

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: 7 Literature & Composition

Teacher(s): Mr. Binder jared.binder@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Read and annotate Act 3, Sc.1 of Julius Caesar
- Write down the names of the conspirators and what role they played in Caesar's assassination.

Tuesday, March 31

- Use yesterday's reading and annotations to help you complete the Act 3, Sc.1 notes/study guide for Julius Caesar

Wednesday, April 1

- Begin working on an artistic illustration of the assassination of Julius Caesar.
- Begin memorizing Brutus soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar

Thursday, April 2

- Study Brutus' soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar and answer the questions in Thursday's lesson plan.
- Finish working on your illustration of the assassination of Julius Caesar.

Friday, April 3

- Answer the Act 3,Sc.1 reading questions listed in Friday's lesson plan.
- Continue memorizing Brutus' soliloquy.

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

Carefully read and annotate Act 3, Scene 1 of Julius Caesar.. Pay special attention to the conspirators and note what role each plays in the assassination of Caesar. After reading and annotating the scene right down the name of each conspirator mentioned. Next to each conspirators name right down what part they played in that assassination. The goal is to see the conspirators plan to kill Julius Caesar and how exactly they carried it out.

Tuesday, March 31

At the end of this week's lesson instructions you will find the Julius Caesar Act 3, Sc. 1 notes/study guide. You may either print the study guide and fill it out or you may copy the study guide down on loose leaf paper and write down your answers. Make flash cards with the vocabulary words and study them for 2-5 minutes each night. Please note that you do not need to copy down the quotes in the study guide. You can simply write quote 1 and then who said it etc.

Wednesday, April 1

Begin working on an illustration of the assassination of Julius Caesar. This could be a painting or a drawing depicting the assassination. It could also be a comic or graphic style illustration with several panels and the thoughts/words of the characters shown in bubbles. I encourage you to be creative, to have fun with it and to do your best. I also encourage you to be accurate and faithful to the text!

Print out or write down on a loose leaf sheet of paper Brutus' soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar. Begin to memorize it.

Thursday, April 2

Continue memorizing Brutus' soliloquy found in Act2,Sc.1, lines 10-36 of Julius Caesar. Think about the reason Brutus gives for why he believes it is necessary to assassinate Julius Caesar. On a piece of loose leaf paper answer the following questions. Which of Brutus's arguments for killing Caesar is the strongest? Why? Which of his arguments is the weakest? Why?

Finish your illustration, comic etc portraying the assassination of Julius Caesar.

Friday, April 3

Copy the following reading questions from Act 3, Sc.1 of Julius Caesar onto a sheet of loose leaf paper and answer them in complete sentences.

1. What part did Trebonius play in the assassination of Julius Caesar? What request does Metullus make of Caesar when he kneels before him in the Capitol? Which other conspirators kneel before Caesar? Who stabs Caesar first? (You will want to refer to Monday's homework when answering this question.)
2. Name two things in nature that Caesar compares himself to and explain why he does so.

Julius Caesar Act 3, Scene 1 Notes & Study Guide:

Please write notes on the characters and settings below in your own words. You may include some brief quotes but don't just copy passages from the book.

Characters:

Caesar: _____

Soothsayer: _____

Artemidorus: _____

Decius Brutus: _____

Publius: _____

Cassius: _____

Popilius: _____

Publius Cimber: _____

Brutus: _____

Cinna: _____

Metullus Cimber: _____

Casca: _____

Trebonius: _____

Servant (of Mark Antony): _____

Mark Antony: _____

Servant (of Octavius): _____

Ate: _____

Settings:

A Street near the Capitol: _____

The Capitol: _____

Olympus: _____

Doomsday: _____

Pompey's Basis: _____

Lethe: _____

There are definitions provided for you for the vocabulary words below. Write the line number where the word is found beside it. In your book, underline the line(s) where the word is found and highlight the vocabulary word.

Vocabulary:

enfranchisement: liberation from bondage or slavery - line number ____

havoc: the war cry that meant “give no quarter” (i.e. seize or slaughter at will); show no mercy - line number ____

Sirrah: a term of address to a male of inferior social status – line number ____

vouchsafe: allow, grant in a condescending manor (i.e. a king granting the request of a servant) - line number ____

puissant: powerful – line number ____

Quotes: In the quotes below identify who is speaking or what is being described.

“Is there no voice more worthy than my own
To sound more sweetly in great Caesar’s ear
For the repealing of my banished brother?”
(Who is speaking here?)

“I could be well moved, if I were as you.
If I could pray to move, prayers would move me.
But I am constant as the northern Star,
Of whose true fixed and resting quality
There is no fellow in the firmament.”
(Who is speaking here?)

“Stoop, Romans, stoop,

And let us bathe our hands in Caesar’s blood

Up to the elbows and besmear our swords.

Then walk we forth, even to the marketplace,

And, waving our red weapons o’er our heads,

Let’s all cry “Peace, freedom, and liberty!”

(Who is speaking here?)

Brutus' Soliloquy: Act 2, Scene1, lines 10-36

It must be by his death; and for my part,
I know no personal cause to spurn at him,
But for the general: he would be crown'd.
How that might change his nature, there's the
question.

It is the bright day that brings forth the adder,
And that craves wary walking. Crown him
- that!

And then, I grant, we put a sting in him
That at his will he may do danger with.
Th' abuse of greatness is, when it disjoins
Remorse from power; and to speak truth of
Caesar,

I have not known when his affections sway'd
More than his reason. But 'tis a common proof
That lowliness is young ambition's ladder,
Whereto the climber-upward turns his face;
But when he once attains the upmost round,
He then unto the ladder turns his back,
Looks in the clouds, scorning the base degrees
By which he did ascend. So Caesar may.
Then, lest he may, prevent. And since the
quarrel

Will bear no colour for the thing he is,
Fashion it thus - that what he is, augmented,
Would run to these and these extremities;
And therefore think him as a serpent's egg,
Which, hatch'd, would as his kind grow
mischievous,
And kill him in the shell.