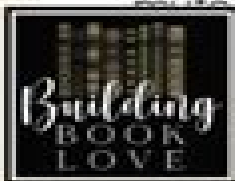


## EXHIBIT 1



Sullivan, William Holmes; 'Julius Caesar', Act III, Scene I, the Assassination, circa 1850

**Color Palette:** Look at Caesar's trabea (cloak). What do you notice? What might the color symbolize? Beyond the color of his clothing, look at the overall color scheme of the painting. Are the colors vibrant, muted, or a mix? What atmosphere does this create, and how does it enhance the portrayal of the scene?



# Julius Caesar Activities

## Act 4

# Julius Caesar Activities Act

**Leung Che Miriam Lau, Wing Bo Anna  
Tso**



## Julius Caesar Activities Act:

*Julius Caesar* William Shakespeare, 2014-02-27 An improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design An active approach to classroom Shakespeare enables students to inhabit Shakespeare's imaginative world in accessible and creative ways Students are encouraged to share Shakespeare's love of language interest in character and sense of theatre Substantially revised and extended in full colour classroom activities are thematically organised in distinctive Stagecraft Write about it Language in the play Characters and Themes features Extended glossaries are aligned with the play text for easy reference Expanded endnotes include extensive essay writing guidance for Julius Caesar and Shakespeare Includes rich exciting colour photos of performances of Julius Caesar from around the world *Julius Caesar Teacher's Manual* Christina Lacie, 2006-03-01 Julius Caesar the Shakespearean drama that is in the curriculum of virtually every high school in the country is the latest offering in Barron's Picture This Shakespeare series This manual supplements Barron's Picture This Julius Caesar a book presented in graphic novel style for students use The manual offers teachers suggestions for classroom discussions quizzes and activities related to the play *Teaching Hamlet in the Twenty-First-Century Classroom* Joseph P. Haughey, 2024-09-23 Teaching Hamlet in the Twenty First Century Classroom is for both the novice and veteran teacher and offers fresh takes on teaching Shakespeare's iconic Hamlet Its lessons push students to engage deeply and creatively Rooted in text and performance each chapter provides ready to use learning objectives reading guides notes on language critical backgrounds discussion questions film based strategies and project based culminating activities that embrace students role in meaning making It is the book for teachers who want to get their students to love Hamlet **Word and Rite** Beatrice Batson, 2010-05-11 This book is an attempt to show something of the ways in which the Bible and the Christian tradition intersect the language of Shakespeare Word and Rite also focuses on the manner in which rites are efforts to illuminate mysteries the mystery of marriage the mystery of baptism the mystery of confession the mystery of the Eucharist the mystery of funerals and even the mystery of words in their relation to the Word Holy objects such as the Fountain of blood may also be considered Maimed rites frequently occur in Shakespeare but through ceremony there are attempts to turn mayhem into mystery especially in comedies In the words of the author of the Foreword to this book In Shakespeare word and rite are as inseparable as word and sacrament in worship so outward signs of inward truth are linked with words of these plays and with Scripture and with the Word incarnate This book also explores the ramifications of observing this insight **Henry V** Frank Green, William Shakespeare, 1994 **Acts** Mikeal C. Parsons, 2008-12 A leading biblical scholar offers grounding in the interpretation of Acts that draws heavily on ancient backgrounds and attends to the theological nature of the texts Learning 2.0: An Inside Story On Teaching Manoj Sonawane, 2024-04-14 This book is an effort to present contemporary learning and teaching methods in four key structures The first key is to form a story base and connect with students through a story by learning

both story weaving and presentation skills The second key is to create new content stories and use them in teaching and learning methods The third key is learning psychology which provides a step by step guide to remove the fear of any subject by using Neuro Linguistic Programming NLP or reprogramming one's mind to learn the most hated subject and by doing this a growth mindset is created The fourth key is to accelerate learning by involving students through a self learning process where teachers have to act as mediators and let the students learn and act This book is written for teaching faculties students and parents and provides tools and techniques to help them to match with the pace of learning and teaching methods of the present generation Teaching Shakespeare to ESL Students Leung Che Miriam Lau, Wing Bo Anna

Tso, 2016-09-23 This is a teacher's resource book tailor made for EFL teachers who want to bring Shakespeare into their classes It includes forty innovative lesson plans with ready to use worksheets hands on games and student oriented activities that help EFL learners achieve higher levels of English proficiency and cultural sensitivity By introducing the plots characters and language arts employed in Macbeth Romeo and Juliet The Taming of the Shrew and The Merchant of Venice the book conveys English grammatical rules and aspects like a walk in the garden complicated rhetorical features such as stress meter rhyme homonymy irony simile metaphor euphemism parallelism unusual word order etc are taught through meaning driven games and exercises Besides developing EFL learners English language skills it also includes practical extended tasks that enhance higher order thinking skills encouraging reflection on the central themes in Shakespeare's plays

*Teaching with Shakespeare* Bruce McIver, Ruth Stevenson, 1994 Today the number and nature of interpretive strategies developed by contemporary theorists for reading Shakespeare's texts may not only delight but also disconcert the scholars critics teachers and students who study them In this work six leading Shakespearean scholar critics in a series of clear and elegant lectures delivered to undergraduate English majors explain distinctive procedures that they and other influential contemporary critics use for interpreting Shakespeare's poems and plays Workshops which illustrate with Shakespearean texts the practice of specific methods follow the lectures Helen Vendler Harvard guides readers to Shakespeare's poetry by explaining and illustrating how to hear the unexpected and unobtrusive but crucial questions that sonnets pose and by tracing the increasingly powerful perceptions that precise informed aesthetic responses to these questions evoke R A Foakes UCLA identifies basic cultural issues underlying traditional approaches to teaching Shakespeare's plays especially the tragedies and explains how poststructuralist responses to these issues lead to a reevaluation of the Bard Leah Marcus U Texas Austin also explains cultural issues particularly about the construct that has become Shakespeare and introduces editorial questions about the actual textual versions offered to students notably of Hamlet and King Lear With emphasis on the plays in performance John Wilders Oxford Middlebury delivers a structure oriented acting centered analysis of Julius Caesar and then directs in similar fashion a production of the first scene of A Midsummer Night's Dream Patricia Parker Stanford on the other hand follows intricate lines of wordplay through a series of deconstructions and reconstructions in The

Merry Wives of Windsor and A Midsummer Night's Dream Bringing the series to a close Annabel Patterson Duke presents an explicitly issue oriented analysis of editorial critical scholarly dramatic and cinematic interpretations of Henry V and she offers a concluding commentary on the workshops of her colleagues

BOOK JACKET Title Summary field provided by Blackwell North America Inc All Rights Reserved Approaches to Teaching the Works of Robert Louis Stevenson Caroline McCracken-Flesher,2013-01-01 Although Robert Louis Stevenson was a late Victorian his work especially Treasure Island and The Strange Case of Dr Jekyll and Mr Hyde still circulates energetically and internationally among popular and academic audiences and among young and old Admired by Henry James Vladimir Nabokov and Jorge Luis Borges Stevenson's fiction crosses the boundaries of genre and challenges narrow definitions of the modern and the postmodern Part 1 of this volume Materials provides an introduction to the writer's life a survey of the criticism of his work and a variety of resources for the instructor In part 2 Approaches thirty essays address such topics as Stevenson's dialogue with James about literature his verse for children his Scottish heritage his wanderlust his work as gothic fiction as science fiction as detective fiction his critique of imperialism in the South Seas his usefulness in the creative writing classroom and how Stevenson encourages expansive thinking across texts times places and lives *The Teaching of Literature in the High School*,1929 *Engraved Gems and Propaganda in the Roman Republic and under Augustus* Paweł Gołyźniak,2020-05-14 This book studies small but highly captivating artworks from antiquity engraved gemstones These objects had multiple applications and the images upon them captured snapshots of people's beliefs ideologies and everyday occupations They provide a unique perspective on the propaganda of Roman political leaders especially Octavian Augustus **Creative Bible Teaching** Lawrence O. Richards,Gary J. Bredfeldt,1998-03-01 Are you a bridge builder Communicating the Scriptures is much like building a bridge However instead of ravines or rivers the teacher must span both cultural boundaries and great gulfs of time between the present and the past of Moses David Jesus and Paul This bridge must reach even further The student must be able to cross both into the past and into his own future God's Word is living and active sharper than any double edged sword Hebrews 4:12 It is contemporary relevant But it is the teacher who has the task of helping the student to see its vast treasures This is no easy task but it can be done through creative Bible teaching Together Richards and Bredfeldt have written a book on bridge building that reveals the following five step process by which Christian educators can construct a bridge across time geography and culture Step I Studying the Bible Develop an understanding of the nature role study and interpretation of the Bible Get the help you need in preparing biblically accurate lesson plans Step II Focusing the Message Learn how to teach for student learning Be guided in the process of translating learning theory into lesson preparation Step III Structuring the Lesson Develop a lesson plan using the HOOK BOOK LOOK TOOK structure Step IV Teaching the Class Learn about the five key principles of teacher effectiveness Discover how these principles can lead to a more dynamic and satisfying teaching experience within various age groups Step V Evaluating the Results Evaluate your own effectiveness by assessing the

outcome of your teaching      **Literacy Teaching and Learning in Rural Communities** Lisa Schade Eckert, Janet Alsup, 2014-12-17 This definitive look at teaching English in rural secondary schools contests current definitions and discussions of rural education examines their ideological and cultural foundations and presents an alternative perspective that conceptualizes rural communities as diverse unique and conducive to pedagogical and personal growth in teaching and learning Authentic narratives document individual teachers moments of struggle and success in learning to understand value and incorporate rural literacies and sensibilities into their curricula The teachers stories and the scholarly analysis of issues raised through them illuminate the unique challenges and rewards of teaching English in a rural school and offer helpful insights and knowledge for navigating the pedagogical landscape      *Teaching Language Arts to English Language Learners* Anete Vásquez, Angela L. Hansen, Philip C. Smith, 2013 This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom The authors offer proven techniques that teachers can readily use to teach reading writing grammar and vocabulary as well as speaking listening and viewing skills A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs An annotated list of web and print resources completes the volume making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction New features to this edition include An updated and streamlined Part 1 which provides an essential overview of ELL theory in a language arts specific context Additional practical examples of language arts exercises all of which are closely aligned with the Common Core State Standards New pedagogical elements in Part 3 including tips on harnessing new technologies discussion questions and reflection points Updates to the web and print resources in Part 4

*The Tragedy Of Julius Caesar Lesson Plans* Novel Lesson Plans, 2019-04-15 This Tragedy of Julius Caesar unit plan contains a variety of teaching materials that cater to all learning styles Inside you ll find Daily Lesson Plans Projects and Student Activities A Final Test with Multiple Choice Questions Short Answer Questions Essay Questions Quizzes Homework Assignments and more The lessons and activities will help students gain a thorough understanding of the text while the tests and projects will help you evaluate how well the students have grasped the material Answer Keys are provided when needed Also listed are the Common Core Anchor Standards that are specifically connected to the unit plan As you may find the lessons touch upon many more strands of the Common Core the Anchor Standards listed are the ones directly addressed in the unit plan      **A Developmental Method for Teaching the Elements of Acting** Eugene Bahn, 1930      **Approaches to Teaching the Works of C. P. Cavafy** Peter Jeffreys, Demetres P. Tryphonopoulos, 2025-04-26 Known as a preeminent poet of queer male desire C P Cavafy lived most of his life as part of the Greek minority community in Alexandria Egypt He was inspired by the possibilities offered by peripheries whether sexual geographic or historical Volumes of his poems widely

translated into English give anglophone readers access to his distinctive mixture of irony and tenderness directness and subtlety This volume will help instructors introduce students to Cavafy s works and explore them from many angles with the help of the extensive archives now available Essays address teaching Cavafy both as a poetic historian of the Hellenistic Roman and Byzantine worlds and through the lens of postcoloniality They also explore how he interpreted classical Greek works and how his work has been interpreted by composers poets and readers within and beyond Greece and the Greek diaspora

**Teaching Shakespeare** Rex Gibson,2016-04-21 An improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design

*Literature and Language Teaching* Gillian Lazar,1993-01-28 Literature and Language Teaching is for teachers and trainers who want to incorporate literature into the language classroom The book can be used as a resource by trainers working with groups of teachers by teacher development groups or by teachers working on their own Literature and Language Teaching contains tasks and activities which encourage reflection on some of the issues and debates involved in using literature in the language classroom explore different approaches to using literature with teenage and adult learners at all levels suggest criteria for selecting and evaluating materials for classroom use identify some of the distinctive features of novels short stories poems and plays so that these can be successfully exploited in the classroom provide a wide range of practical ideas and activities for developing materials which teachers can use with their own learners encourage the observation and assessment of lessons using literacy texts draw on literary texts in English by a variety of authors from all over the world Each section of the book is designed to be self contained so that users of the book can select what is most relevant to their purpose A key to the tasks and activities is provided as well as guidelines for teacher trainers which suggest different ways of using the activities in the book as part of a training programme

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