UNIT OF STUDY

Title: *Veni, vidi, vici*  
Subject/Course: English  
Length: 5 weeks

**Topic:** Classical tragedy; *Julius Caesar*  
**Grade:** 10  
**Designer:** J. Powers & M. Harness

## UNIT GOALS AND EXPECTATIONS

### IMPORTANT CONCEPTS/UNDERSTANDINGS:
- Julius Caesar is a classical tragedy not because it was written in classical times but because it is about a classical subject.
- Drama has different conventions than other genres.
- Drama allows for different characterization techniques because it is all spoken and to be performed.
- It is important to understand what rights and responsibilities leaders and their subject have.

### ESSENTIAL QUESTIONS:
- What makes a good leader?
- What do leaders have the right to do?
- What do their subjects have the right to do?
- What is drama?
- What are the elements of classical tragedy?
- What are the dramatic conventions?
- What are the speech devices in drama?
- How is character development in drama different from other genres?
- What and who is a tragic hero?
- How are dramas different from comedies?

### STUDENT LEARNING EXPECTATIONS:

**Ongoing SLE’s**
- R.10.10.11 Read a variety of dramatic selections, including a classical tragedy
- R.10.10.12 Compare and contrast character development in a play to characterizations in other literary forms
- R.10.10.13 Read and discuss an author’s use of dramatic conventions
- R.10.10.14 Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature
- R.10.10.15 Explain the use of asides, soliloquies, and monologues in the development of a single character
- R.10.10.16 Read and examine the elements of classical tragedy
- R.10.10.17 Define and identify the characteristics of a tragic hero
- R.10.10.18 Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature

**W.5.10.5** Write a variety of work related documents such as memos, emails, and correspondence, that:
- follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics
- address audience needs, stated purpose and context
- provide clear, purposeful information that includes relevant information and excludes extraneous information
- use appropriate vocabulary, tone, and style
- use appropriate strategies, such as providing facts and details, describing and analyzing the subject, and explaining benefits or limitations

**W.5.10.7** Write responses to literature that:
- articulate the significant ideas of literary works
- support important ideas and viewpoints with evidence from the text
- demonstrate awareness of the author’s use of stylistic and literary devices
- recognize conflicts (character dilemmas) as revealed by characters’ motivations and behaviors

**W.5.10.8** Write on demand to a specified prompt within a given time frame

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know
- the elements of a classical tragedy
- the difference between characterization among genres

### SPECIFIC PROCEDURAL KNOWLEDGE – What I will do
- Identify the elements of classical tragedy in *Julius Caesar*
- Compare characterization in the play to that of a character in...
- the dramatic conventions (covers several SLE’s)
- the use of speech in dramas
- the definition of a tragic hero
- the difference between different types of dramatic lit.

their self-selected novel
- identify the specific use of dramatic conventions in J.C.
- identify specific asides, soliloquies, and monologues in the development of Brutus and Marc Antony
- judge who is the tragic hero of the play: Caesar or Brutus
- identify the differences between tragedies and comedies

**UNIT ASSESSMENTS**
(include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

- compose a letter to Brutus from Cassius

**Traditional Assessments:**
- quizzes
- test

**Other Evidence of Learning:**
- cartoon storyboard
- open response

**ACTIVITIES AND LEARNING EXPERIENCES**

(There will be almost daily bellringers to access prior knowledge from the previous day.)

Accessing Prior Knowledge (APK) – Using an ABC chart, record all the key words students remember from studying drama last year, including Shakespeare’s bio. Have a competition to see who can think of the most. Share with class.

Show a PowerPoint to review the plot structure of a drama (Freytag’s pyramid). Differentiate between turning point and climax.

Respond to an open response regarding an historical article of Caesar’s exploits or “What is a Tragic Hero?” from basal text

Do a bookwalk to remember what students should be looking for while reading a play (how to read a play.)

Do microtheme strategy in pairs and then as a class after viewing a PowerPoint about the life of Caesar or read about his life in the basal text.

Teacher-generated anticipation guide for story

Have students perform play aloud in class with interjected teacher discussion and questioning and think-pair-share.

Address literary devices, dramatic conventions, and speech devices as they occur in the play. I will assess where we are at the end of each day to see what terms and ideas need to be taught in a mini-lesson using 4-step vocabulary the next day for what will occur in the next day’s reading.

Compose a cartoon storyboard to summarize the action of the plan

**Career Connections**

Museum curator, historian, dramatist