

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To offer students an opportunity to study and perform Shakespeare’s work
- To enable them to appreciate the development of language
- To encourage a debate on ambition



Pre-reading

This section focuses on *assessment for learning* as it tells the reader that the text that follows is about attacking the protagonist. The questions also suggest that these may not be his enemies and tells the reader to go a step further and imagine the feelings of the character who is being attacked. There is an indication that this is a serious play.

- A. Conduct a discussion based on the Pre-reading section given in the Reader.
- B. *Individual Activity – Anticipation Guide*

Draw this table on the board and ask students to copy it in their book. Ask them to read the questions and write either Agree or Disagree in the first column.

| | Agree /Disagree | Were you right? | Reflect |
|---|------------------------|------------------------|----------------|
| No leader should have complete power | | | |
| Friends should be trusted at all times | | | |
| It is right to take justice/law in our own hands | | | |
| It is okay to hurt someone for the greater good of the community | | | |
| Ambition, money and power are always good influencers in life | | | |
| Signs, omens and people’s intuitions are childish beliefs and should not be relied on | | | |

Ask students:

Have you heard the saying, *You too Brutus?* What does it mean?

READING

Students predict, scan and chart out a flow chart

Students take parts and read the play aloud. Have groups summarise the story.

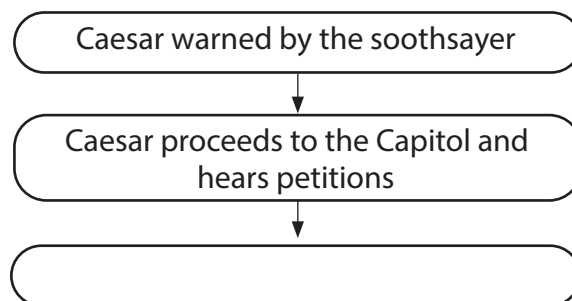
Synopsis: Caesar returns victorious to Rome from foreign wars, and is escorted to the Capitol by enthusiastic citizens for a public celebration. On the way, he is warned by a soothsayer to *beware the Ides of March*. However, a group of conspirators (senators), headed by Cassius, is disturbed by the power Caesar has gained and the idea that he might seize total power. In the Capitol, the conspirators surround Caesar on the pretext of discussing business with him—and each, in turn, stabs him. Seeing Brutus's thrust, Caesar exclaims *Et tu, Brute* and dies. The conspirators declare that Caesar's cruel rule has ended and they convince Brutus that their actions were right. They agree that Brutus and Cassius may speak at the funeral, and convince the people that the assassination was the right thing to do. They see to it that people do not condemn the conspirators.

Group discussion

What were the different signs/warnings, Caesar received regarding his death? What was his reason for not listening to them? Was his reasoning justified? Why does Caesar refuse to read Artemidorus' petition first? What does the exchange of smiles between Popilius and Caesar tell the senator? Who was Caesar's supporter, who the senators convince to leave the room? What does Metellus try to do when his petition is

summoned? What does Caesar think of flattery? Why was Caesar shocked at Brutus' support for Metellus' brother's plea? What are Brutus and Cassius really trying to do? What was Caesar's answer to all the pleading for Metellus' brother's case? Why is he shocked that Brutus is part of the conspiracy? What do the senators declare immediately after Caesar's assassination? What does Brutus advise the senators and people? What is Metellus' advise to the senators? Who is Publius? What is his fear? What is Brutus' decision at the end? What is the setting of the play? Pick out clues that reveal the character of Caesar. Pick out clues that portray Brutus' guilt

Guide students to draw a flowchart of the events in the story. Write the beginning of the flowchart on the board to help students.



Post-reading

Group work

- A. What is the theme of this story?
- B. Tell students to now work individually and complete the anticipation guide; filling out the last two columns.

GRAMMAR

Error correction – mixed concepts

Follow the input given in the previous unit

VOCABULARY

Phrases invented by Shakespeare

Across the board

Meaning: *equal for everyone*

Example: *Ten percent raises were given across the board.*

Group Activity – Pictionary

Preparation: Strips of paper with few words written on them.

Method: Tell groups to send a student up to the front of the class. The student picks up a piece of paper and draws the object given. The group guesses the Shakespearean idiom associated with it. Award extra points if the group can tell you the meaning for the idiom.

Words for Pictionary:

Lie (answer: lie low) *Owl* (a night owl) *Packing* (Send someone packing) *Ice* (break the ice)

Snail (at snail's pace) *Goose* (wild goose chase) *Monster, green* (green-eyed monster)

Now complete the exercises given.

LISTENING

While listening – key information

Tell students they are going to listen to a conversation between two classmates who are practising for a history presentation. Ask them to look at the questions and fill up the gaps as they listen. Play the recording.

Play the recording a second time and ask them to note down any details they had missed out the first time. Check their answers.

SPEAKING

This task can be used for *assessment as learning*. Students allot roles, practice, and create a suitable atmosphere to perform a Shakespearean play. They learn to express themselves effectively, with only a little bit of guidance from the teacher.

Group Work

Points to consider while planning performing the play

- Audience: Consider your audience
- Aim: Bring out the message, have an impact on the audience
- Practice
- Relax
- Speak with confidence
- Eye contact to be maintained
- Clear speech

WRITING

Advertisement

Note: Guide students through every step.

Group Work

Preparation: Cut out pictures from newspapers/ magazines. (Samples have been provided)

Provide each group with a picture and ask them to:

A. Look at the advertisement and think about which product or service the image can be used for? Try to be as creative as possible.



Brainstorm

What is your favourite advertisement? Why?

What makes these advertisements memorable? (They might mention music, catchy slogans, celebrity appearance, the appeal of the product itself, and so forth.)

Do you think advertisements have an effect on your personal interests?

Explain to students that advertisers very carefully construct their advertisements to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products are similar to the ways they have been taught to write persuasively, using certain techniques and aiming toward a particular audience.

What is the purpose of an advertisement? Who are Target Customers? What appeals to this kind of audience? What are the details about the product/ event to be brought in?

Purpose of an advertisement:

- Persuade people to embrace the Benefits
- Convince people to choose the product instead of its competitors'
- Attract: Command Attention
- Showcase Benefits of Products/Services
- Prove the Benefits
- Call to Action

Format:

- Write an attention-grabbing headline.
- Don't start with a question.
- Create desire to watch the play.
- Tell them how to get tickets.
- Make it sound natural.
- Keep it brief.
- Use graphics wisely.

E.g.:

Learn to cook in 10 Days

Take your cooking skills from a mighty mess to Master Chef with our fun and easy lessons

“Everything tastes better when you add a pinch of love”

Learn how to cook your favourite meals from a renowned chef! Find out easy, hassle free methods to cook from various types of cuisine at home. Be the Master Chef at home and make your family say “delicious!” with the mouth watering dishes you prepare.

With Chef Demitri Rodrigo

Corporate Chef at Lotus International Group

Starters – Soups – Snacks – Main Course – Salads – Desserts

Be the first to join and avail a discount of 50%

₹5000 per person

(Includes a light snack, apron, recipe book and course certificate)

Book your class now at www.cookwithchefdimitri.org or call 67635276782

Only a few seats left so please hurry!

Now look at the question in the reader and have them brainstorm with examples.



PROJECT

This task can be used for *assessment as learning*. Students take learning into their own hands by researching, planning and compiling creatively a given topic. They then present their ideas to the class.

A **multimedia presentation** is a stand alone presentation that includes information presented with slides, video, or digital representations and includes sound which might be a narrative, music or sound effects.

Why Do a Multimedia Presentation?

- Expand technology skills
- Opportunity to present with technology
- Creative challenge to make an interesting/appealing presentation

Possible Uses

- Promote an idea etc
- Showcase special events

The presentation is completely free standing and only requires an introduction by the presenter. It has verbal commentary built into the program.

The presentation can include video and sound in the PowerPoint

Speakers are expected to introduce the multimedia entry with a prepared introduction including the title, how the presentation is relevant, and a brief overview of the presentation.

When beginning a multimedia project, ask and answer these basic questions:

- What is your message?
- Who is your audience?
- How can I structure the message?

An introduction, body, and conclusion should be present within the audiovisual presentation. Carefully plan your presentation and write a script or storyboard that describes each scene, who or what will be featured, narration, and visuals.

The 7 steps to creating a multimedia presentation are:

1. Create an outline.
2. Select your software.
3. Design your slides.
4. Prepare media elements.
5. Write.
6. Incorporate media elements.
7. Finalise.

STUDENTS' BOOK ANSWER KEY

The Death of Caesar

Pre-Reading

Sample answers:

1. A group of people seem to be attacking Caesar.
2. These people might be angry with Caesar, or they may want to get rid of him for their own selfish aims—for example to take his place.
3. A number of people are attacking Caesar. It would be unlikely that these are all common men, because they may not be able to reach Caesar so easily. So, these people could be known to Caesar, perhaps those who work for him, like his ministers, or even his friends, and a few of them may be secretly or openly his enemies.
4. Caesar may feel terrified. He may also feel shocked if he did not know he was in danger. He could feel sad and betrayed if any of these people were his friends.

Comprehension

- A.** 1. T 2. F 3. DNS 4. F 5. T 6. F 7. DNS 8. T
- B.** 1. a. Caesar said this about Artemidorus.

- b. Caesar thought Artemidorus mad because he had asked Caesar to not delay, but read his suit at once, which was a strange way of behaving with Caesar.
 - c. Artemidorus was acting in that unusual manner because he was trying to warn Caesar of the danger to his life.
 - d. Caesar did not listen to him because he declared that if something concerned him rather than others or the general public, then he will consider it last, because it was more important for him to look into others' concerns.
2.
 - a. Cassius said this to Brutus because Popilius Lena had wished him good luck with his enterprise. Cassius was afraid that Popilius Lena had discovered their plot.
 - b. The speaker, Cassius, was referring to their purpose of killing Julius Caesar. He was fearful of being caught without being able to achieve that purpose. He said that if their plot was discovered and thus foiled, then he would kill himself.
 3.
 - a. Caesar said this when Cassius begged him to forgive Publius Cimber.
 - b. *Suggested answer (accept any logical answer):* These words imply that Caesar was quite proud of himself; he respected himself a lot. He compared himself to the northern star—something that could not be compared with anything else for constancy, meaning that he himself could not be compared to anyone else.
 - c. The other analogy in the same speech that makes the same impression is the one where Caesar says that the world is full of men, but only one man out of all those remains unmoved and fixed, and that was himself: *So in the world; 'tis furnish'd well with men, / And men are flesh and blood, and apprehensive; / Yet in the number I do know but one / That unassailable holds on his rank, / Unshaked of motion: and that I am he...*
 4.
 - a. Brutus said this after he and his co-conspirators had killed Caesar.
 - b. He was referring to Julius Caesar's ambition. The 'debt' was paid with Caesar's life—Caesar was killed because Brutus and the others thought that he had become too ambitious.

C. Suggested answers (accept any logical answer):

1.
 - a. Caesar did not have patience or sympathy for those who felt afraid easily. He refused to feel anxious and chose to be bold and proud. He wanted to be valiant rather than cowardly.
 - b. Caesar wanted to set an example of being a good, caring and unselfish ruler who put his own interests last and held the interests of his people as being more important.
 - c. Caesar was proud and stubborn. He had confidence in the laws and refused to change them simply because someone requested him to. He was not willing to make an exception because he wanted people to take the laws seriously and to take him seriously. He wanted everyone to know that once he took a decision, it had to be obeyed. It may also have been that Publius Cimber had done something very wrong and Caesar refused to forgive him for good reason. But then, Caesar did not argue about Publius Cimber's actions in his speech; rather he spoke of the constancy of his own character—how immovable he was.

2.
 - a. Caesar said this when Brutus, along with the other conspirators, stabbed him. This line means, 'You too, Brutus? Then Caesar will die.'
 - b. The first part of this line conveys Caesar's shock. Brutus was his friend, and it was his betrayal that Caesar found most difficult to accept in the last moments of his life. So he says, you too? As if he could still try and understand why the others would attack him, but not why Brutus would attack him. The second part conveys a kind of sad acceptance, as if Caesar feels that if Brutus too had left his side and was trying to kill him, then Caesar had no wish left to remain alive—he was ready to die.
 - c. This line suggests that Caesar and Brutus had been friends, at least before Brutus became displeased or disappointed with Caesar and decided that Caesar must be killed. If they had not been close, then Caesar would not have taken Brutus's name instead of any other name at his last moment, and he would not have sounded so shocked or sad.
3.
 - a. Caesar's wife, who had dreamt of harm coming to Caesar; a soothsayer, who had previously warned Caesar of harm coming to him on the ides of March; and Artemidorus were the three people who tried to warn Caesar. *Free response*
 - b. *Free response*

Grammar

Suggested answers (accept any logical answer):

- A.**
1. A funny thing happened to me while I was on holiday last summer.
 2. My brother has been a teacher for three years, but he doesn't like his school.
 3. She wakes up and has breakfast before leaving for school.
 4. The film was very violent and I did not like it very much.
 5. The party is at my house and all my friends will be there.
 6. We will have received the results by this time next week.
 7. I love travelling because it's interesting to know about different places.
 8. My friend's cat was ill, so she brought it to the vet.
- B.** William Shakespeare, the greatest of English writers, ¹ had a very unusual combination of two rare gifts. On one hand he had the ability to ² understand men and women and ³ read the thoughts that were passing through their minds. ⁴ But/And his second gift, which was more wonderful still, ⁵ was his ability to write down on paper words that, as soon as we ⁶ read them, make us feel just as he did, that ⁷ make us see just the pictures he saw.

To ⁸ play Shakespeare's plays ⁹ is the height of an actor's ambition. To read and enjoy them has been one of the greatest pleasures ¹⁰ known to English-speaking people.

Vocabulary

1. c 2. e 3. f 4. b 5. d 6. a

Free response

Listening

Listening text:

B: (*clears throat*) Good morning! I'm Bina Vincent. The great world leader I've chosen to speak to you about today is a former president of the United States of America...

A: Me too!

B: Oh! Anyway... The leader I will be speaking about is Abraham Lincoln.

A: Oh (*sounds disappointed*). I'm talking about John F Kennedy.

B: Good, good. Shall I continue?

A: Yes, please. So rude of me to interrupt!

B: Abraham Lincoln was elected President of the United States in 1860...

A: Oh! JFK was elected President in 1960!

B: Lincoln chose Andrew Johnson to be his Vice-President...

A: What! Lyndon Johnson succeeded JFK.

B: President Lincoln worked closely with the African-American community.

A: Oooh!! JFK and Vice President Lyndon Johnson were deeply concerned about rights affecting African-Americans too!

B: That is a remarkable coincidence. All right... Then my speech talks about some important laws he signed.

A: So does mine!

B: Hmm... Okay, just my conclusion then. President Lincoln was assassinated on a Friday by John Wilkes Booth at Ford's Theatre. He was with his wife at the time...

A: I don't believe this! JFK was assassinated on a Friday by Lee Harvey Oswald while he was sitting in a Ford car. His wife was with him at the time, too! Wow! I'm so glad I decided to listen to your speech, Bina. I'm sure I was not much help with your confidence, but look what coincidences we discovered between the leaders we chose.

B: (*laughs*) That's fine, Amit. I think we should give our speeches together, so our classmates can be as amazed as we are, don't you?

A: I agree!

Answers:

1. a. L

b. K

2. a. L

b. K

3. L, K

4. L, K

5. L, K

6. a. K

b. L

7. a. K

b. L

Writing

A. Sample notice:

Welcome the Ides of March!
Performance of William Shakespeare's *Julius Caesar*
on 15th March 2023
from 6.00 p.m. to 8 p.m.
at Memorial Hall, Modern Point School
All pupils from Classes VIII to X who wish to participate are to give their names to
Mr Dasgupta on or before 31st January 2023

B. Free response

Spelling

- | | | |
|---------------------------------|--------------|---------------|
| 1. archaeology | 2. aerobics | 3. aeronautic |
| 4. bougainvillea/bougainvillaea | 5. caesarean | 6. maestro |

ANSWER KEY TO WORKSHEET 12

A. Suggested answers (accept any logical answer):

1. I will not listen to someone who does not listen to me.
2. The fire that broke out in your neighbourhood yesterday was a terrible sight.
3. It was not right to go to the concert without informing Father.
4. I have been/gone to the meeting once before.
5. The mayor will inaugurate a new hospital in the city tomorrow.
6. Of all the music you play on your computer, I love the song from *Titanic* the most.
7. Asha's sisters-in-law planned a really nice surprise for her.

B. William Shakespeare ¹: was connected with a theatrical company called Lord Chamberlain's Men. In 1599, he ²: paid the company a part of the cost of building a theatre. The theatre, ³: which was called Globe, was in London. It is said that many of Shakespeare's plays, like *As You Like It*, *Hamlet* and *King Lear*, ⁴: were written specifically ⁵: so that they could be staged at this theatre. Plays ⁶: were performed at the Globe during afternoons, ⁷: using daylight and no scenery ⁸: or painted background. In 1613, the Globe ⁹: caught fire during a performance of Shakespeare's *Henry VIII* and was ¹⁰: burnt to the ground.

C. ACROSS:

1. SCENERY 5. UNDERSTUDY 6. CUES 7. PROPS

DOWN:

1. STAGEHAND 2. GALLERY 3. COSTUME 4. GREENROOM

- D.** 1. a. wanting grand things like success and power
b. people who plot something (often something wrong) secretly
c. tell a secret to

2.
 - a. Some senators and conspirators, like Cassius, wanted to kill Caesar because they thought Caesar was becoming too powerful and ambitious. They convinced Brutus to join them.
 - b. The conspirators had to run from the city when Mark Antony gave a speech at Caesar's funeral and turned the people against the conspirators for murdering Caesar.
 - c. After the conspirators left the city, Brutus and Cassius brought together an army to fight Antony. But they also argued among themselves and Brutus saw Caesar's ghost. Finally, both Cassius and Brutus ended their lives and Antony returned to Rome to rule, with Caesar's great-nephew Octavius.
3. *Sample answer:* This is a tragic story because Caesar's own senators plotted to kill him. They convinced Brutus to join them. Even after Caesar's murder, there was no peace. People turned against the conspirators, and there was a battle. Finally, Brutus and Cassius ended their lives—they could not be happy.

QUESTION BANK

The Death of Caesar

A. Answer in detail.

What was the warning by Artemidorus to Caesar? How did Caesar respond to it?

Ans: Artemidorus, a soothsayer knew that harm would befall Caesar on the ides of March. He had foreseen the plot against Caesar and also knew the names of the conspirators. He, somehow, wanted to warn Caesar through a petition. But Caesar avoided him by saying that he would attend to Rome's affairs first before reading any personal note.

B. Answer in detail.

Despite both Artemidorus and his wife warning him, Caesar ventured into the Capitol. What does this tell you about Caesar as a ruler?

Ans: Caesar considered himself valiant and brave. Both his wife and Artemidorus warned him not to venture into the Capitol but he was unmoved. For him death would come only once and he did not cow down to meaningless fears. He too felt a bit uneasy when he woke up but did not give much importance to it. Artemidorus insisted on him reading his petition where he had warned him about the impending danger. However, Caesar sidelined him saying that he would look into the matters of Rome before reading notes about his personal affairs. All this gives an impression that Caesar was a conscientious ruler and cared for his country more than himself.

C. Choose the correct answer.

Who is assigned the task of stabbing Caesar first?

- a. Cinna
- b. Cassius
- c. Casca

Ans: c

D. Read the lines and answer the questions.

*Casca, be sudden, for we fear prevention.
Brutus, what shall be done? If this be known,
Cassius or Caesar never shall turn back,
For I will slay myself.*

- a. Who speaks the above lines?
- b. What does he want Casca to do?
- c. What is his fear?

Ans: a. Cassius speaks the above lines.

- b. He wants Casca to attack Caesar suddenly before anyone could suspect their motive.
- c. Cassius is afraid that Popilius has some suspicion about their plot of killing Caesar. Cassius says that if their purpose is discovered he would kill himself.

E. Answer in brief. (Think and answer)

Why does Caesar compare himself to the northern star?

Ans: The northern star remains constant and holds its position and continues to be the source of light for travellers. Similarly, Caesar remains constant, holds his rank and rules in a fair manner. Caesar compares himself to the northern star stating that there are many stars in the sky but only one northern star and in the same way, there are many humans of flesh and blood but only one Caesar.

F. Answer in detail. (Think and answer)

Discuss the significance of Caesar's last words '*Et tu, Brute!*'. Do you approve of Brutus' action?

Free response *Suggested Ans:* The words '*Et tu, Brute!*' mean 'You too, Brutus?' which suggests Caesar was shocked to see Brutus among the conspirators. Caesar respected and loved Brutus. Both shared a loving relationship and Caesar trusted Brutus a lot. Brutus could not accept Caesar as the dictator of Rome. Each one of the conspirators had different reasons to assassinate Caesar but Brutus loved Rome. Hence he joined the conspirators to eliminate Caesar. So when Caesar saw Brutus plunging the dagger last, Caesar was pained and shocked.

Free response for the second part