



# Shakespeare

English 10 CP

# Journal 5/25

- Destiny: A predetermined course of events often held to an irresistible power or agency
- What are your thoughts on destiny? Do you believe that our actions are predetermined or that our lives are ruled by randomness?

# Review: Essential Questions

- What is the nature of destiny?
- Can an immoral act ever be justified as honorable?
- How can the public self and private self co-exist? What are the consequences when they do not?
- Does power corrupt?



# CA Standards

- **Writing 3.11:** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.

# CA Standards

- Reading 3.4: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- Reading 3.10: Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

# Final Project – 1 person

- Create a poster-size, full-color illustration of a significant scene from *Caesar* and write a paragraph or poem describing what's going on. Present it to the class.
- Write and perform a song, speech, or poem from the point of view of one of the main characters from the play. Be sure to include details about the character's background and motivation.

# Final Project – 2 people

- Script and perform a made-up conversation between two plebeians who have just finished listening to Brutus and Antony speak.
- Script and perform a debate between Brutus and Mark Antony about Caesar's assassination.



# Final Project – 3 people

Create and present a *Roman Times* newspaper including the following:

- Caesar's obituary
- A front-page story about the assassination
- Two brief editorials arguing for and against the conspirators

# Rubric

- OVERALL SCORE \_\_\_\_\_/200
- Rubric:
- **Presentation**
- Visually Appealing \_\_\_\_\_/20
- Public Speaking Skills \_\_\_\_\_/10
- Audience Etiquette During Others' Presentations \_\_\_\_\_/20
- **Creativity and Originality** \_\_\_\_\_/50
- **Detail**
- Specific Details from the Play \_\_\_\_\_/30
- Neatness, Effort, Teamwork (if applicable) \_\_\_\_\_/20
- **Accuracy**
- Mechanics \_\_\_\_\_/25
- Adherence to Facts from the Play and History \_\_\_\_\_/25

*Julius Caesar* Notes  
Character Types –  
2<sup>nd</sup> section



- Antagonist: The character that creates the challenges or oppositions to the protagonist
- Protagonist: The main or central character of the story

# Character Vocabulary

- Foil: a character set up with the expressed purpose of emphasizing the opposite traits and qualities of a primary character
  - Two opposites highlight the other's opposing traits



- Flat characters:  
Characters with only 1 dimension
- Round Characters:  
Characters with multiple dimensions or sides





- Static Characters:  
Characters who do not change throughout the course of the story

- Flat characters:  
Characters with only 1 dimension
- Round Characters:  
Characters with multiple dimensions or sides







- Dynamic Characters: Characters who change or evolve throughout the story

# The Nature of Shakespearean Tragedies

- Catharsis: Purification or purgation of emotions (fear and pity) through art.

# Prophetic Irony/ Pathetic Fallacy

- The physical environment (ie. weather) reacts in such a way that it reflects an emotional tension or foreshadows an event.

# Destiny & Fate

- Extra-credit: Prepare an academically written expository report on the different interpretations of fate in various cultures and faiths (including ancient Rome).



# Parallelism

- A writer may repeat or closely mirror certain phrases to draw a reader's attention.

# Parallelism

- As a rhetorical device: to give two or more parts of a grouping of phrases a similar form so as to give the whole a definite pattern.
  - Veni, Vidi, Vici – Julius Caesar
  - "The inherent vice of capitalism is the *unequal sharing* of blessing; the inherent virtue of socialism is the *equal sharing* of miseries."  
([Churchill](#))

# Act III



# Analyzing character speech for parallelism

- ANTONY Friends, Romans, countrymen, lend me your ears. I come to bury Caesar, not to praise him. The evil that men do lives after them.
- BRUTUS Romans, countrymen, and lovers! Hear me for my cause, and be silent



# Act IV

# Warm up: Explicate in Academic Writing

- True, This! —  
Beneath the rule of men entirely great,  
The pen is mightier than the sword. Behold  
The arch-enchanters wand! — itself a nothing! —  
But taking sorcery from the master-hand  
To paralyze the Caesars, and to strike  
The loud earth breathless! — Take away the sword —  
States can be saved without it!

# Act IV: The Power of the Written Word

- “He shall not live; look, with a spot I damn him.” Antony
- The power of the written word is of vast significance in Shakespeare’s Julius Caesar.
- What other instances of writing may underscore Shakespeare’s hidden theme?

# The Disintegration of the Private-Self

## The Irony of Self Fulfilling Prophecy

When love begins to sicken and decay,  
It uses an enforced ceremony.

There are no tricks in plain and simple faith:  
But hollow men, like horses hot at hand,  
Make gallant show and promise of their mettle;  
But when they should endure the bloody spur,  
They fall their crests, and, like deceitful jades  
Sink in the Trial. - Brutus

# Character Reflection

- How has Portia's death affected Brutus, what effect does this produce in Brutus's struggle between the private and the public self?

- Act IV
- 1. What did Antony, Octavius, and Lepidus gather to discuss? What does this tell us about Antony?
- 2. To what does Antony compare Lepidus? What form of figurative language does he employ?
- 3. What problem has developed between Cassius and Brutus? How is it resolved? How is this connected to one of our themes?
- 4. What news did Messala bring Brutus?
- 5. For what reasons does Brutus want to lead his armies to Philippi?
- 6. What message did Caesar's ghost bring Brutus?

# Act V – Section 3

# Act V Ironies

- Irony: the contrast between what is expected and what happens.
- Situational irony: The contrast between what a character expects and what actually happens.
- Dramatic Irony: When the audience knows something will or has happened and the characters do not.



# Finishing up Julius Caesar

- V.i.110 Brutus' character
- V.iii. Irony: Titinius and Cassius
- V.iv Young Cato
- V.v.68 Character analysis: Antony

## Warm up: Correct the format and grammar of the following paragraph

I think that Shakespeare used figurative language to describes how much pretty Juliet was by Romeos point of view. In some seen he makes figurative language by comparing juliet to a “jewel in an ethiops’ ear (III.ii.9)”. this might be images because he describes things in great detail. In concluding shakespeare uses imagery to describe things in detail.

# What was wrong with the paragraph?

- Words are misspelled or capitalized incorrectly: “imagery,” “Juliet,” “Shakespeare,” etc.
- Uses the “I” pronoun
- Mixes tenses: past and present.
- Uses extra words
- Grammar needs work
- Does not break down the quote enough
- Uses incorrect punctuation

## Act V

1. Why did Pindarus stab Cassius? Why would Cassius choose to die?
2. What causes Titinius to say, "The sun of Rome is set!"? When and where was this line foreshadowed?
3. Who do the soldiers believe they have captured in Scene IV? Who is it really?
4. How does Brutus die? And more importantly why does Brutus choose to die?
5. Why did Antony say Brutus was the "noblest Roman of them all"?

# Julius Caesar Recap-

## Section 3

- Now that you have read the entire play:
  - 1. Summarize Acts IV and V (3-4 sentences)
  - 2. What did you like about this play?  
Dislike? (1-2 sentences)

# Script Writing 101

# Script Writing Format

- Fonts: use 12 pt. Courier it is the industry standard.
  - No bold-face, italics, etc.

# Formatting Page Margins

- Left, 1.5 inches.
- Right 1.0 inches.
- Top 1.0 inches to the body .5 to the page number
- Bottom .5 to 1.5



# Dialogue format

- Left 3.0 inches
- Right 2.5
- About 3 inches for each piece of dialogue
- Names are capped and centered

INT. BOBA LOCADAY

KAREN

(walking through door)

I love Mr. Nunez' class! I've learned so  
much this school year.

Karen stirs her boba Thai iced tea

KAREN

(On the phone)

I never like to wait on my assignments. Cause we have only one week to finish this screenplay and I want to do really

(MORE)

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KAREN (CONT'D)

well because I'd like to write movies when I grow up.