

STUDY PLAN - DISTANCE LEARNING

Name of the teacher: Mrs. Samra Shakeel Rana

Class and Section: YEAR 9 ADE

Subject: ENGLISH LITERATURE

Week 1: 22nd March to 26th March. **No. of lessons - 4 LESSONS**

Week 2: 29TH MARCH – 2ND APRIL **No. of lessons – 4 LESSONS**

Student's access to Work: Work sent to students through **GOOGLE CLASSROOM**

Topic: JULIUS CAESAR ACT 2 SCENE 1-4
JULIUS CAESAR ACT 3 SCENE 1

Overall Objectives: To analyse and integrate the plot with characters and themes
To explore and analyse plot, characters, themes and the writer's use of language to convey meanings and create effect

Learning Objective (L.O.): is given for each lesson

Success Criteria (S.C): - is given for each lesson

Challenge – (Extension work) Please indicate the work

ACT 2 SCENE 1

Explain how the references to “sickness” in lines 347–354 differ in meaning from Brutus’s statement in line 277 that he is “not well in health, and that is all.”

RESOURCES: JULIUS CAESAR ACT 2 SCENE 1-4

JULIUS CAESAR ACT 3 SCENE 1

DATE	ACTIVITY
WEEK 1	22ND MARCH – 26TH MARCH
24th March 2020, TUESDAY 9ADE 1 Lesson Period 8	Lesson 1 L.O: - To interpret the playwright's craft in developing the plot, characters, events and setting. <u>Make notes in your Note book and submit it in Google classroom</u> Read Act 2 Scene 1 lines 1-93 and answer the following questions: <ol style="list-style-type: none"> 1. What can you infer about Brutus's state of mind based on lines 1–9? 2. How does Brutus explain his motivation for “spurn[ing] at [Caesar]” (line 11) in lines 10– 14 of his soliloquy? 3. How does Shakespeare use metaphor to develop Brutus's idea that “It must be by his death” (line 10)? 4. How does Brutus describe Caesar in lines 20–22 of his soliloquy? How does this description relate to Brutus's reasons for killing Caesar? 5. How does Shakespeare use metaphor to show Brutus's concern about Caesar in lines 22– 36 of the soliloquy? 6. How does the letter Lucius gives to Brutus advance the plot? 7. What does Brutus's response to the letter suggest about Cassius? 8. What does Brutus's response to the letter suggest about Brutus's opinion of himself? 9. What do Brutus's reflections in lines 64–93 suggest about his state of mind? Success Criteria: <ul style="list-style-type: none"> • I can read and understand character of Brutus, Cassius • I can analyze how Brutus's internal conflict contributes to his development as a character

<p>25th March 2020, Wednesday</p> <p>9ADE 2 Lessons Period 5,6</p>	<p>Lesson 2</p> <p>L.O. To read, understand and respond to text while maintaining a critical style and develop an informed personal response</p> <p>Question: <u>Write the answer in your note book and submit it in Google classroom</u></p> <p>Task-1 Read Act 2.1, lines 123–205 (from “Give me your hands all over, one by one” to “For he will live and laugh at this hereafter”), in which Brutus convinces the conspirators that they do not need an oath to bind them to their plot, and that to kill Mark Antony is both wrong and unnecessary. Analyze how the central ideas of ethics of honor and exercise of power develop and interact over the course of this passage.</p> <p>Task-2</p> <ol style="list-style-type: none">1. Why does Brutus believe an oath is unnecessary?2. How does Brutus’s reluctance to swear an oath relate to the central idea of ethics of honor?3. How does Brutus’s monologue develop a central idea in the text?4. What is Brutus’s opinion of Mark Antony? How does Shakespeare use figurative language to develop this opinion?5. How does Brutus justify the murder of Caesar in lines 175–196?6. According to Brutus, what is the difference between “sacrificers” and “butchers” (line 179)?7. How do Brutus’s ideas about the plan to assassinate Caesar develop a central idea in the text? <p>Summarize lines 253–333. What does the interaction between Portia and Brutus in lines 253–288 suggest about their relationship? How does Portia show “the strong proof of [her] constancy” (line 322)? How do Portia’s gestures of kneeling and wounding herself develop a central idea</p>
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in the text?

S.C. –

I can explore Brutus’s ideas about the plan to assassinate Caesar develop the central idea of ethics of honor.

Lesson 3

L.O:

To analyze how Shakespeare develops Caesar’s character as vain and ambitious through his interactions with Decius in Act 2 Scene 2 lines 1-137

Make notes in your Note book and submit it in Google classroom

Read and analyze Act 2.2, lines 1–137 of Julius Caesar (from “Nor heaven nor earth have been at peace tonight” to “The heart of Brutus earns to think upon”), in which Decius convinces Caesar to come to the Capitol.

Read Act 2.2, lines 1–60

1. How do Shakespeare’s choices about how to begin the scene establish mood?
2. Why does Calphurnia not want Caesar to go to the Capitol?
3. What effect do the omens in lines 13–26 create?
4. How does the statement “[c]owards die many times before their deaths; / The valiant never taste of death but once” (lines 34–35), develop Caesar’s point of view of death and fate?
5. What does Caesar’s response to the omens suggest about his character?

Read Act 2.2, lines 61–137

1. What do Shakespeare’s specific word choices in lines 66–68 suggest about Caesar’s character?
2. How does Decius convince Caesar to go to the Capitol?
3. How does Caesar’s response to Decius develop Caesar’s character?
4. What effect do Trebonius and Brutus’s asides create in the text?

Read and summarize Act 2.3 and Act 2.4

	<p>S.C I can understand and analyse how Shakespeare develop Caesar's character in Act 2.2, lines 1–137</p>
<p>26th March,2020 Thursday</p> <p>9ADE (3rd period)</p>	<p>Lesson 4 L.O: To explore Shakespeare's structural choices about how to order events, and how the events in this excerpt relate to the meaning implied by the play's full title, The Tragedy of Julius Caesar</p> <p><u>Answer these questions in your Note book and submit it in Google classroom</u></p> <p>Read Act 3.1, lines 1–29 How does Shakespeare create tension in lines 1–29? How does Shakespeare develop Caesar's character through Caesar's interactions with those around him?</p> <p>Read Act 3.1, lines 30–85 How do Caesar's interactions with the conspirators in lines 34–81 further develop his character? What does Caesar's reaction to Brutus in lines 57–85 suggest about his relationship with Brutus? What structural choices does Shakespeare make about the placement and length of Caesar's death scene? What effect does Shakespeare create through these structural choices?</p> <p>Read Act 3.1, lines 86–91 What do the conspirators tell bystanders to do in lines 86–91? What do these commands suggest about the conspirators' motivations for killing Caesar? What does Brutus mean when he says in line 91, "Ambition's debt is paid"?</p> <p>Read Act 3.1, lines 92–162 What do the conspirators' words and actions in lines 117–136 suggest about their reasons for killing Caesar?</p>

	<p>What do the servant’s words suggest about Mark Antony’s response to Caesar’s death?</p> <p>Longer answer: Is Caesar’s death a “sacrifice” or “butchery”? Justify with evidence from the play.</p> <p>S.C. I can understand how the interactions between characters advance the plot</p>
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DATE	ACTIVITY
WEEK 2	29th MARCH – 2nd APRIL
31st March 2020, TUESDAY 9ADE 1 Lesson Period 8	<p>Lesson 1</p> <p><u>L.O:</u> Analyse Antony’s point of view on Caesar’s death.</p> <p><u>Read Act 3.1, lines 163–230 of Julius Caesar and answer these questions and submit it in Google classroom</u></p> <ol style="list-style-type: none"> 1. What do Antony’s words over Caesar’s body suggest about his point of view of Caesar’s death? 2. What does Brutus’s description of the hands and hearts of the conspirators reveal about how he understands their actions? 3. How does the phrase “as fire drives out fire” (line 187) clarify the meaning of the phrase “so pity pity” (line 187)? 4. How does Antony’s response to Brutus compare to his initial reaction to Caesar’s death? 5. How does the figurative language that Antony uses to describe Caesar’s death relate to Brutus’s description of Caesar’s assassination in Act 2.1, lines 179–187? 6. What does the figurative language in lines Act 3.1, lines 223–230 suggest about Antony’s actions in lines 200–212? 7. What does Antony’s use of figurative language in lines 223–230 suggest about his point of view of Caesar’s death?

	<p>8. How does Antony’s reaction to Caesar’s death support or undermine Cassius’s assertion that Antony is a “shrewd contriver” (Act 2.1, line 171)?</p> <p>9. How does Antony’s reaction to Caesar’s death support or undermine Antony’s assertion “that I did love thee, Caesar” (Act 3.1, line 213)?</p> <p>S.C I can explore the use of figurative language to describe Caesar’s death relate to Brutus’s description of Caesar’s assassination</p>
<p>1st April 2020, Wednesday</p> <p>9ADE 2 Lessons Period 5,6</p>	<p>Lesson 2</p> <p>L.O.</p> <ul style="list-style-type: none"> • To read Act 3.1, lines 231–301 of Julius Caesar (from “Mark Antony – / Pardon me, Caius Cassius ” to “With carrion men groaning for burial”), focusing their analysis on Antony’s soliloquy, in which Antony stands over Caesar’s corpse and pledges vengeance against the conspirators. • To consider the different ways in which Antony and Brutus interpret Caesar’s death and the events leading up to it. <p>Question: <u>Write the answer in your note book and submit it in Google classroom</u></p> <ol style="list-style-type: none"> 1. What do Cassius’s words and actions suggest about his opinion of Antony in this scene? 2. What do Brutus’s words and actions suggest about his opinion of Antony in this scene? 3. What do lines 280–283 suggest about where Antony’s loyalties lie? 4. What course of action does Antony want to take in response to Caesar’s death? 5. What does Antony “prophesy” will be the outcome of Caesar’s death in Act 3.1? <p><u>LONG ANSWER (do it in your note book) and submit it in Google classroom</u></p> <ol style="list-style-type: none"> 1. How does Antony’s description of Caesar’s death in Act 3.1 compare to the way in which Brutus describes the assassination in Act 2.1, lines 179–

193? What does this comparison suggest about how Antony sees Caesar's death?

2. Compare how Antony and Brutus use figurative language in their descriptions of Caesar's death.

S.C.

- I can consider the ways in which these conflicting interpretations of events drive the action of the play.
- I can analyse Antony's soliloquy advance the plot of the play

LESSON 3

L.O:

- Understand the significance of the main event to the plot
- Analyse the characters actions and reactions to events
- Analyse the use of language and structure

Question: Write the answer on A4 paper and submit it in Google classroom

Julius Caesar Act 2 Scene 1
(lines 86-140)

CASSIUS

I think we are too bold upon your rest:
Good morrow, Brutus; do we trouble you?

BRUTUS

I have been up this hour, awake all night.
Know I these men that come along with you?

CASSIUS

Yes, every man of them, and no man here
But honours you; and every one doth wish
You had but that opinion of yourself
Which every noble Roman bears of you.

This is Trebonius.
BRUTUS
He is welcome hither.
CASSIUS
This, Decius Brutus.
BRUTUS
He is welcome too.
CASSIUS
This, Casca; this, Cinna; and this, Metellus Cimber.
BRUTUS
They are all welcome.
What watchful cares do interpose themselves
Betwixt your eyes and night?
36
CASSIUS
Shall I entreat a word?
BRUTUS and CASSIUS whisper
DECIUS BRUTUS
Here lies the east: doth not the day break here?
CASCA
No.
CINNA
O, pardon, sir, it doth; and yon gray lines
That fret the clouds are messengers of day.
CASCA
You shall confess that you are both deceived.
Here, as I point my sword, the sun arises,
Which is a great way growing on the south,
Weighing the youthful season of the year.
Some two months hence up higher toward the north
He first presents his fire; and the high east
Stands, as the Capitol, directly here.
BRUTUS
Give me your hands all over, one by one.

CASSIUS

And let us swear our resolution.

BRUTUS

No, not an oath: if not the face of men,
The sufferance of our souls, the time's abuse,--
If these be motives weak, break off betimes,
And every man hence to his idle bed;
So let high-sighted tyranny range on,
Till each man drop by lottery. But if these,
As I am sure they do, bear fire enough
To kindle cowards and to steel with valour
The melting spirits of women, then, countrymen,
What need we any spur but our own cause,
To prick us to redress? what other bond
Than secret Romans, that have spoke the word,
And will not palter? and what other oath
Than honesty to honesty engaged,
That this shall be, or we will fall for it?
Swear priests and cowards and men cautelous,
Old feeble carrions and such suffering souls
That welcome wrongs; unto bad causes swear
Such creatures as men doubt; but do not stain
The even virtue of our enterprise,
Nor the insuppressive mettle of our spirits,
To think that or our cause or our performance
Did need an oath; when every drop of blood
That every Roman bears, and nobly bears,
Is guilty of a several bastardy,
If he do break the smallest particle
Of any promise that hath pass'd from him

1. (a) Explore how Shakespeare presents the character of Brutus as being perplexed in this extract.(20 marks)

	<p>S.C</p> <ul style="list-style-type: none"> • Infer and understand the dramatic importance of Brutus' speech • Interpret figurative language and the implied ideas • Comment on the development of the plot and characters
<p>26th March,2020 Thursday</p> <p>9ADE (3rd period)</p>	<p>Lesson 4</p> <p>L.O:</p> <ul style="list-style-type: none"> • Understand the significance of the main event to the plot • Analyse the characters actions and reactions to events • Analyse the use of language and structure <p>Question: <u>Write the answer on A4 paper and submit it in Google classroom</u></p> <p>Julius Caesar Act 2 Scene 1 (lines 86-140)</p> <p>CASSIUS I think we are too bold upon your rest: Good morrow, Brutus; do we trouble you?</p> <p>BRUTUS I have been up this hour, awake all night. Know I these men that come along with you?</p> <p>CASSIUS Yes, every man of them, and no man here But honours you; and every one doth wish You had but that opinion of yourself Which every noble Roman bears of you. This is Trebonius.</p> <p>BRUTUS He is welcome hither.</p> <p>CASSIUS This, Decius Brutus.</p> <p>BRUTUS He is welcome too.</p> <p>CASSIUS</p>

This, Casca; this, Cinna; and this, Metellus Cimber.
BRUTUS
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Nor the insuppressive mettle of our spirits,
To think that or our cause or our performance
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1. (b) In this extract, characters are planning to betray a friend due to a misconception of betrayal and treachery. Explain the importance of deception and betrayal elsewhere in the play.

In your answer you must consider: (20 marks)

- how conflict is shown
- the reasons for the conflict.

You should refer to the context of the play in your answer.

S.C

- Interpret figurative language and the implied ideas
- Comment on the development of the plot and characters

