

ENGLISH 10

November 12th

Announcements

Period 2

Minimum Wage Essay

If you haven't finished your essay, you will need to complete this on your own time.

I'm available most days after school.

I will be in my classroom Saturday morning for Saturday School.

Today's Agenda

1. Background on Caesar
2. A little about Shakespeare + Tips for Reading
3. Act 1, Scene 1



Building Background

- A short introduction to Roman Life, Values, and History during the time around Julius Caesar

Warm-up: Quick Write

- In your notebooks, write anything and everything you know about Julius Caesar.
 - Who is he?
 - Where is he from?
 - What did he do?
 - Etc...
- If you don't know anything about him, what about the words **Julius** and **Caesar**. Have you heard those before? Where?

Background Day

- Today we are preparing to read **Julius Caesar**, a play by **William Shakespeare**.
- I will be presenting information about **Rome** and **Julius Caesar** to understand what is happening before we read.
- Take notes on anything that is in white.

Founding Philosophies

- ❖ Stoicism – Logical and Ethical (never emotional). Follow the will of God(s).
- ❖ Epicureanism – Try and find a bit of happiness and pleasure on Earth before you die. Seize the Day (YOLO).
- Fickle with superstitions
- ❖ Duty was of the utmost importance in Roman tradition
 - ❖ Gods, Country, Family, Friends, and finally the Self

Social Order

- **If one was a Roman citizen, one had status unlike any where else in the world.**
- ❖ **Patrician – land owning individuals from powerful families**
- ❖ **Plebeians – The common people – like today's middle class (they do the labor that keeps the empire running)**
- ❖ **Slave – unlike our idea of slaves – these were often highly educated individuals, captured, nobles from other cultures; often eventually set free or were able to purchase their freedom**
- **Patronage: A very important concept in Roman Tradition; a powerful citizen (patron) would take requests from weaker citizens (petitioners) who then owe the patrons favors (it becomes like a huge entourage or posse – remember that Italy is the home of the mafia).**

Roman Imperialism

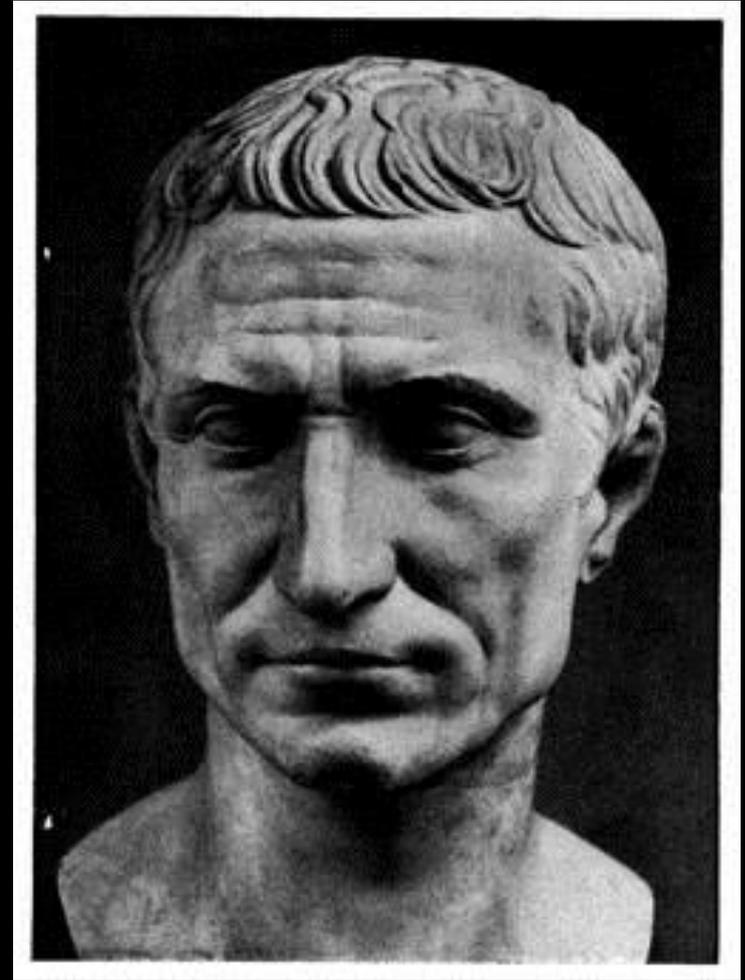
- ❖ Unlike many previous cultures, when the Romans conquered someone, they would generally stay and establish the land and people as Roman.
- This style of Imperialism allowed Rome (the Empire) to expand into Great Britain and control all of the lands around the Mediterranean (most of the world for these people)
- They would generally offer conquered people the opportunity to become Roman citizens through service to the empire (usually military)
- One of the great benefits of being conquered by the Romans is that they brought better schools, laws, technology and security.
- ❖ Romans would punish severely any people who rebelled or showed weakness in the Roman System.

Roman Government

- ❖ Like the United States, Rome was a Republic, where the leaders were voted into power by the people.
- ❖ Rome had a senate made up of 300 citizens and they served for life.
- ❖ The senate would vote for two leaders called consuls who would rule the empire for one year at a time. If you ruled, you could not be voted in again until many years had passed.
- Having the term limits and two consuls were to stop one person from becoming too powerful.

Julius Caesar

- ❖ Born in 100 BC to a not-so-well-off patrician family but living in a plebian neighborhood of Rome.
- ❖ While still a teenager, he was left penniless and almost died during a civil war.
- ❖ When he was 16, his father died and he made an effort to side with the country's nobility.





- ❖ **Around this time, he married Cornelia, a daughter of a noble. They had a daughter Julia.**
- **Rome's leader, Sulla, was not happy at the marriage and ordered Caesar to divorce.**
- **He refused and joined the army at age 18 and serves for four years.**
- **After the death of Sulla, Caesar returned to Rome and began a career in politics.**

- Caesar went off to Rhodes to study philosophy and was captured by pirates. He used his negotiation skills to be released.
- Once they released him he raised an army, captured the pirates, and executed them.
- ❖ He returned to Rome and began to work with Pompey, a rich and powerful military leader.
- Caesar was elected to various political positions



❖ **Pompey married Caesar's daughter Julia.**

▪ **Caesar continued to rise in politics, continuing his relationship with Pompey, where he was elected as consul.**

❖ **While working with Pompey, Caesar was also aligning himself with Crassus, a Roman General, politician, and richest man in Rome.**

▪ **Crassus offered financial and political support**



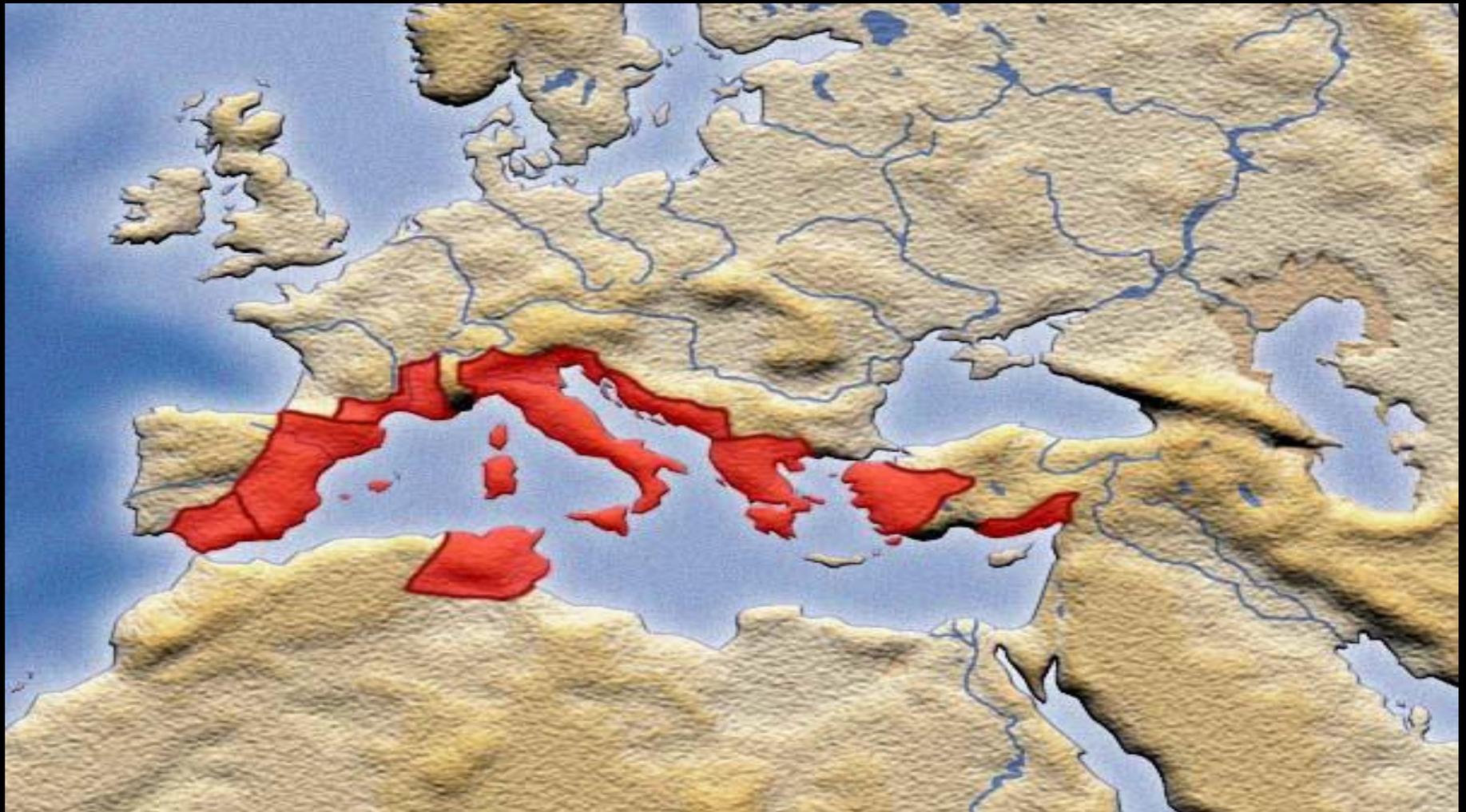
- **Though Crassus and Pompey did not get along, Caesar earned both of their trust and convinced them to be allies instead of enemies.**
- ❖ **The partnership became known as the first Triumvirate.**
- **They worked together ruling Rome until Crassus gets killed leaving just the other two.**
- **Caesar impresses everyone by leading Rome against Gaul (France)**





- ❖ Through his victories, Caesar was able to continue building his armies.
- He continue to expand his reach through military conquests (Maps)
- While out in battle, Caesar hired key political agents to act on his behalf in Rome.
- ❖ Caesar's daughter, Julia, dies and Pompey begins to see Caesar as a major threat to him and Rome.

Roman Territory before Caesar



Roman Territory after Caesar



- Because of his jealousy, Pompey convinced the Senate to break up Caesar's army and have him return to Rome as a criminal
- ❖ Instead, Caesar invaded Rome and took control.
- ❖ The Roman people didn't mind, in fact, they loved him and he was made sole consul and dictator for life.
- ❖ Pompey ran away.
- Caesar is Dictator (military leader) and starts hunting Pompey around the Mediterranean.
- ❖ Pompey ends up in Egypt – He and his sons were killed. Caesar married Cleopatra and has a kid. They all return to Rome.

The Fall of Caesar

- Caesar has threatened the Roman Republic in a number of ways (while expanding the Empire)
 - More powerful than the Senate
 - Large, experienced, loyal armies
 - Plebeians like him (he throws good parties for the people)
 - Daring and fearless politically – having thrown out his two main rivals
- ❖ The Senate fears that Caesar will start a dynastic monarchy (using his connections to Egypt, Cleopatra, and his new son)
- ❖ Caesar is betrayed by men, ironically, whom he helped make (his petitioners)

The Pax Romana (Roman Peace)

- After the death of Caesar, there are two civil wars (Antony vs. Octavius, and then Octavius, Antony, and Lepidus vs. the conspirators).
- Out of all this civil war, Octavius is able to maintain power and victory – eventually eliminating all potential rivals (including Antony, Cleopatra, and Caesarian (son)).
- With all this power and no one to stop him, Octavius becomes emperor of Rome (the first one) – changes his name to Augustus Caesar
- And...He actually lives happily ever after.

Building Background pt. 2

- A short introduction Shakespeare

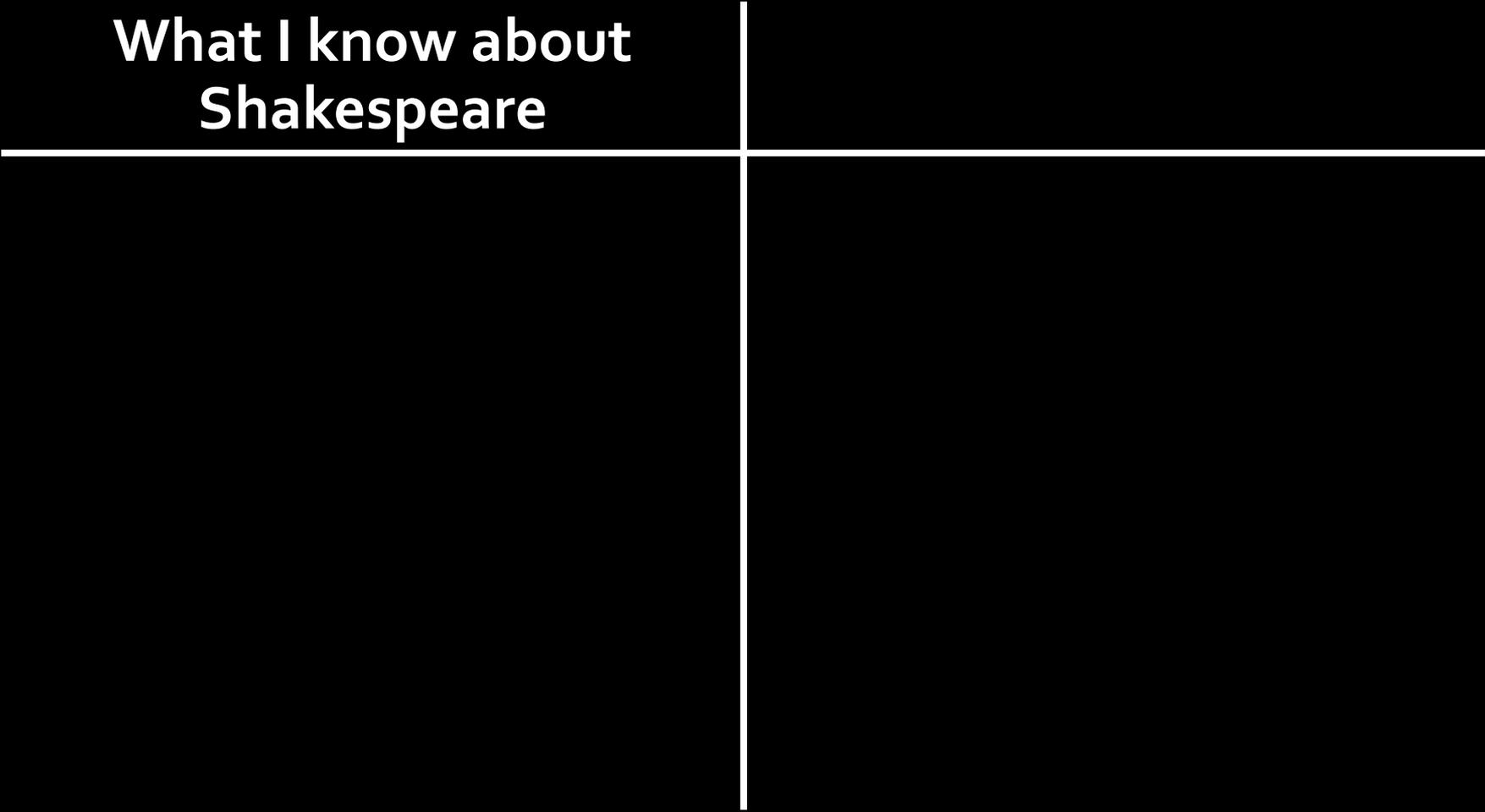
Shakespeare: T-Chart

- In your notebook, create a T-Chart.
- On the left write everything you know about William Shakespeare.
- Leave the right side blank.



Shakespeare: T-Chart

What I know about
Shakespeare



Shakespeare: T-Chart

What I know about
Shakespeare

What I learned about
Shakespeare

Elizabethan Theater

- We will be watching a video about Elizabethan Theater. Please write down the following questions to answer while you watch.
 1. What was the name of Shakespeare's theater?
 2. What did Shakespeare call his theater?
 3. Who were the groundlings?
 4. What was the role of women in Elizabethan theater?
 5. When there weren't plays, what was held in the theaters?

Building Background pt. 3

- Understanding Shakespeare's Language

Did people really talk like that?

- No, they didn't
- Shakespeare wrote like this for multiple reasons
 - to create a specific poetic rhythm
 - to emphasize a certain word
 - to give a character a specific speech pattern

Unusual Word Arrangement

- Locate the subject, verb, and object of the sentence.
- In standard English, sentences go in the order of Subject (I), Verb (ate), Object (the sandwich)
- Shakespeare often rearranges this order.

Examples of Shakespeare's word play

- Take the simple sentence:
 - I ate the sandwich.
- Shakespeare might say this sentence in these various ways:
 - I the sandwich ate.
 - Ate the sandwich I.
 - Ate I the sandwich.
 - The sandwich I ate.
 - The sandwich ate I.

Shakespeare's Poetry

- We speak in what is known as prose (language without metrical structure)
- Shakespeare wrote in both prose and verse (poetry)
- When writing poetry, he mostly wrote in blank verse (unrhymed iambic pentameter)
- Shakespeare also rhymed and occasionally used sonnets in his plays.

Why did Shakespeare switch it up?

- Shakespeare mostly used prose (every day language) when a servant, clown, or lower-class citizen was speaking.
- He also used prose to show an upper-class citizen relating to the commoners or to show when an upper-class citizen was “behaving badly”.

Why did Shakespeare switch it up?

- Shakespeare used blank verse for most of the dialogue.
- However, he would rhyme when showing a special connection between characters or to make a character's words stand out because the words were important.
- He often used sonnets when characters professed their love to one another (like Romeo and Juliet).

Shakespeare's Omissions

- In our every day speaking, we rarely pronounce every word as it is written.
- For example:
 - “Whatcha doin’?”
 - “Notin’”
- Speaking properly it would be said:
 - “What are you doing?”
 - “I am doing nothing.”

Examples of Shakespeare's Omissions and Contractions

▶ 'tis = it is

ope = open

o'er = over

gi' = give

ne'er = never

▶ i' = in

e'er = ever

oft = often

a' = he

e'en = even

Unusual Words

- Shakespeare used many old fashioned words. To figure these out, look to the side of the page for a definition.
- More difficult words are the ones that we recognize and think we know, but when we read the sentence, it makes no sense. When this happens, again, look at the side for a translation.

Shakespeare's audience would feel your pain

- Shakespeare's vocabulary included about 30,000 words.
- A typical person's vocabulary today includes about 6,000-15,000 words.
- Shakespeare also invented thousands of words and phrases that even his audience had never heard before.

Some of the words Shakespeare invented

- ▶ Accused
- ▶ Addiction
- ▶ Advertising
- ▶ Amazement
- ▶ Arouse
- ▶ Assassination
- ▶ Bandit
- ▶ Bedroom
- ▶ Beached
- ▶ Blanket
- ▶ Bump
- ▶ Cater
- ▶ Champion
- ▶ Countless
- ▶ Epileptic
- ▶ Fixture
- ▶ Flawed
- ▶ Generous
- ▶ Hint
- ▶ Lonely
- ▶ Mimic
- ▶ Negotiate
- ▶ Obscene
- ▶ Premeditated
- ▶ Rant
- ▶ Summit
- ▶ Torture
- ▶ Varied
- ▶ Worthless
- ▶ Zany

Some phrases Shakespeare coined

- In my heart of hearts (*Hamlet*)
- In my mind's eye (*Hamlet*)
- Knock knock! Who's there? (*Macbeth*)
- Though this be madness, yet there is method in it ("There's a method to my madness") (*Hamlet*)
- Own flesh and blood (*Hamlet*)
- A sorry sight (*Macbeth*)
- To thine own self be true (*Hamlet*)
- Wear my heart upon my sleeve (*Othello*)
- What's done is done (*Macbeth*)

Reading Shakespeare

- Some techniques, tips, and tricks for understanding Shakespeare's Language

1. Don't Give Up

- Shakespeare's language is different than today's common speech, but it can be understood.
- Treat Shakespeare's language like a new "slang" because that is in fact its origin (the slang of urban London)
- Just because you don't know a few words doesn't mean you can't figure out what is going on- don't get frustrated into giving up because of vocabulary.

2. Use Context

- If you bump into words that are difficult, words that you don't know, then look at the information around those words and try to determine meaning.
- When reading, watching, or listening to Shakespeare's, you can't be lazy. Pay attention to everything that is said or goes on.

3. Read Like a Director

- **When reading Shakespeare, try “making the movie” in your head.**
- **Imagine the characters, the scenes, the locations, and the actions in your mind’s eye.**
- **Pretend that you have to direct a play and you are going to have to decide on who the actors are, how they deliver lines, and what movements they will be doing on stage.**

4. Use the Clues

- Often there are words or phrases pulled-out to the side or at the bottom of the page. Pay attention to these things because they often give you information you need to understand the passage.
- Use the stage direction, *usually written in italics*, to give you a better sense of what is going on in the scene.

Practice:

Use the techniques we have just looked at to understand and summarize the following lines from Shakespeare's play *Julius Caesar*. Make sure to write a brief summary in your notes.

Act 1, Scene 2: Rome. A public place.

Caesar: Calphurnia!

Calphurnia: Here, my lord.

Caesar: Stand you directly in Antonio's way
When he doth run his course. Antonio!

Antony: Caesar, my lord?

Caesar: Forget not in your speed, Antonio,
To touch Calphurnia; for our elders say,
The barren, touched in this holy chase,
Shake off their sterile curse. ¹

Antony: I shall remember;
When Caesar says, "Do this," it is perform'd

1.
Caesar, who has no children with Calphurnia, refers to the superstition that if barren women (women who can't have children) are touched by the runners in the games on the feast of Lupercal (a Roman holiday) then they would become fertile.

Reflect

- Now write a “translation” in language that you understand that says the same thing as the previous short scene from Julius Caesar. Make it look like the play, but make the words your own.

Practice:

Translate this scene into common language you'd understand

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