



# Words Before Blows

## Julius Caesar

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<b>Grade Level</b>	10th Grade	<b>Time Frame</b>	150 minutes
<b>Subject</b>	English/Language Arts	<b>Duration</b>	2-3 periods
<b>Course</b>	British Literature, World Literature		

### Essential Question

In what ways are ideas communicated orally? How do we persuade others?

### Summary

How do you persuade others? How did the characters in Shakespeare's "Julius Caesar" use ethos, pathos, and logos to sway the minds of the Roman people? This lesson explores the three modes of persuasion and invites students to analyze and notate the speeches in Shakespeare's tragedy for ethos, pathos, and logos. Students need some working knowledge of the modes of persuasion prior to beginning this lesson. Students have an opportunity to watch an ICAP video, in which an actor and teacher speaks about his experiences on the stage and in the classroom.

### Snapshot

#### Engage

Students participate in a Honeycomb Harvest activity to categorize statements according to their mode of persuasion—*logos*, *ethos*, or *pathos*.

#### Explore

Students watch three short commercials and determine the mode of persuasion used to sell each product.

#### Explain

Students use the Why-Lighting or Categorical Highlighting strategy to analyze speeches from Shakespeare's Julius Caesar for modal evidence.

#### Extend

Students watch an ICAP video, in which an actor and teacher speaks about his experiences on the stage and in the classroom. Students will reflect on the video by completing a 3-2-1 activity.

#### Evaluate

Students complete CER (Claim, Evidence, Reasoning) analysis of one of the provided speeches and identify the modes of persuasion used.

## Standards

Oklahoma Academic Standards for English Language Arts (Grade 10)

**10.7.R.1:** Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.

## Attachments

- [CER \(Claim, Evidence, Reasoning\)—Words Before Blows - Spanish.docx](#)
- [CER \(Claim, Evidence, Reasoning\)—Words Before Blows - Spanish.pdf](#)
- [CER \(Claim, Evidence, Reasoning\)—Words Before Blows.docx](#)
- [CER \(Claim, Evidence, Reasoning\)—Words Before Blows.pdf](#)
- [Honeycomb Harvest—Words Before Blows - Spanish.docx](#)
- [Honeycomb Harvest—Words Before Blows - Spanish.pdf](#)
- [Honeycomb Harvest—Words Before Blows.docx](#)
- [Honeycomb Harvest—Words Before Blows.pdf](#)
- [I Notice, I Wonder—Words Before Blows - Spanish.docx](#)
- [I Notice, I Wonder—Words Before Blows - Spanish.pdf](#)
- [I Notice, I Wonder—Words Before Blows.docx](#)
- [I Notice, I Wonder—Words Before Blows.pdf](#)
- [Julius Caesar Speech 1—Words Before Blows - Spanish.docx](#)
- [Julius Caesar Speech 1—Words Before Blows - Spanish.pdf](#)
- [Julius Caesar Speech 1—Words Before Blows.docx](#)
- [Julius Caesar Speech 1—Words Before Blows.pdf](#)
- [Julius Caesar Speech 2—Words Before Blows - Spanish.docx](#)
- [Julius Caesar Speech 2—Words Before Blows - Spanish.pdf](#)
- [Julius Caesar Speech 2—Words Before Blows.docx](#)
- [Julius Caesar Speech 2—Words Before Blows.pdf](#)
- [Julius Caesar Speech 3—Words Before Blows - Spanish.docx](#)
- [Julius Caesar Speech 3—Words Before Blows - Spanish.pdf](#)
- [Julius Caesar Speech 3—Words Before Blows.docx](#)
- [Julius Caesar Speech 3—Words Before Blows.pdf](#)
- [Lesson Slides—Words Before Blows.pptx](#)
- [Teacher's Guide for Julius Caesar Speeches 1-3—Words Before Blows.docx](#)
- [Teacher's Guide for Julius Caesar Speeches 1-3—Words Before Blows.pdf](#)

## Materials

- Lesson Slides (attached)
- CER (Claim, Evidence, Reasoning) handout (attached; one per student)
- Honeycomb Harvest cards (attached; one set per two students)
- I Notice, I Wonder handout (attached; one per student)
- Julius Caesar Speech 1 handout (attached; one for every three students)
- Julius Caesar Speech 2 handout (attached; one for every three students)
- Julius Caesar Speech 3 handout (attached; one for every three students)
- Teacher's Guide for Julius Caesar Speeches 1-3 (attached; optional)
- Internet access

30 minutes

## Engage

### Teacher's Note: Related Lesson

This lesson is a modified version of "Friends, Romans, Countrymen, Lend Me Your Emotions." It differs from the original in that it includes an ICAP interview with actor and educator Nicholas Bartell. To consult the original lesson, click [here](#).

### Teacher's Note: Lesson Prep

Before the lesson begins, print and cut out the attached **Honeycomb Harvest** cards (one full set for every two students). If you plan to re-use these cards in the future, consider printing the Honeycomb Harvest cards on card stock or heavy paper and laminating them.

Begin by assigning students a partner. Give each pair of students a set of the prepared [Honeycomb Harvest](#) cards. Display **slide 3**. Ask each pair to sort and connect the honeycombs as they see fit.

### Teacher's Note: Honeycomb Harvest

The Honeycomb Harvest is similar to the [Card Sort](#) strategy but provides more flexibility for students to show their thinking. In this case, Honeycomb Harvest can demonstrate students' prior knowledge about *logos*, *ethos*, and *pathos*. If your class struggles with the activity, be prepared to share other examples for each mode of persuasion.

After each pair has created their "honeycombs," combine pairs into groups of four. Display **slide 4**. Ask each group to compare and contrast their connections and justify their reasoning for their groupings and connections.

Once groups have discussed their justifications, ask a few groups to share with the class.

Before moving on to the Explore portion of the lesson, display **slides 5 and 6** and take a moment to share the Essential Questions and Learning Objectives with students.

30 minutes

## Explore

Next, give each student a copy of the attached **I Notice, I Wonder** handout. Show **slide 7**. Tell students that they are going to watch three short commercials. As they watch each commercial, they should take notes via the [I Notice, I Wonder](#) strategy—writing down their observations ("I Notice") and questions ("I Wonder").

Display **slide 8**. Using the links on the slide (or [here](#)) or the embedded video below, show students the first commercial with English singer-songwriter Ed Sheeran.

### Embedded video

<https://youtube.com/watch?v=keOaQm6RpBg>

Invite students to share their observations, allowing time for response. Ask students to share their questions and allow time for replies. Then, ask students which of the three appeals—*logos*, *ethos*, or *pathos*—was used in the commercial.

### Possible Student Responses

Students should see this commercial as an example of *logos*, as it demonstrates that Campbell's Select Harvest Light contains ingredients that are better for them than Progresso Light.

30 minutes

## Explain

### Optional: Shakespeare's *Julius Caesar*

If your students have read the play *Julius Caesar* prior to this lesson, unlock **slide 14** (right-click on the slide in the left-hand pane and deselect "Hide Slide"). Ask students to consider whether any of the three appeals were used by characters in the play. Let students share any examples they may have.

### Lesson Prep: Why-Lighting Vs. Categorical Highlighting

**Slides 15 and 16** offer slightly different versions of the same Explain activity. Decide beforehand whether the Why-Lighting or Categorical Highlighting strategy better suits your classroom needs based on the materials you have available and your own preferences. If you have only one color of highlighter available, or fewer than three highlighters per student, consider using the [Why-Lighting](#) strategy on slide 15. If you have three highlighters of different colors for each student, consider using the [Categorical Highlighting](#) strategy on slide 16 instead. Whichever method you choose, you can hide the slide corresponding to the unused strategy to avoid confusion (right-click on the slide in the left-hand pane and select "Hide Slide").

Display slide 15 or slide 16, depending on your preferred strategy. Explain to students that they will be reading one of three speeches from *Julius Caesar* and, using the [Why-Lighting](#) or [Categorical Highlighting](#) strategy, they are to find and label examples of *ethos*, *pathos*, and *logos*. Ask students to explain whether they consider each highlighted portion to be *logos*, *ethos*, or *pathos*, and why.

Number students off from 1-3. Assign and pass out one of the three attached ***Julius Caesar* Speech** handouts to each student, with the speech number corresponding to each student's assigned number. Have students use the [jigsaw](#) strategy to study and share their ideas with their groups.

### Optional: Technology Integration

If students need to hear the speeches or need help understanding some of the words, consider having students visit [MyShakespeare.com](http://MyShakespeare.com). A direct link to the speeches used in the handout can be found [here](#).

Once students have finishing highlighting and annotating their assigned speeches, display **slide 17**. Ask for volunteers to share with a heterogeneous group to discuss what they highlighted, how they labeled it, and their justification or reasoning for doing so. Give time for each student to share out.

Ask students to share out an example of each of the three modes of persuasion and their reasoning or justification for labeling it as such.

### Teacher's Guide

To see a complete guide for the three modes of persuasion in each speech, see the attached **Teacher's Guide for *Julius Caesar* Speeches 1-3**.

30 minutes

## Extend

### Teacher's Note: ICAP Videos

The goal of an ICAP video is to expose students to different career opportunities in fields related to this content. Let students know the video they will watch has a threefold purpose:

- To detail the educational background of the speaker and the path the speaker took to get to his career;
- To describe the work that goes on at theatres in Oklahoma and around the nation; and
- To provide them with an understanding of the steps they will need to take in order to pursue a career in the theatre world.

If you wish to show students the discussion questions prior to the video, they can be found on slide 18.

Display **slide 18**, which contains an introduction slide for the interview with Nicholas Bartell. Briefly review the details with your students.

Go to **slide 19** to play the 3-minute "[K20 ICAP - Words Before Blows](#)" video of actor and educator Nicholas Bartell. In the video, Bartell talks about his academic experiences and the influences they had on his decision to pursue a career in the theatre world. He also discusses his experiences on the stage as an actor and in the classroom as a theatre educator.

### Embedded video

<https://youtube.com/watch?v=VXsRzFbIGNI>

As students watch the interview, they should keep the following [3-2-1](#) questions in mind:

- What are **3** things you learned about having a career in the theatre world?
- What are **2** things you would do if you wanted to become an actor?
- What is **1** thing Nicholas said that really resonated with you?

Display **slide 20**. Give students about five minutes to write down their answers. Spend another five minutes inviting students to share their responses with the rest of the class.

30 minutes

## Evaluate

Display **slide 21** and pass out a copy of the attached **CER (Claim, Evidence, Reasoning)** handout to each student.

Invite students to, using the [Claim, Evidence, Reasoning](#) strategy, write their own claims about the death of Julius Caesar and ultimately persuade the citizens to join with Brutus and Cassius or with Mark Antony and the triumvirate. The evidence students use must be from the text of the play.

### Teacher's Note: Scaffolding the Learning

If students have trouble constructing their reasoning, it may help to encourage them to think aloud. Try using questioning techniques about their evidence selections to elicit deeper meaning and responses.

Have students turn in their CER handouts as formative assessments for the lesson.

## Resources

- AdFreakOne. (2009, January 8). Campbell's Soup | "Light versus" [Video]. YouTube. [https://youtu.be/PplMjgh\\_QIM](https://youtu.be/PplMjgh_QIM)
- Heinz. (2019). Ed's Heinz ad. YouTube. Retrieved from <https://www.youtube.com/watch?v=keOaQm6RpBg>
- Kleinmichel, J. (1882). Mark Antony shows the corpse of Julius Caesar to the citizens of the city of Rome. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Mark\\_Antony\\_shows\\_the\\_corpse\\_of\\_Julius\\_Caesar\\_to\\_the\\_citizens\\_of\\_the\\_city\\_of\\_Rome.png](https://commons.wikimedia.org/wiki/File:Mark_Antony_shows_the_corpse_of_Julius_Caesar_to_the_citizens_of_the_city_of_Rome.png)
- K20 Center. (2020, September 16). Card sort. Strategies. <https://learn.k20center.ou.edu/strategy/147>
- K20 Center. (2020, September 16). Categorical highlighting. Strategies. <https://learn.k20center.ou.edu/strategy/192>
- K20 Center. (2020, September 16). Claim, evidence, reasoning (CER). Strategies. <https://learn.k20center.ou.edu/strategy/156>
- K20 Center. (2020, September 16). Honeycomb harvest. Strategies. <https://learn.k20center.ou.edu/strategy/61>
- K20 Center. (2020, September 16). I notice, I wonder. Strategies. <https://learn.k20center.ou.edu/strategy/180>
- K20 Center. (2020, September 16). Jigsaw. Strategies. <https://learn.k20center.ou.edu/strategy/179>
- K20 Center. (2022, November 1). K20 ICAP - Words before blows [Video]. YouTube. <https://www.youtube.com/watch?v=VXsRzFblGNI>
- K20 Center. (2020, September 16). 3-2-1. Strategies. <https://learn.k20center.ou.edu/strategy/117>
- K20 Center. (2020, September 16). Why-lighting. Strategies. <https://learn.k20center.ou.edu/strategy/128>
- NiceCrane287. (2012, July 28). Adopt a wild snow leopard - WWF [Video]. YouTube. <https://youtu.be/nvEgCg1yh30>
- Paradigm Education. (n.d.). My Julius Caesar, Act 3, Scene 2. myShakespeare. <https://myshakespeare.com/julius-caesar/act-3-scene-2>