

## ***Julius Caesar Act I Study Guide KEY***

### **Act I.i**

1. What about the commoners attracts Flavius' attention?

Flavius notices that although it is a weekday, the commoners are wearing their best clothes.

2. What pun does the Cobbler make when asked about his profession?

He tells Marullus he is a mender of soles and says he can "cobbler" him if he's in a bad mood – mend his soul/soles.

3. What does Marullus think about the people celebrating in the street?

Marullus thinks the people are wrong to celebrate Caesar's triumph and reminds them that they once also celebrated Pompey, whom Caesar defeated. Marullus thinks the people in the streets are ungrateful and should go home.

4. What is the Feast of Lupercal?

Lupercal is an ancient Roman festival – similar to our St. Valentine's Day of modern times – celebrated on February 15<sup>th</sup>.

### **Act I.ii**

1. What are the characters getting ready for at the beginning of Act I.ii?

They are getting ready for a footrace that was part of the Lupercal festivities.

2. Why must Calpurnia be sure to be touched by Antonius as he runs his race?

It was believed that women who were unable to bear children (such as Calpurnia), if touched by a runner during a race, would then be able to bear children.

3. What does the Soothsayer warn Caesar of? How does he react?

"Beware the Ides of March (March 15<sup>th</sup>)."  
Caesar is scornful of the Soothsayer's warning and ignores it.

4. How can we tell that Brutus is experiencing internal conflict? What is this conflict?

# Julius Caesar Act I Reading Study Guide Answers

**VM Jensen**



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**School Education** ,1905

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succeed and the horrible deed is done What happens after this betrayal is a struggle for power between two sides One side that of the conspirators The other of Marc Antony and Octavius who have managed to turn the Romans against Brutus and the others This struggle culminates into a war where only one ruler will rise to control Rome

**Directing Study in English in Junior High School** Los Angeles City School District. Department of Psychology and Educational Research,1927

*Learning Targets* Connie M. Moss,Susan M. Brookhart,2012-07-02 In *Learning Targets* Connie M Moss and Susan M Brookhart contend that improving student learning and achievement happens in the immediacy of an individual lesson what they call today s lesson or it doesn t happen at all The key to making today s lesson meaningful Learning targets Written from students point of view a learning target describes a lesson sized chunk of information and skills that students will come to know deeply Each lesson s learning target connects to the next lesson s target enabling students to master a coherent series of challenges that ultimately lead to important curricular standards Drawing from the authors extensive research and professional learning partnerships with classrooms schools and school districts this practical book Situates learning targets in a theory of action that students teachers principals and central office administrators can use to unify their efforts to raise student achievement and create a culture of evidence based results oriented practice Provides strategies for designing learning targets that promote higher order thinking and foster student goal setting self assessment and self regulation Explains how to design a strong performance of understanding an activity that produces evidence of students progress toward the learning target Shows how to use learning targets to guide summative assessment and grading *Learning Targets* also includes reproducible planning forms a classroom walk through guide a lesson planning process guide and guides to teacher and student self assessment What students are actually doing during today s lesson is both the source of and the yardstick for school improvement efforts By applying the insights in this book to your own work you can improve your teaching expertise and dramatically empower all students as stakeholders in their own learning

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**Classroom Authority** Judith L. Pace, Annette Hemmings, 2006-08-15 Describes and analyzes authority relationships in classrooms through explorations of theory prior research and contemporary qualitative studies This book is aimed at teacher educators scholars policymakers students of education and practitioners who seek empirically based understanding of authority *History of Western Civilization I* Pauline Relyea Anderson, Eugene Newton Anderson, 1957 **Differentiated Instruction Using Technology** Amy Benjamin, 2014-01-09 Like Amy Benjamin's other books this one is easy to read and simple to implement It demonstrates that you can manage the complexities of differentiated instruction and save time by using technology as you teach It showcases classroom tested activities and strategies which are easy to apply in your own classroom *GED Test* Stuart Donnelly, 2017-07-13 1 001 practice opportunities for passing the GED test Ready to take the GED test Get a head start on a high score with 1 001 GED Test Practice Questions For Dummies Inside you'll find 1 001 practice questions on all four sections of the GED test Mathematical Reasoning Science Social Studies and Reading Language Arts All of the question types and formats you'll encounter on the exam are here so you can study practice and increase your chances of scoring higher on the big day Earning a passing score on the GED test will boost your self esteem enable you to continue your education and qualify you for better paying jobs it's a win win If you're preparing for this important exam there are 1 001 opportunities in this guide to roll up your sleeves put your nose to the grindstone and get the confidence to perform your very best Includes free one year access to practice questions online Offers 1 001 GED test practice questions from easy to hard Lets you track your progress see where you need more help and create customized question sets Provides detailed step by step answers and explanations for every question Study with the book or study online

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