### Literature – Julius Caesar Unit Organizer

**6th Grade Core Knowledge - Huey/ Jurgens/ Allen**

**Summary**

In this domain, students will read aloud *Julius Caesar,* using a parallel version of the story with Shakespeare’s English on one side and modern English on the other. In contrast to other sixth grade literature units, students will act out 100% of the play. Students will answer comprehension questions on each act. Since this unit is typically falls close to or during our ancient Rome unit in history, students enjoy making connections as well as pointing out differences between fact and fiction. The final assessment is a combination of multiple choice and short answer in which students will have to demonstrate higher order thinking.

**The Big Idea**

In sixth grade, students become acquainted with Shakespeare through a previous unit and this reading of *Julius Caesar.* Revolution is a big idea in sixth grade (ancient Rome, the French Revolution, and Latin American revolutions). Besides fostering an appreciation of classic literature, reading *Julius Caesar* in modern English brings to life these historical, political characters to students in a new and engaging way.

**Colorado State and Common Core Standards**

RWC.1.1. Successful group discussions require planning and participation by all

a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.6.4)

c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.6.6)

d. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1)

i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (CCSS: SL.6.1a)

iii. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (CCSS: SL.6.1c)

g. Use evidence to develop credibility (such as citing textual evidence to support opinions)

h. Recognize the difference between informal and formal language and make choices appropriate for group purposes

RWC.2.1. Understanding the meaning within different types of literature depends on properly analyzing literary components

a. Use Key Ideas and Details to:

i. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)

ii. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)

iii. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)

b. Use Craft and Structure to:

i. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (CCSS: RL.6.4)

d. Use Range of Reading and Complexity of Text to:

i. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

e. Use different kinds of questions to clarify and extend comprehension

**Core Knowledge Unit**

**English Grade 6**

* Fiction and Drama

B. Drama

*Julius Caesar* (William Shakespeare)

**Core Knowledge Language Arts**

* Participate civilly and productively in group discussions.

**Previous Unit:**

*Tales from Shakespeare (William Shakespeare)*

**Prior Knowledge:**

**History Grade 3**: The Ancient Roman Civilization

* The Republic: Senate, Patricians, Plebians
* Julius Caesar: Defeats Pompey, becomes dictator; “veni, vidi, vici”
* Caesar assassinated in the Senate, Brutus

**Literature Grade 6:** Tales from Shakespeare

**History Grade 6:** Ancient Rome

* The Roman Republic; Roman government: consuls, tribunes, and senators
* Julius Caesar

**Next Unit:**

*The Prince and the Pauper* (Mark Twain)

**What Students Will Learn in Future Grades:**

**English: Grade 7**

**Elements of fiction**

* Review aspects of plot and setting
* Theme
* Point of view in narration omniscient narrator unreliable narrator third person limited first person
* Conflict: external and internal
* Suspense and climax

**English Grade 8:** *Twelfth Night* (William Shakespeare)

**Cross Curricular Links**

**History Grade 6:** Ancient Rome and the Roman Republic

**Additional Resources:**

None