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Reflections:

A Student Response Journal for...

Julius Caesar
by William Shakespeare

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Julius Caesar

To The Teacher

In order to allow the teacher maximum flexibility in his or her approach, we have grouped the prompts by sections. The teacher may, therefore, assign specific prompts or allow the students to select one or more prompts from each section

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Response Journal

To The Student

Although we may read a novel, play, or work of non-fiction for enjoyment, each time we read one, we are building and practicing important basic reading skills. In our ever-more complex society, in which reading has become more and more crucial for success, this, in itself, is an important reason to spend time reading for enjoyment.

Some readers, however, are able to go beyond basic reading techniques and are able to practice higher thinking skills by reflecting on what they have read and how what they read affects them. It is this act of reflection—that is, stopping to think about what you are reading—that this journal is attempting to encourage.

To aid you, we have included writing prompts for each section; however, if you find something that you wish to respond to in the book more compelling than our prompts, you should write about that. We hope you enjoy reading this book and that the act of responding to what you have read increases this enjoyment.

After you read the indicated sections, choose the questions to which you will respond. Keep in mind that there are no right or wrong answers to these prompts, and there is no one direction in which you must go.

Response Sheet

Name_____ Section_____ Date_____

[illegible]

Julius Caesar

Act I, Scene I

1. Even though *Julius Caesar* was written more than four hundred years ago, this play is still being produced on stages around the world, as well as being studied in classrooms everywhere. In an attempt to understand why this play continues to be meaningful and enjoyable so long after it was written, write a paragraph in answer to each of the following questions:
 - A. When and where did Julius Caesar live, how did he die, and what was his claim to fame?
 - B. Why do you think his story is still interesting to people of all ages even today?

Please be sure your paragraphs are written in complete sentences and that each word is spelled correctly.

2. All people who live in the United States are guaranteed equality under our Constitution. This was not so in Rome in the times of Julius Caesar. Flavius and Marullus are Tribunes; the other characters in this scene are Commoners. The dialogue between the two classes gives clues as to the social equality, or lack of equality, among the characters. To understand this more fully, complete the following:
 - A. Write a definition of what the words “tribune” and “commoner” meant in Rome in 44 B.C.
 - B. Write a one-sentence summary of how you think each of the Tribunes feels about the Commoners and how the Commoners feel about the Tribunes. Following that, find three lines of dialogue which show this in the words of a Tribune and three lines of dialogue showing this in the words of a Commoner.

Response Journal

3. The Tribunes and the Commoners also seem to have a difference of opinion about Julius Caesar. Marullus scolds the Commoners for once praising and lauding Pompey when he was victorious, only to turn their praise to Caesar when he defeated Pompey. Complete the following dialogue you might have with a friend about who is right in this situation, the Tribunes or the Commoners.

Your Friend: “Of course, the Commoners are right. For heaven’s sake, don’t we do the same thing every time we elect a new President of our own country?”

You:

Act I, Scene II

4. In Scene I, we learned all about the tensions underlying the action of the play. In this scene, we meet all the major characters and learn a great deal about them. Copy each of the following questions and write the answers next to them:
- A. What medical problem does Calpurnia have, and what does Caesar think might solve the problem?
 - B. What serious medical problem does Caesar have?
 - C. Copy the line of dialogue that describes Brutus’ greatest fear about Caesar.
 - D. Copy the famous lines by Caesar which describe the type of men he likes to have about him and the kind of “look” Cassius has.

Julius Caesar

5. Through Caesar's words, Shakespeare draws for us a clear picture of what the wily Cassius looks like. Brutus says that Cicero looks with "ferret and such fiery eyes." Draw as vivid a word image as you can of Caesar, Calpurnia, and Brutus. If you find any of Shakespeare's words in this scene to help you, feel free to use them. Using the following format, write a three-sentence description of each character:
 - A. In my mind's eye, I see Calpurnia...
 - B. Caesar is probably...
 - C. Brutus seems as if he is...
6. You will, of course, have noticed by now that the language of Shakespeare is quite a bit different than the language used today, even though both are English. Try your hand at making Shakespeare's language just like our own. Cassius delivers a soliloquy to the audience (the last dialogue of Scene III). Rewrite the soliloquy in Modern English as if you were saying those lines to an audience.
7. At the end of this scene, we see the beginnings of a plot to have Brutus replace Caesar. In order to have the plan succeed, a conspiracy will have to be formed. Even in the U.S., there have been some Presidential assassinations. Two of the most famous assassinations in history were those of President Abraham Lincoln and President John F. Kennedy. Choose one of these two crimes to research, and write a report on that event, which would be suitable for presentation to your class if your teacher would ask you to do so. In your report, include the following information:
 - A. The dates and places of that President's birth and death, which political party he belonged to, the names and ages of his wife and children at the time of his death, and where he is buried.
 - B. The circumstances surrounding that assassination, and who, if anyone, was found guilty of the crime.

Act I, Scene III

8. In this scene we meet Cicero, who is a member of the ruling class of Rome, as well as a writer, and a famous orator. There were in 44 B.C., of course, no forms of mass communication of ideas as we have today. Orators performed that function in the form of a speech, or oration. This oration usually had an impassioned emotional appeal and was given in a public place, most often outdoors to a large group of people. Perhaps the closest example of an oration with which you might be familiar is Dr. Martin Luther King, Jr.'s "I Have a Dream" speech delivered in Washington, D. C., on August 28, 1963. Another famous oration would be President Abraham Lincoln's "Gettysburg Address." Research one or the other of these orations, and complete the following assignment based on your findings:

Write a paragraph telling how you would have felt if you had been present in either Washington or Gettysburg the day that speech was delivered. In your paragraph, tell what those words meant to you and the extent to which you were emotionally affected as you were hearing them. Begin your paragraph as follows:

It was very crowded at...

9. *Julius Caesar* takes place less than a half-century before Christianity. In those times, many gods, omens, portents, and superstitions were part of the everyday belief system of most Romans. Cicero says, "Indeed, it is a strange-disposed time:/But men may construe things after their fashion..." What are the strange sights that Casca tells Cicero he saw? Imagine that you had seen such things, but instead of telling a friend about them, you record them as an entry in your journal. Begin your journal entry as follows:

The gods are visiting strange things upon us. Am I to take it that the meaning of...

Julius Caesar

Act II, Scene I

10. It is three o'clock in the morning at Brutus' home on the Ides of March, March 15th according to the ancient Roman calendar. You will recall that in the opening scene of this play, a soothsayer warns Caesar to "Beware the ides of March," but Caesar pays no attention. The conspirators have arrived to talk Brutus into killing Caesar at eight that same morning in the Senate. Imagine you are also with Brutus in his garden when he agrees to do it. Write a speech in which you tell Brutus that he should *not* kill Caesar, giving him numerous reasons why you feel that way. Begin your dialogue:

You: Brutus! Brutus! Listen to me. I beg you...

11. Re-read the dialogue of the conspirators and their arguments as to why Caesar needs to be killed. Which of the arguments you believe finally convinced Brutus to join? You may feel that there is more than one argument that finally convinced him. Copy the exact quotations that you feel are the most convincing, including exact punctuation, and quotation marks. Use the format below to frame your answer:

The convincing conspirator

The conspirator's words

1.

2.

Response Journal

12. The latter part of this scene, when Brutus' wife Portia begs him to tell her what is wrong, tells us a lot about their marriage. Imagine you are a marriage counselor and overhear the conversation between this husband and wife. Based on it, write a report you might share with the chief counselor of your clinic, giving your assessment of Portia and Brutus as a couple. Begin your report as follows:

Portia obviously is very concerned about her husband Brutus. She states that...

Act II, Scene II

13. Calpurnia has a dream in which she cries that Caesar is being murdered, a dream Caesar overhears. Calpurnia believes all that is happening in the dream as a sign that Caesar will indeed be killed. Caesar's answer to her is another of Shakespeare's most famous quotations: "Cowards die many times before their deaths; /The valiant never taste of death but once." From what you have read so far, what opinion have you formed about whether Caesar is a coward or a brave man? Write a paragraph in which you give your reasons for feeling the way you do. Try to use as many of Caesar's actual words from the play as you can to bolster your reasoning. Begin your paragraph as follows:

Caesar's reputation as a victorious warrior might...

Julius Caesar

14. Reading this scene, one is struck by the varied signs and omens, discussed and believed as having influence on the reality of the characters' lives. Make a list of each one that the characters believe. Beside each, write what importance is placed on that and by which character. Follow the format below. An example is given.

| <u>Sign</u> | <u>Character</u> | <u>Importance/Belief</u> |
|----------------------|------------------|--------------------------|
| A. Thunder/lightning | All | Menace |

15. In the latter part of this scene, Shakespeare does a perfect job of putting us within a few heartbeats of the assassination of a world leader. We can feel the evil of the conspirators while simultaneously being horrified at the innocence of the victim they are readying for death. Write an email to a cousin in another school who also is reading Julius Caesar, telling him or her what feelings you had as you read this part of the scene. Be sure to include your opinion of whether the conspirators had to worry about Caesar stealing power in Rome. Also consider whether even *if* Caesar might try to seize this power, if that would be enough justification for killing him.

Act II, Scene III

16. Although Caesar obviously has many enemies, he also has those who love him and are trying to save him. In this scene, a friend, Artemidorus, gives Caesar a warning to beware of the conspirators named in a letter. Artemidorus plans to reveal the letter of warning on Caesar's way to the Senate. If you felt as strongly that Caesar's life was at risk, would you use Artemidorus' method to warn your friend? Suppose you *did* know that an assassination of a friend was being planned. What would you do about it? Write a detailed plan you would have to foil it. Begin your narration as follows:

I first learned of...

Response Journal

17. Along with Artemidorus' warning to Caesar, there are many other warning signs that something is not right, which Caesar seems to be ignoring. Go back and look through previous signs that Caesar ignored indicating that he was in danger. Make a list of as many of these as you can find. The first example is below:

"Beware the ides of March."

Act II, Scene IV

18. Portia, who knows of Brutus' plan to kill Caesar, is having difficulty keeping that secret, and it seems to be tearing her apart. She is a bit heartened to learn that the soothsayer who previously warned Caesar is going to try again. Portia is still upset, however, about her husband and their secret. Relate a time when you or people close to you have had to keep a secret that they wanted to reveal.

Act III, Scene I

19. One of the drawbacks of reading plays rather than seeing them on stage is that we have no physical description of where the action is taking place, as we would have when reading a book of fiction. Now is your chance to use your talents as a fiction writer. This scene takes place in front of the Capitol building in Rome, with the Senate members in their places. Think about any historical films you may have seen that were set in Roman times and write as vivid a description as you can of all the things (sounds, weather, building descriptions, activity, any animals, etc.) and the people as they might have been at the beginning of this scene. You might start your fictional paragraph this way:

The trumpets and drums were...

Julius Caesar

20. Metellus Cimber, one of the conspirators, sets up the coming assassination by kneeling before Caesar to ask a favor. This brings one of the killers near enough to Caesar to stab him. The other conspirators, using the same excuse crowd around Caesar in order to participate in the killing. The first of the men, Casca, says, "Speak, hands, for me!" after which he stabs Caesar, followed by each of the conspirators, including Brutus. This horrific killing is done in full view of the Roman crowd. Imagine you are a well known writer or historian in Rome at the time. You question all of the following men after they have stabbed Caesar and ask why they did this and how they feel having accomplished the deed. Beside each man's name, write what his answer might be.

Casca:

Cassius:

Metellus Cimber:

Brutus:

Cinna:

Ligarius:

Trebonius:

Response Journal

21. Suppose you are one of the Roman commoners who loves Caesar, and you see him assassinated at the Capitol that day. You run home to tell your spouse what you saw. As your spouse tries to soothe you, you sit at the kitchen table and explain, with great emotion, what you saw. Write down what you would say.
22. There is much blood symbolism in this scene. Each of the conspirators has Caesar's blood upon his hands. Antony, who is Caesar's friend and did not take part in the assassination, has come to discover the reasons for the murder from Brutus. Antony performs a ritual of shaking the bloody hands of each of the killers, but this is just a pretense. He has noted the men with Caesar's blood on them in preparation for his revenge on them. If you were Antony, what would your plan of revenge be? Write this plan as an entry in a journal that Antony might have kept. You might begin your journal entry as follows:

Date-The ides of March

What a sorrowful day!...

23. One type of oration in Roman times was that delivered at funerals. As expected, Brutus, who wants to succeed Caesar, plans to use a funeral oration to explain why Caesar needed to be killed. Antony slyly asks Brutus for permission to also deliver a funeral oration for Caesar, and Antony agrees. Without looking ahead to see exactly what Antony says, make a list of what you *think* Antony should tell the crowd at Caesar's funeral.

Julius Caesar

24. As you will notice, Shakespeare does not include a scene dealing with Calpurnia's reaction to the assassination of her husband. Now is your chance write this brief scene. A servant who accompanied Caesar to the Capitol has run all the way home to tell Calpurnia. The servant's name is Pindaro. Begin your scene as follows and try to write it as well as you can, keeping it only in the form of a play:

Pindaro (*breathless from running*): Madam! Madam! It's...it's...

Act III, Scene II

25. It is interesting to note the high level of the violence so far in this play, considering that it was written more than four hundred years ago. At that time, staged plays were the most popular form of entertainment, just as films and television are the popular forms of entertainment today. As you know, the level of violence portrayed in today's films and on television is frequently criticized. Complete the following dialogue you might have with an adult who has forbidden you to go to a certain film, rent a certain video, or watch a certain television program because of its violent content.

You: But that's crazy. We're reading *Julius Caesar* in class and you would not *believe*...

Response Journal

26. One of the famous speeches in all of Shakespeare's works is Antony's funeral oration for Caesar. Re-read this speech, and answer the following questions:
- A. How many times does Antony use the phrase, "Brutus is an honourable man"? Do you think that Antony truly believes this? Give reasons for your answer.
 - B. What acts of Caesar does Antony say prove Caesar is not ambitious?
 - C. What does Antony tell the crowd is his reason for speaking to them?
27. In response to Antony's words to them, the citizens cry out, "Revenge! About! Seek! Burn! Fire! Kill! Slay! Let not a traitor live." Although Antony claims that he is not stirring them up to mutiny, his words are doing exactly that. The citizens listening to him seem set on mob violence. In its history, the United States has also seen examples of mob violence. One example of this was the time when lynchings of black citizens took place with no regard for the law. Another example was protesting over the issue of the Vietnam War. Choose either of these topics to research. Write up your findings as a three-paragraph article for your school newspaper, as if the article were to be published during the correct historical time. Choose either of these two headlines for your article: "Hooded Vigilantes Kill Under Cover of Darkness" or "The Vietnam War: A Killing Field."

Julius Caesar

Act III, Scene III

28. Imagine that you are Cinna and you lived past the violent encounter with the mob. Write a poem about what happened, from Cinna's viewpoint, five years later. Your poem can be as long as you wish, but should not be shorter than eight lines. It does not necessarily have to rhyme. You could use the following as the first line of your poem or make up your own:

"I am Cinna the poet; I am Cinna the poet!": That is what I shouted,

29. As this scene ends, we get the feeling that Rome is in chaos. In modern times, we have felt that same sense of chaos when unexpected crises have arisen. Most people experienced something of this kind of chaos after the terrible attack on September 11, 2001. All citizens, no matter what age, would have been affected by the shock of those attacks. Write a paragraph detailing what memories you have of the chaos you saw and felt during that day. You could begin your recollection with the sentence below or with one of your own:

I first heard what happened...

Act IV, Scene I

30. Even as long ago as 44 B.C., as this play tells us, violence creates more violence. Brutus and the conspirators kill Caesar, which, in turn, has Roman mobs chasing the murderers out of Rome, with Antony, Octavius, and Lepidus taking over rule in Rome. In this scene, we have these three making a list of people they are going to kill. In our day, this is described as “a cycle of violence.” Think about the many warring conflicts in the headlines of today’s news. (Examples would be: USA/Afghanistan, Israel/Palestine, and the Hindu/Muslim conflict in India.) Select one of these examples or a conflict of your own choosing about which to write a short report. You should use information you find from a newspaper, a newsmagazine, or an Internet news outlet. Include the following information in your report:

1. The continent where the conflict is located
2. The ethnic/religious groups of the warring parties
3. The origin of the conflict
4. How long the conflict has been going on
5. How extensive the violence is
6. The number of deaths

You should write in complete sentences, rather than in phrases.

31. We are getting some idea of how ruthless Antony seems to be, since becoming one of the rulers of Rome. He agrees that his sister’s son should be murdered. Octavius asks for Lepidus’s brother to be killed, and Lepidus, unsympathetically, consents. It would seem that country is more important than anything, even family in Rome at the time. Complete the following dialogue :

You: Can you imagine anyone agreeing to have his brother killed?

Friend: Sometimes it’s necessary...

Julius Caesar

Act IV, Scene II

32. Brutus and Cassius have had a falling out after Brutus took his forces to Sardis to prepare for war against Antony. Brutus feels that his relationship with Cassius is, “a hot friend cooling” It is always a hurtful experience when we have trouble with or lose a friendship. Think about what your experience has been with friendships throughout your life. Imagine that you have had a close friend with whom you have had a fairly serious disagreement and that there have been some harsh words between you. Write an email to that friend telling him or her how you are feeling.

Act IV, Scene III

33. This long scene takes place in Brutus’ tent on a battlefield near the ancient city of Sardis (which is now western Turkey). Because Brutus is the Commander of the forces, it stands to reason that his tent would be different from the sleeping quarters of the men under his command. They probably slept on the ground. Imagine what Brutus’ tent must have been like. Keep in mind all the things he must have needed to plan his war strategy and those needed simply to live. Describe the tent and its contents as you imagine it in as much detail as possible. Things to include might be:

What the tent is made of, its size, the type of flooring it would have, furniture, lighting, heating, clothing storage, how secure it is, what items of war would be in it, what is used for food and drink, etc.

Response Journal

34. One of the saddest events in this play is what we learn in this chapter of Portia's death from having "swallow'd fire." Re-read the reasons for her suicide that Brutus gives Cassius. Considering those reasons, how does Portia's death make you feel? Write the entry you would make in a daily journal that would describe those feelings. Use the form below for your entry:

Date: _____ Even though there are only two women characters in this play, Portia seems especially...

35. Now, towards the end of the play, we have the ghost of Caesar appearing to Brutus. The ghost what he is by saying, "Thy evil spirit, Brutus." He also ominously tells Brutus that they will meet again "at Philippi," where the battle with Antony will take place. Write a paragraph about what you think of Shakespeare's use of omens, superstitions, ghosts, etc in this play. You might discuss in your paragraph whether you think they fulfill some worthwhile purpose, and whether you think they add to or subtract from your understanding and enjoyment of the play. You may use the following as your opening sentence or choose one of your own:

I think Shakespeare's use of the supernatural...

36. By this point in the play, you must have a very good idea of how you feel about Brutus. Although this play is titled *Julius Caesar*, you can see that Brutus is really the leading character. Assume that Portia leaves a letter she had written to Brutus before she commits suicide. Write the goodbye letter she might have written to Brutus in which she gives an honest assessment of the kind of character she believed he had and her true feelings for him. It could begin as follows:

Brutus, my lord, my dear husband,

When you see this letter, I will be...

Julius Caesar

Act V, Scene I

37. Antony and Brutus, along with Octavius, Cassius, and their opposing armies meet on the Plains of Philippi to decide who rules Rome. It is hard to imagine in modern warfare that opposing generals would meet and have such a conversation before going their separate ways to prepare to kill each other, but that is what happens in this final act of *Julius Caesar*. Construct a dialogue between any two leaders before they battle. They could be rulers of countries, sports captains, gang leaders, or any other set of leaders you choose.
38. We read two brief passages: one is by Cassius and begins, “Now, most noble Brutus,” and the other is by Brutus which begins, “Even by the rule of that philosophy.” Re-write the passages of both characters in modern English.
39. Another symbol with ominous overtones is depicted when Cassius tells Messala about two “mighty eagles” which flew away and that in their place came “ravens, crows and kites.” Eagles still have symbolic significance in many countries, most especially the own United States. Research the bald eagle in an encyclopedia. Make a list of how it behaves, statistics about it, what historical importance it had, what importance it has, etc.

Act V, Scenes II and III

40. This is probably the shortest scene in this play. It is in the play, however, for a good reason having to do with the word “Alarum.” What do you think it means? You may need to look up the meaning in a good dictionary. Explain, to a friend of yours who doesn’t get it, why Shakespeare had to use that specific word instead of showing the battle.

Response Journal

41. In another part of the field, Cassius and Titinius are engaged in a battle and running into problems. They fear some of the soldiers are fleeing and beginning to loot the enemy camp. Suppose you are a news reporter on the plains of Philippi. There is much action in this battle. Instead of writing your finished news article, write the notes that you would have taken prior to composing the article. Begin at the beginning of this scene and list each event that Shakespeare has written. There is no need to have the items on the list in complete sentences. The first is given as an example.
1. Cassius—soldiers fleeing
42. In his plays, Shakespeare was obviously not afraid to have a lot of dead bodies on the stage. This scene is a very good example of that. In another list, write down the name of each character killed in this scene. Beside that name, list the name of the character who killed him and, in a complete sentence, explain why he did so.

Act V, Scene IV

43. Brutus has escaped capture, but Antony's soldiers think they have taken him. In actuality they have captured Lucilius, one of Brutus' officers. When Antony arrives, Lucilius, whom he knows well, tells him Brutus is safe. Antony tells the soldiers to extend every kindness to Lucilius. Can you imagine such a thing happening on a battlefield in a modern war? Write out a set of guidelines that you think prisoners-of-war and their captors should follow.

Julius Caesar

Act V, Scene V

44. Imagine that you are charged with writing an obituary about Brutus' death that would be read all over Rome. In composing this obituary, tell of his political life, his love for the Roman Republic, and his patriotism, which led him to kill Caesar. Include information about his wife, how he died, and how you think history will remember him. The obituary should be about one-half of a page long.
45. Antony and Octavius are, of course, the victors over the assassins of Julius Caesar. Research what becomes of both Antony and Octavius. Write a paragraph or two about each, explaining what they did after conquering Brutus' forces and when and how they finally died.

W r a p - U p

46. This is your chance to give an honest opinion of *Julius Caesar*. Number your feelings 1 to 6 (1 would be your strongest feeling):

This play is a little difficult to read, but I learned a lot. _____

I think I would like this play even better if I saw it on stage. _____

I wish there had been more female characters. _____

There is too much violence in this play. _____

I didn't find the characters believable. _____

I hated this play. _____

Now write two sentences about why you made choice number one, and two sentences about why you made choice number six.

Response Journal

47. There are good points and bad points about plays and novels. Based on your own likes and dislikes and using the format below, list three things you feel about each form of writing:

I feel about novels that:

1.

2.

3.

I feel about plays that:

1.

2.

3.

48. Which character in *Julius Caesar* would you like to have as a part of your own family? Write your answer in a paragraph not less than six sentences long.
49. Based on your reading of *Julius Caesar*, do you think that William Shakespeare deserves the reputation of being the greatest playwright who ever lived? Write a paragraph of not less than six sentences telling why you do or do not agree with that reputation.
50. Imagine wanting to become a playwright but not knowing where to begin. Imagine that William Shakespeare still lives, and that you wrote him a letter asking him for some guidance. Write the letter that you think he might have written back to you about writing plays. You can, of course, write his letter in modern language. Begin your letter from him as follows:

Dear Playwright-To-Be,

The most important aspect...

Julius Caesar

51. If you were to tell a friend what you think the message of this novel is, what would it be?
52. Write the dialogue that might take place five years later when Caesar and Brutus run into each other on the street.
53. Write Caesar's will.

Julius Caesar

TEST

I. Multiple Choice

1. As the play opens, Marullus and Flavius are dispersing the crowd because they
 - A. had been ordered to do so.
 - B. fear the crowd may begin looting and killing.
 - C. fear that Caesar's popularity with the crowd may lead to the end of the Republic.
 - D. Both A and B
 - E. A, B, and C

2. "Beware the ides of March," was spoken by
 - A. Caesar to Brutus.
 - B. Cassius to Brutus.
 - C. a Soothsayer to Antony.
 - D. Calpurnia to Caesar.
 - E. a Soothsayer to Caesar.

3. Cassius says he saved Caesar's life
 - A. during the battle.
 - B. from an assassin.
 - C. from drowning.
 - D. from choking while "unconscious under the falling sickness."
 - E. Both C and D

4. According to Casca, Caesar refused a crown offered by
 - A. Antony.
 - B. Cicero.
 - C. Octavius.
 - D. Calpurnia.
 - E. Cinna.

Julius Caesar

5. Which of the following does Cassius use to get Brutus' support?
 - A. flattery
 - B. forgeries
 - C. bribery
 - D. the truth
 - E. Both A and B
 6. While the conspirators are at Brutus' house, Brutus tells them they
 - A. do not need to take an oath.
 - B. should not ask Cicero to join them.
 - C. will let Antony live.
 - D. Both A and C
 - E. A, B, and C
 7. In his funeral speech over Caesar's body, Brutus refers to the conspirators as
 - A. murderers.
 - B. criminals.
 - C. honorable men.
 - D. political animals.
 - E. Both C and D
 8. Caesar's will
 - A. leaves his estate to the people for public parkland.
 - B. leaves 75 drachmas to every Roman citizen.
 - C. warns the people of tyrants.
 - D. names his nephew Octavius as his successor.
 - E. Both A and B
 9. Calpurnia's medical problem is
 - A. blindness in one eye.
 - B. a pronounced limp.
 - C. that she is "barren" (cannot have children).
 - D. None of the above
 - E. Both A and B
-

Response Journal

10. As proof of her loyalty, Portia
 - A. swallows fire.
 - B. puts her hand on a hot candle.
 - C. stabs herself in the thigh.
 - D. spies on Caesar.
 - E. Both C and D

 11. Describe Caesar's handicap.
 - A. He is deaf in one ear.
 - B. He is very near-sighted.
 - C. His left leg is a bit shorter than his right.
 - D. He is an epileptic.
 - E. Both A and D

 12. When Brutus stabs Caesar, Caesar says, in essence,
 - A. forgive him; he doesn't know what he does.
 - B. and you, too, Brutus.
 - C. help me, my friend.
 - D. curse the day you were born.
 - E. Both A and C

 13. Brutus accuses Cassius of
 - A. being envious of Caesar.
 - B. being a murderer.
 - C. acting cowardly.
 - D. having an itching palm.
 - E. Both A and B

 14. Brutus had been upset with Cassius because Cassius
 - A. refused to give him money.
 - B. treated his soldiers badly.
 - C. was not prepared to do battle.
 - D. was trying to make a peace with Antony.
 - E. killed innocent civilians.
-

Julius Caesar

15. Cassius kills himself because
- A. he is trapped and certain to be captured.
 - B. he believes his friend has been killed.
 - C. Brutus has broken off their friendship.
 - D. he learns that his wife died.
 - E. Both A and C
- II. Quotations - Identify the speaker.
16. "Since Cassius first did whet me against Caesar
I have not slept."
- A. Cinna
 - B. Brutus
 - C. Calpurnia
 - D. Antony
 - E. Cassius
17. "O, Pardon me, thou bleeding piece of earth,
That I am meek and gentle with these butchers!"
- A. Antony
 - B. Cassius
 - C. Caesar
 - D. Octavius
 - E. Brutus
18. "Why, man, he doth bestride the narrow world
Like a Colossus; and we petty men
Walk under his huge legs, and peep about
To find ourselves dishonourable graves."
- A. Antony
 - B. Caesar
 - C. Octavius
 - D. Brutus
 - E. Cassius

Response Journal

19. "Let me have men about me that are fat;
Sleek-headed men, and such as sleep o' nights.
Yond Cassius has a lean and hungry look;
He thinks too much: such men are dangerous."
A. Antony
B. Octavius
C. Caesar
D. Decius
E. Brutus
20. "Et tu Brute?—Then fall Caesar!"
A. Octavius
B. Calpurnia
C. Caesar
D. Brutus
E. Antony
21. "Cry 'Havoc, and let slip the dogs of war;'"
A. Octavius
B. Brutus
C. Artemidorus
D. Caesar
E. Antony
22. "There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune;"
A. Caesar
B. Brutus
C. Antony
D. Cassius
E. Portia

Julius Caesar

23. "O Caesar, read mine first, for mine's a suit
That touches Caesar nearer: read it, great Caesar."
A. Antony
B. Artemidorous
C. Portia
D. Decius
E. Casca
24. "Cowards die many times before their deaths;
The valiant never taste of death but once."
A. Brutus
B. Antony
C. Caesar
D. Artemidorous
E. Cassius
25. "This was the noblest Roman of them all:
All the conspirators, save only he,
Did what they did in envy of great Caesar;"
A. Cassius
B. Brutus
C. Artemidorous
D. Calpurnia
E. Antony

Test
Student Answer Sheet

Name: _____

1. _____

13. _____

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Answer Key**

- | | |
|----------|-----------|
| 1. _C_ | 13. ___D_ |
| 2. ___E_ | 14. ___A_ |
| 3. ___C_ | 15. ___B_ |
| 4. ___A_ | 16. ___B_ |
| 5. ___E_ | 17. ___A_ |
| 6. ___E_ | 18. ___E_ |
| 7. ___C_ | 19. ___C_ |
| 8. ___E_ | 20. ___C_ |
| 9. ___C_ | 21. ___E_ |
| 10. _C__ | 22. ___B_ |
| 11. _E__ | 23. ___B_ |
| 12. _B__ | 24. ___C_ |
| | 25. ___E_ |

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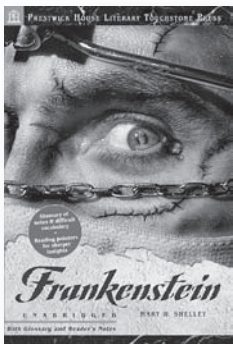
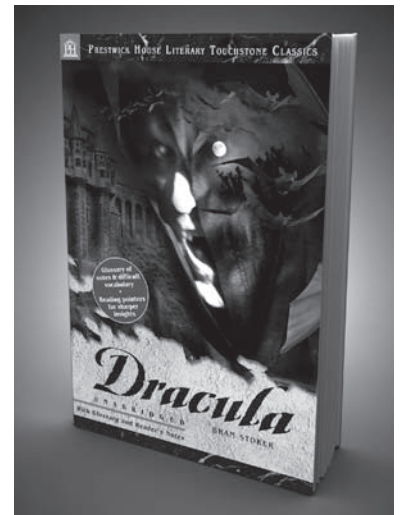
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