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EASY MARKING™ ANSWER KEY

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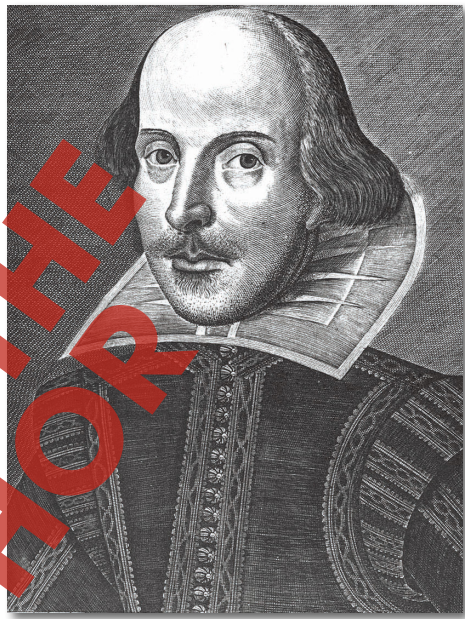
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William Shakespeare

William Shakespeare is known as one of the most influential English writers who ever has lived. His plays, poetry, and sonnets have shaped the modern English language and created a literary standard for writing. He was born in England in 1564 and died in 1616. Scholars have been learning more about his life. It is believed that he went to school in Stratford-upon-Avon, even though no records of William Shakespeare still exist from the school.



When he was 18, he moved to London and married Anne Hathaway. They had two children, Judith and Hamnet, but he wasn't working as a playwright yet. It is not known how he provided for his family in the early years of their time in London.

During the plague, when all theaters in England were shut down to avoid contagion, Shakespeare wrote and published narrative poems. These included *Venus and Adonis* and *The Rape of Lucrece*. After the plague, Shakespeare became a member of an acting group called "The King's Men." Shakespeare would also go on to build his own theatre, The Globe, on the river Thames in London. It burned down in 1613, when stage cannons set fire to the thatched roof.

Shakespeare's works have been studied around the world. They have been translated in different languages and performed on millions of stages. Shakespeare's work has shaped the literary world that we study today.

Did You Know?

- Some scholars believe that Shakespeare didn't write all of the work, and that the plays were a combination of people.
- Playwright Robert Greene made a public slight against Shakespeare in a book.
- It is believed Shakespeare's first play is Henry VI.



Act One, Scenes 1 to 2

Answer the questions in complete sentences.

1. What kind of leader do you predict Julius Caesar to be?

2. Why might citizens of Rome be unhappy?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

cobbler	apparel	triumph	knave
meddle	countenance	cogitations	conjure

1. Since he was only a servant, the nobles ignored him.
2. The shoemaker always made sure they were careful when using their tools.
3. They tried to brainstorm an idea on the spot but nothing came to mind.
4. I prefer my clothing to be made ethically.
5. She wished her mother would not interfere with her dating life.
6. I could tell by his expression that he wasn't happy with me.
7. Our team will surely win over the visiting team.
8. They could tell we weren't interested in their thoughts on the business plan.



Act Two, Scene 1

1. Fill in each blank with the correct word from this Scene.

- a) Brutus is found in his _____.
- b) Caesar is compared to a _____ egg.
- c) _____ was the last king of Rome.
- d) Cicero will help the group _____ other men of their beliefs.
- e) Cassius suggests that the group should also assassinate _____.

2. Complete each sentence with a word from the list.

limbs	purgers	superstitious	unicorns	flatters
-------	---------	---------------	----------	----------

- a) The conspirators want to be seen as _____, not murderers.
- b) Cassius is warned they must not "cut the head off" and then the _____.
- c) Decius claims Caesar will be swayed, with imagery of _____ that are really trees.
- d) Caesar is growing more _____ as the weeks go by.
- e) Caesar claims to dislike _____.



Act Three, Scene 1

Answer each question with a complete sentence.

1. What does Metellus Cimber ask of Caesar? What did Caesar decide?

2. Caesar seems surprised about one part of his assassination. What is it, and what line does Caesar say to show this?

3. Now that the killing has been done, what is the plan of the conspirators?

4. Why might have Antony sent a servant in ahead of his return to the group? What does this say about his character?

5. What does Marc Antony request of the men? How does this fit into his plans?

6. Octavius is arriving into Rome. What does this mean for Antony?

Journaling Prompt

This scene highlights the ultimate betrayal of Caesar with those he was closest to. Their violence shows that even close allies can turn against each other. Has there been a time when you have been betrayed? How did you react? How did you feel? Describe what happened and how things were resolved.

**Act 3****The Simple Life**

Imagine you are an everyday plebian (citizen). You have no power or standing in society. Perhaps you are a tradesman trying to help your family survive in tough Rome. What is important for you? What would an average day look like? Are you politically motivated? Do you believe Caesar or the conspiracy? Does the soothsayer have a prediction for you? Write about the day of an average Roman citizen. You don't need to be powerful to be important.

**Act 4, Scenes 1-2****Dating Profile for a Character**

Tensions are rising as political lines are drawn clearly. Characters are taking sides and a battle lays ahead of them. In times of strife and despair, personalities and character can really shine. What motivates these powerful men? What do they value? Antony has been known to love women and a glamorous life. What about the others? Imagine all of these characters are single and looking for a date in the modern world. Create a dating profile that you think would best suit them. Don't forget to include their interests and their passions. What kind of partner are they looking for? Surely someone to help them take over the world!

**Word Search Puzzle**

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

amiss	drizzled	liable	tarry
ascend	fetch	lusty	triumph
attain	fret	marred	valiant
blunt	ghastly	mirth	vile
brutish	horrid	ordinance	whelped
coffers	knave	squadrons	
courtesy	legacy	strucken	

S	C	Y	H	A	T	T	A	I	N	E	O	S	L	W	A	D
A	U	O	T	V	A	L	I	A	N	T	R	Q	Y	H	B	R
I	L	L	F	S	P	E	H	M	A	A	D	U	B	E	A	I
B	L	L	G	F	U	R	E	J	F	T	I	A	I	L	N	Z
L	E	B	A	B	E	L	C	S	E	N	N	D	T	P	H	Z
U	G	R	R	B	K	R	T	S	T	U	A	R	T	E	T	L
R	A	U	D	U	V	N	S	E	C	L	N	O	E	D	R	E
T	C	T	T	R	I	U	M	P	H	B	C	N	R	E	I	D
K	Y	I	F	R	L	G	I	D	E	N	E	S	D	D	M	N
N	N	S	E	R	E	E	V	R	N	G	Q	L	R	S	T	T
A	G	H	A	S	T	L	Y	J	L	U	I	Y	B	I	Y	A
V	C	O	U	R	T	E	S	Y	F	L	M	R	I	A	L	T
E	S	T	R	U	C	K	E	N	E	R	E	R	O	N	I	Y
J	M	E	D	N	E	C	S	A	L	E	E	A	H	E	D	L
M	A	R	R	E	D	D	I	R	R	O	H	T	F	T	L	N

**Comprehension Quiz**

- Portia considers herself to be a wise wife. What does she ask of Brutus? 2
- What does Calphurnia suggest Caesar to do to avoid going out? 2
- Once Portia finds out the plan, who does she consult? 1
- After Caesar's death, Antony makes what claim of Caesar? 1
- Why are Antony and Octavius making a hit list? 1
- Why did Titinius kill himself? 2
- How does Cassius redeem himself at the end of the play? 2

SUBTOTAL: /11

Character Study

The characters of this play represent key themes of greed, power, and deception. They are wise, shrewd, and foolish. Which character did you find most interesting? Use the Frayer model to show your understanding and connections.

Definition

Characteristics

Examples

Character

Non-Examples

NAME: _____

After You Read 



Act One, Scenes 1 to 2

Answer each question with a complete sentence or short paragraph.

- Why are the people of Rome celebrating?

- The tribunes remind the celebrating people that they once cheered for the old ruler. What might this mean in the future for Caesar's legacy?

- Why do Flavius and Marullus want the decorations to come down?

- Lots of common tradespeople, like a carpenter and a cobbler, are excited about Caesar. What kind of leader does this imply Caesar to be?

- What does the soothsayer warn Caesar of?

- Cassius tries to convince Brutus to turn on Caesar. Why do the men take issue with Caesar?



Journaling Prompt

The crowds of Rome are rallying for Caesar. There are mobs of excited supporters ready to celebrate. Today, these kinds of large celebrations take place at concerts, festivals, and sporting events. Being in a large group can add to the excitement and put people in a frenzy. Describe a time when you have been in a huge group of people, all working toward the same thing.

13

1. They are having a parade to honor Caesar who has taken the lead of Rome.

2. He will eventually be disliked or forgotten.

3. They fear Casear will be a tyrant with power.

4. is a leader of the common men; has the respect of the lower classes.

5. The Ides of March.

6. They are from a noble class and Caesar is committed to lower ranked citizens.

1. Answers will vary.

2. Answers will vary.

Vocabulary

1. D

2. I

3. J

4. H

5. G

6. A

7. F

8. E

9. B

10. C

14

1.

a) F

b) T

c) F

d) F

e) F

f) F

2.

a) 3

b) 1

c) 4

d) 2

e) 5

f) 6

15

1.

He wants to convince others that these signs mean Caesar is a bad leader.

2.

Cassius doesn't want to reveal his plan to others in case they don't agree with him and get in his way.

3.

Cicero believes each person will interpret things for themselves. These interpretations will differ from person to person. Line 34, 35 support this.

4.

He introduces himself as "a Roman" when asked, instead of using his given name.

5.

Caesar has difficulty hearing and it can be implied he won't listen to the Roman people.

6.

Cassius is clever, sneaky, and charismatic, while Caesar is presented as dull and unintelligent. Cassius emphasizes a lot on the supernatural world and his visions, and for now, Caesar has ignored them.

16

13

14

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16

EZY

Julius Caesar

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.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.
- **RSL.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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a 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.
- **WS.9-10.8** 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.
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Act Two, Scene 1



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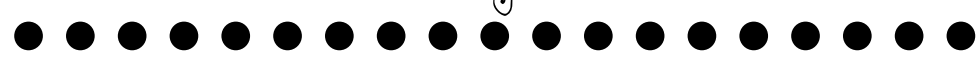


Act 3



The Simple Life

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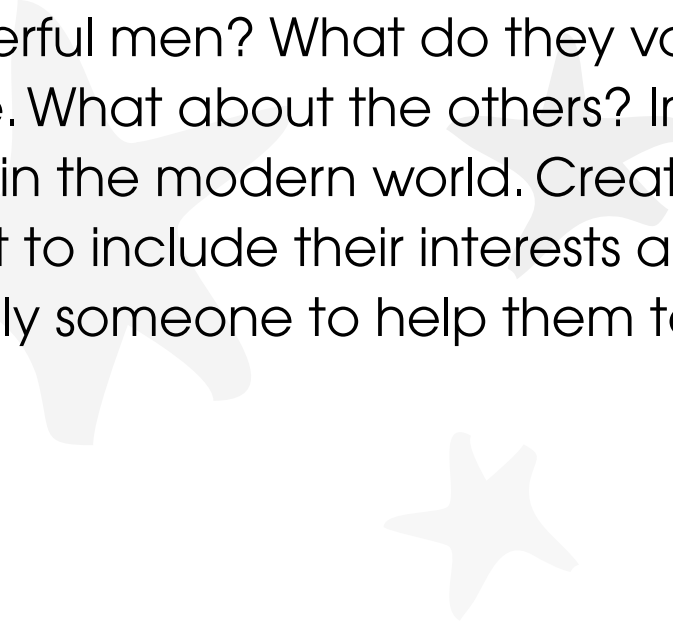


Act 4, Scenes 1-2



Dating Profile for a Character

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