

## ***Julius Caesar* by William Shakespeare**

### **English Language Arts, 10th Grade**

#### WHAT'S THE STORY?

After defeating the forces of the Roman general Pompey, Caesar returns in triumph to Rome. Fearing that Caesar has ambitions to be king, Cassius and some of the other senators plot to kill him. Ignoring the warnings of his wife and other omens, he goes to the Capitol on the ides of March and is assassinated by the senators, one of whom is Brutus, who has been a friend and supporter. The rest of the play involves the struggle for power between the forces of Brutus and Cassius and of Antony and Octavius, the latter being victorious.

#### CONNECTIONS TO CURRICULUM

*The following are some, but not all, of the connections to curriculum for this novel.*

- **Unit 2: Impacting Others**
  - Essential Question: “How does an individual shape his or her environment? How does one influence others?”
- **Unit 3: Seeking Knowledge**
  - Essential Question: “How and where do I find knowledge outside of my own experience? How do I incorporate this knowledge into future inquiry?”
- **Unit 4: Conscientious Objections**
  - Essential Question: “To what extent do multiple viewpoints influence our perception of societal issues? To what extent do those issues become our responsibility?”

#### KEY STANDARDS ADDRESSED

- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for grade 10. RL.10.13
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. RL.10.11
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- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.10.7
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.10.10
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.10.11

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.10.12
- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.10.2
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. W.10.6
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.10.8
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.10.1
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.10.4
- Demonstrate command of the conventions of standard English grammar and usage when writing. W.10.10
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. W.10.11
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.10.12