including my name, my teacher's name, the class title, and the date.	
Grammar	
- I have used active voice and passive voice correctly. - I have used frequently confused words correctly (<i>sit/set; lie/lay; rise/raise</i>).	

Persuasive Essay Editing Checklist	After reviewing for each type of edit, place a check mark here.
Spelling	
- I have correctly spelled words with the roots <i>dico/dictum</i>; <i>monos</i>; <i>video/visum</i>. - I have correctly spelled words with the suffixes <i>-ous</i>, <i>-ious</i>, and <i>-eous</i>.	
Punctuation	
I have employed end marks (periods, question marks, exclamation points), commas, and quotation marks to the best of my ability.	

NAME: _____

10.1

ACTIVITY PAGE

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.

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?

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.

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.”

“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.

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?

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

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.

[illegible]

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>

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?

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

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

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?

What kinds of activities did you like least?

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

NAME: _____

PP.1

ASSESSMENT

DATE: _____

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

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

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.

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"?

NAME: _____

DATE: _____

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

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

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?

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

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

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

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.

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

9. What happens at Philippi?

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?

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

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 Brutus was “the noblest Roman of them all.”

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.)

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

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

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

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

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

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

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

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	televisе	

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

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

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

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

valiant, *adj.* acting with bravery

NAME: _____

SR.2

RESOURCE

DATE: _____

Individual Code Chart

/p/

p

pp

pot

napping

/b/

b

bb

bat

rubbing

/t/

t

tt

ed

top

sitting

asked

/d/

d

ed

dd

dot

filled

add

/k/

c

k

ck

ch

cc

cat

kid

black

school

hiccup

/g/

g

gg

gu

gh

gift

egg

guess

ghost

/ch/

ch

tch

chin

itch

/j/ g j ge dge dg
 gem jump fringe judge judging

/f/ f ff ph gh
 fit stuff phone tough

/v/ v ve
 vet twelve

/s/ s c ss ce se
 sun cent dress prince rinse

st sc
 whistle scent

/z/ s z se zz ze
 dogs zip pause buzz bronze

/th/ th
 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/ w wh
wet when

/y/ y
yes

/x/ x
tax

/sh/ sh ch
shop chef

/qu/ qu
quit

NAME: _____

DATE: _____

/a/ a

hat

/i/ i y

it myth

/e/ e ea

pet head

/u/ u o o_e ou

but son come touch

/o/ o a

hop lava

/ə/ a e

about debate

/ə/ + /l/ al le el ul il

animal apple travel awful 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

NAME: _____

DATE: _____



oo

soon

u

student

u_e

tune

ew

new

ue

blue

ou

soup

ui

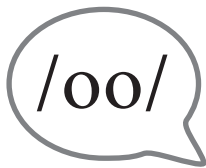
fruit

o

do

o_e

move

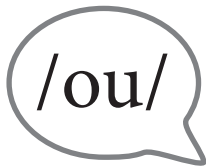


oo

look

u

push



ou

shout

ow

now



oi

oil

oy

toy



au

Paul

aw

paw

al

wall

ough

bought

augh

caught

/ar/

ar

car

/er/

er or ur ar ir

her work hurt dollar bird

ear

earth

/or/

or ore ar our oar

for more war four roar

oor

door

NAME: _____

SR.3

RESOURCE

DATE: _____

Proofreading Symbols

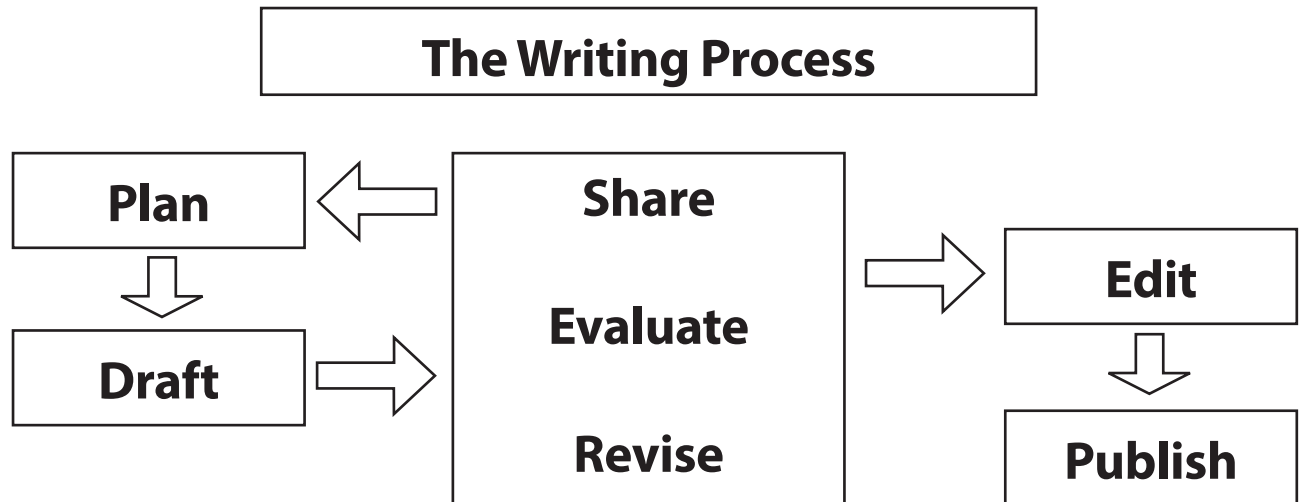
^	Insert
⊙	Insert period
^,	Insert comma
∇	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
↻	Transpose
[	Move to the left
]	Move to the right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

NAME: _____

DATE: _____

SR.4

RESOURCE



NAME: _____

DATE: _____

Roman Republic	Roman Empire
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



Core Knowledge Language Arts®

President

Linda Bevilacqua

Editorial Staff

Sally Guarino

Sue Herndon

Subject Matter Expert

Michael J. Carter, Ph.d., Brock University, Classics Department

Illustration and Photo Credits

Julius Caesar, assassinated on the Ides of March 44BC / English School, (20th Century) / English / Private Collection / © Look and Learn / Bridgeman Images: Cover, Title Page, 1

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org

Unit 5

The Tragedy of Julius Caesar

Activity Book

GRADE 6



Core Knowledge®

ISBN: 978-1-68380-653-0