

Who Was More Convincing?

In Antony and Brutus's funeral speeches, Antony has a much clearer and convincing view on the assassination of Caesar. Antony states, "I thrice presented him a kingly crown, which he did thrice refuse" (III.ii.104-105). This proves Antony's point by showing that ^{Brutus} ~~Caesar~~ was claimed to be an "honourable man", but with what he has done, Antony starts to think to himself, was Caesar really ambitious? Meanwhile, Brutus explains that he was a friend of Caesar's and didn't really want to turn against him. He explains that it was for the better of Rome. In Brutus's speech he states, "If then that/ friend demand why Brutus rose against Caesar, this is my/ answer; Not that I loved Caesar less, but that I love Rome/ more." (III.ii.21-24). Brutus uses this diction to appeal to the reader in an emotional way; to show that he didn't completely agree with the assassination of Caesar, but that it was most likely going to be for the better of Rome. According to Antony and Brutus's speeches that they gave at Caesar's funeral, they both speak in similar and different aspects of Caesar. For example, Antony explains that he was against Caesar and agreed with the Roman citizens when it came to the idea of assassinating } ? him. However, Brutus spoke opposite to that of what Antony said. Brutus believed that Caesar's assassination was wrong to do, but thought it was going to be the best thing to do for Rome and the citizens of Rome. When Brutus states, "As Caesar/ loved me, I weep for him; as he was fortunate, I rejoice at/ it; as he was valiant, I honor him; but as he was ambitious,/ I slew

him”(III.ii.25-28). Brutus uses a sense of emotional language to show and explain that he truly did love Caesar as a person, but as a ruler of Rome, he was not going to let that [?] happen and neither were the citizens. Brutus knew this wasn't right but it was true and how he felt about Caesar. He also knew that killing Caesar wasn't the right thing to do either. However, Antony says of [✓] how much Caesar did and how little help he was to the Roman Republic, as well as with how very little ambition Caesar had, in which it was everything he claimed to be; [✓] an ambitious man. Over all, Antony does give and reads [✓] a more convincing speech [✓] on Caesar and everything he did to Rome, including how much of an uproar he caused before he was assassinated by the citizens and died, and how much of an uproar there was from him even after he was gone.

Rationale for English II argumentative paragraph: Julius Caesar funeral speech

This analysis of the funeral speeches for Julius Caesar received a score of 2. While the writer is able to somewhat effectively discuss the more convincing of the two funeral speeches delivered after Caesar's death, he/she bounces back and forth between the two orators. This random order of ideas and repetition negatively affects the force of the argument. The topic sentence does include a defensible claim and textual evidence is used appropriately. In terms of conventions, the writer breaks down with run-ons, awkward phrasing, and weak analysis.

Julius Caesar funeral speeches
10th grade *1st semester*

Common Core All-Subject Writing Rubric

Writing Type(circle one): Argumentative Informative/Explanatory Narrative (ELA only)

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|---|--|---|--|--|----------------------------|
| CONTENT X4 | The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed. | The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed. | The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed. | The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed. | X4 |
| ORGANIZATION | There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing. | There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending. | There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending. | There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization. | |
| SPELLING & GRAMMAR (Conventions) | The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors. | The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors. | The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing. | The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing. | |
| Teacher Feedback: | | | {{Student Reflection on Back}} | | Total Points Earned |
| | | | | | Score |
| | | | | | <i>2</i> |