

Lesson Plan: Julius Caesar - Act 1, Scene 2, Lines 35-80

Objective: Students will analyze the character of Julius Caesar based on his portrayal in Act 1, Scene 2, lines 35-80, and explore themes of ambition and power.

Materials Needed:

- Copies of Julius Caesar (Act 1, Scene 2, lines 35-80)
- Whiteboard and markers
- Handouts with discussion questions
- Index cards for activity

Duration: Approximately 60 minutes

I. Engaging Hook (10 minutes)

1. **Introduction to Julius Caesar:** Start with a brief overview of the play and its historical context (Roman Republic, Julius Caesar's rise to power).
2. **Discussion Starter:** Pose a thought-provoking question to the class, such as: "What qualities make a great leader?" or "How does ambition affect individuals and society?"
3. **Activity - Quick Write:** Have students write down their initial thoughts on the question posed. Encourage them to think about examples from history or literature.

II. Explanation and Hands-on Activities (30 minutes)

1. **Reading Passage:** Assign different roles (Julius Caesar, Brutus, Cassius, etc.) and read Act 1, Scene 2, lines 35-80 aloud as a class.
2. **Character Analysis - Julius Caesar:** Discuss Caesar's characterization based on the lines read. Focus on:
 - **Ambition and Arrogance:** Identify instances where Caesar displays ambition and arrogance (e.g., references to his triumphs, refusal to listen to the soothsayer).
 - **Relationship with the People:** Analyze Caesar's interaction with the commoners and his perception of himself as a demigod.
3. **Activity - Index Card Analysis:** Distribute index cards with specific quotes from the passage. In small groups, students discuss the significance of their assigned quote in relation to Caesar's character. Each group shares their analysis with the class.

III. Closure and Assessment (20 minutes)

1. **Discussion Recap:** Summarize key points about Caesar's character traits and motivations discussed during the activity.
2. **Assessment:** Hand out a short quiz or discussion questions to assess understanding:
 - "How does Shakespeare portray Julius Caesar's ambition in Act 1, Scene 2?"
 - "What clues does Shakespeare provide about Caesar's character through his dialogue and interactions?"

Julius Angela Johnson Lesson Plan

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Literature-Based Mini-Lessons Susan Lunsford,2000 Use the magic of picture books to teach kids essential word skills This guide features 15 engaging reproducible lessons to help students become more fluent readers Illustrations **The Giant Encyclopedia of Preschool Activities for Three-year-olds** Kathy Charner, Maureen Murphy,2004 Looking for tried and true ways to capture the attention of your three year olds This comprehensive collection of over 600 teacher created activities provides hours of fun and interesting activities perfectly tailored for this age group Discover new ways to use everyday items to create fresh exciting art projects learn new classroom management techniques from experienced teachers and find helpful tips for working with three year olds **Houghton Mifflin Reading** ,2004 Friends: Teacher's book James David Cooper,1999 **A Field Guide to the Classroom Library** Lucy Calkins,2002 Provides comprehensive and accessible leveled lists and guides for 1 200 children s trade books for kindergarten through 6th grade to help teachers build classroom libraries **School Library Media Activities Monthly** ,2000 *Houghton Mifflin Reading* David J. Cooper,2003 **Children's Books in Print, 2007** ,2006 **Children's Catalog** Anne Price,Juliette Yaakov,1996 *Forthcoming Books* Rose Arny,1998-04 **For the Love of Literature** John F. Savage,2000 This brief children s literature text for pre service teachers emphasizes the love of literature in the belief that literature is not just something children read or study it is something that becomes part of them and stays with them for a lifetime It contains up to the minute treatments of all genres of children s literature To help readers discover the joy of children s literature and how to help others share that joy is a major goal of the book The emphasis is on the affective dimensions of literature geared toward children s aesthetic responses to the stories and poems that they read Author profiles a multicultural focus topical book lists and a chapter on technology are elements that help students Each chapter has an essay written by a scholar a classroom teacher or other expert e g a middle school student or book editor who has special knowledge a particular perspective or point of view on the chapter topic Three four color inserts illustrate the children s books discussed in the text *The Elementary School Library Collection* Brodard,1996-02 A primary source for the continuous development evaluation and maintenance of existing collections Includes books big books large type books periodicals art and study prints pictures sound filmstrips sound recording discs and cassettes compact discs multimedia kits videocassettes microcomputer software videodiscs and CD ROM products *Teaching Literacy in First Grade* Diane Lapp,2005-05-05 First grade is a year of important new experiences for students and teachers alike Some students will arrive knowing how to read others will know a few letters of the alphabet and most will be somewhere in between Including dozens of reproducibles this book guides first grade teachers in the many decisions they face about how to orchestrate effective appropriate and engaging instruction A special strength of the book is the authors deep understanding of the oral language base of literacy learning both reading and writing and their expertise in differentiating instruction for English language learners **Literature Works** ,2000

The Elementary School Library Collection Lauren K. Lee, Linda L. Homa, 1994 Cited in Sheehy and Walford this comprehensive reference recommends print and audiovisual materials as well as microcomputer software and CD ROM products for preschool through sixth grade children The present edition includes 12 294 recommended titles 3 070 being new listings Each entry notes the format s available and provides cataloging and ordering information a critically descriptive annotation interest and reading level estimates and priority for acquisition For school public and academic librarians and preservice and inservice faculty Published by the Brodart Company 500 Arch St Williamsport PA 17705 Annotation copyright by Book News Inc Portland OR

Thru the Eyes of Children Norton, 1998-09-24 *Bibliographic Guide to Education*, 1993 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library

Children's Books in Children's Hands Charles A. Temple, 1998 Contents Part 1 Understanding Literature and the Child Reader Part 2 Exploring the Genres of Children's Literature Part 3 Creating the Literature Based Classroom

Teaching Reading in the 21st Century Michael F. Graves, 2007

Multicultural Teaching Pamela L. Tiedt, Iris M. Tiedt, 2005 What is multicultural education Why is it important in education today The authors of Multicultural Teaching define multicultural education broadly to include all types of diversity as they generate an inclusive curriculum that meets the individual needs of each student Bringing theory and practice together in a student centered curriculum they encourage reflection and discussion through working with Reflective Teaching Portfolios and Cooperative Learning Groups at the end of each chapter The text is based on a strong model focusing on Esteem Empathy and Equity Future teachers are guided to consider the implications of such topics as language diversity the academic achievement gap and racism as they plan lesson designed to develop a community of learners in their classroom Features new to the seventh edition include New chapter on the academic achievement gap Detailed chronology of events leading to the position of multicultural education today At the end of each chapter the section Growing a Professional Library includes carefully selected resources that students will find helpful as future teachers

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