

Friends, Romans, Countrymen, Lend Me Your Emotions

Julius Caesar

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Grade Level	9th – 10th Grade	**Time Frame**	1-2 class period(s)
Subject	English/Language Arts	**Duration**	120 minutes
Course	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 will need some working knowledge of the modes of persuasion prior to beginning this lesson. To go more in-depth regarding speeches and oratory, consider teaching the "Speak up! Four Categories of Speeches" lesson before (or after) this one. This lesson includes optional modifications for distance learning. Resources for use in Google Classroom are included.

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 what mode of persuasion is 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 complete CERs (Claim, Evidence, Reasoning) over one of the provided speeches and identify the modes of persuasion used.

Evaluate

Students turn in their CERs as formative assessments.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

WME501: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.7.R: Analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

Attachments

- CER (Claim, Evidence, Reasoning)—Lend Me Your Emotions - Spanish.docx
- CER (Claim, Evidence, Reasoning)—Lend Me Your Emotions - Spanish.pdf
- CER (Claim, Evidence, Reasoning)—Lend Me Your Emotions.docx
- CER (Claim, Evidence, Reasoning)—Lend Me Your Emotions.pdf
- Honeycomb Harvest—Lend Me Your Emotions - Spanish.docx
- Honeycomb Harvest—Lend Me Your Emotions - Spanish.pdf
- Honeycomb Harvest—Lend Me Your Emotions.docx
- Honeycomb Harvest—Lend Me Your Emotions.pdf
- I Notice, I Wonder—Lend Me Your Emotions - Spanish.docx
- I Notice, I Wonder—Lend Me Your Emotions - Spanish.pdf
- I Notice, I Wonder—Lend Me Your Emotions.docx
- I Notice, I Wonder—Lend Me Your Emotions.pdf
- Julius Caesar Speech 1—Lend Me Your Emotions - Spanish.docx
- Julius Caesar Speech 1—Lend Me Your Emotions - Spanish.pdf
- Julius Caesar Speech 1—Lend Me Your Emotions.docx
- Julius Caesar Speech 1—Lend Me Your Emotions.pdf
- Julius Caesar Speech 2—Lend Me Your Emotions - Spanish.docx
- Julius Caesar Speech 2—Lend Me Your Emotions - Spanish.pdf
- Julius Caesar Speech 2—Lend Me Your Emotions.docx
- Julius Caesar Speech 2—Lend Me Your Emotions.pdf
- Julius Caesar Speech 3—Lend Me Your Emotions - Spanish.docx
- Julius Caesar Speech 3—Lend Me Your Emotions - Spanish.pdf
- Julius Caesar Speech 3—Lend Me Your Emotions.docx
- Julius Caesar Speech 3—Lend Me Your Emotions.pdf
- Lesson Slides—Lend Me Your Emotions.pptx
- Teacher's Guide for Julius Caesar Speeches 1-3—Lend Me Your Emotions.docx
- Teacher's Guide for Julius Caesar Speeches 1-3—Lend Me Your Emotions.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

Engage

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 putting students in pairs. Give each pair a set of the prepared Honeycomb Harvest strategy 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.

Optional Modification For Distance Learning

To make the above activity accessible for distance learners, you may choose to have students print and cut out their own Honeycomb Harvest cards. A web-based platform (e.g. Google Classroom) or a digital platform for sorting (e.g., Amplify Classroom, Quizlet) can also be used to create a digital Card Sort. Students can place the cards in order and describe their thought processes for each step as part of an online discussion. Download all attachments to use this lesson in Google Classroom.

Explore

Next, give each student a copy of the attached **I Notice, I Wonder** handout. Show **slide 5**. Tell students that they are going to watch three short commercials. As they watch each commercial, they should to take notes via the I Notice, I Wonder strategy, writing down their observations ("I Notice") and questions ("I Wonder").

Display **slide 6.** Using the links on the slide (or here)—or the embedded video below—show students the first commercial with well-known singer-songwriter Ed Sheeran.

Embedded video
https://youtube.com/watch?v=keOaQm6RpBg

Display **slide 7** and invite students to share their observations, allowing time for response. Next, 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

After some discussion, students should see this commercial as an example of ethos. This is because Brett Favre's credibility is lent to the product as he wears it. The commercial implies, "if it's good enough for him, it's good enough for you, too."

Next, display **slide 8.** Using the links on the slide (or here)—or the embedded video below—show students the second commercial for the World Wildlife Fund.

Embedded video
https://www.youtube.com/watch?v=nvEgCg1yh30

Display **slide 9**. Invite students to share their observations, allowing time for response. Next, 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 recognize this commercial as an example of pathos, as it describes the dire situation faced by snow leopards in order to elicit pity from viewers.

Next, display **slide 10.** Using the links on the slide (or here)—or the embedded video below—show students the third commercial about "light" soups.

Embedded video
https://www.youtube.com/watch?v=PplMjgh_QlM

Display **slide 11.** Invite students to share their observations, allowing time for response. Next, 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 you than Progresso Light.

Explain

Optional: Shakespeare's *Julius Caesar*

If your students have read the play *Julius Caesar* prior to this lesson, unlock **slide 12** (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 13 and 14 offer slightly different versions of the same Explain activity. Decide beforehand whether the Why-Lighting or Categorical Highlighting strategy would better suit your classroom needs based on the materials you have available and your own preference. If you have only one color of highlighter available, or fewer than three highlighters per student, consider using the Why-Lighting strategy on **slide 13**. If you have three highlighters of different colors for each student, consider using the Categorical Highlighting strategy on **slide 14** 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 13 or slide 14, 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, 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. 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 15**. Ask for volunteers to share with a heterogeneous group 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.**

Extend

Display **slide 16**, and pass out a copy of the attached **CER (Claim, Evidence, Reasoning)** handout to each student.

Using the Claim, Evidence, Reasoning strategy, invite students to 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 out loud. Try using questioning techniques about their evidence selections to elicit deeper meaning and responses.

Evaluate

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

Resources

- AdFreakOne (2009, Jan 8). Campbell's Soup | "Light Versus" [Video]. YouTube. https://youtu.be/PplMjgh_QlM
- Heinz. (2019). Ed's Heinz ad. YouTube. Retrieved from Heinz. (2019). Ed's Heinz ad [Video].YouTube. https://www.youtube.com/watch?v=keOaQm6RpBg
- K20 Center. (n.d.). Amplify classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1081
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506976b
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/fc74060730ea745c8c4f356aa204c85d
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f506fc09
- K20 Center. (n.d.). Google classroom. Tech Tools. https://learn.k20center.ou.edu/tech-tool/628
- K20 Center. (n.d.). Honeycomb harvest. Strategies. https://learn.k20center.ou.edu/strategy/61
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507d1a7
- K20 Center. (n.d.). Jigsaw. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8
- K20 Center. (n.d.). Quizlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/666
- K20 Center. (n.d.). Why-lighting. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f505e7d5
- 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
- Robertson, G. E. (c. 1894-1895). Marc Antony's oration at Caesar's funeral. https://en.wikipedia.org/wiki/Julius_Caesar#/media/File:Marc_Antony's_Oration_at_Caesar's_Funeral_by_George_Edward_Robertson.jpg