**Lesson 27 – Julius Caesar, Act IV, 4-19-12**

**TIME and SETTING**

English II – Small Rural School – 50 minute class period \*\*\*Journal Day

**OBJECTIVE/S**

By the end of class today, students should be able to:

* Understand the proper response to a short answer question through quiz review.
* Analyze key scenes and themes at the start of Act IV – Antony’s changed character, the characters’ prep for battle.
* Comprehend the plot of *Julius Caesar* so far and make connections between the scenes as we move into the falling action of the play.

**MATERIALS**

* All Act III quizzes need to be graded and ready to return.
* *Julius Caesar* film ready to start Act IV.
* Act IV Study Guides.

**PROCEDURE**

Warm-Up (5 minutes)

Start class by journaling. While passing out journals, remind students that next week (4-26) journals will be collected for a midterm journal grade. They are responsible for completing all entries and adding any entries that may have been completed on a separate sheet of paper. When students have finished, collect journals in row order for organization.

Main Activity (40 minutes)

Next, we will pass back Act III quizzes and review the answers and any questions students will have. Start by first allowing the students to see their grade and mistakes, then briefly let them share to clarify with each other. (4-5 minutes)

Then, as a whole we will go over particularly challenging questions or ones that students ask. Be sure to go over the short answer and the general expectations for those. (5-6 minutes)

Next, we will transition to starting Act IV. Before acting out scene I, pass out the study guides for Act IV. My co-operating teacher the other co-teacher, and I will start the lesson by acting out scene i. We will act out the Triumvirate and go over Antony’s treatment towards Lepidus and how Octavius feels about it. Specifically, each of us will ask ask: What is Antony’s change in character? How do you see him now? Who would you describe the balance of power between the men? What problems arise because of this? What does Antony compare Lepidus to? Why do they discuss Brutus and Antony? (12-15 minutes)

After discussing this scene, move forward with the film. Start with scene ii and focus on the tension between Cassius and Brutus. Specifically, ask: How does Brutus describe Cassius and why? What is going on between the two men? Why is Cassius mad?

Wrap-Up (5 minutes)

For the last 5 minutes of class instruct students put away all belonging and respond to this question: In *Julius Caesar,* did Brutus and Cassius do the right thing by murdering Caesar? They should write for the entire remaining period. Then, at the end of class, they need to turn it in as their ticket out the door with name, date, and period written in the corner.

**ASSESSMENT**

We will assess this lesson in the future with a quiz. As for the start of the lesson, we are assessing our the Act III by going over the questions to ensure that all students understand the proper responses fully. I will assess their general understanding thus far, with the writing sample taken at the end of class.

**COMMON CORE ENGLISH LANGUAGE ARTS GOALS**

* RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
* RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.