



## Funeral Speech Analysis

After Caesar's death, both Brutus and Antony speak about the event and try to persuade the audience to their side of the argument. While Brutus' speech is somewhat compelling, Antony truly takes control of the crowd and delivers a game changing utterance. Antony comes to the funeral as a patron of Caesar; and secretly wants to manipulate the people to challenge Brutus and Cassius to see the extent of their actions. He is against the statesmen, but he words his speech in such a way that his message is disguised in an outwardly acceptable way. Antony begins the speech with a famous line that relates to the people and puts Antony in an immediate place of familiarity. He starts off with, "Friends, Romans, countrymen, lend me your ears" (III.ii.81). The first line in any speech or presentation is one of the most important. The line relates the commoners to Mark Antony, a Roman senator, and shows he is able to talk to them as friends or equals. This is important because Antony takes the humble persona and uses sarcasm to manipulate the Roman people. Antony seeks to find the other side of the Romans that love Caesar. Antony relates to Caesar when he says, "Come I to speak in Caesar's funeral. He was my friend, faithful and just to me" (III.ii.93-94). He appeals to the citizens' emotions by relaying how Caesar was a good man and how he loved him. He is showing both his and Caesar's credibility, and how the honorable Caesar affected him. Caesar was near to Antony and he wants to avenge his friend. While Antony had the stronger speech, Brutus also had some compelling points.

Brutus says that his goal was just to make Rome great again, "As he was ambitious, I slew him" (III.ii.27-28). Brutus had to take Caesar out once he got to a certain point of power and ambition. Caesar wasn't always a threat to Rome, but once he was offered the crown he needed to be taken out. Since Brutus spoke the people were predisposed to a certain idea. Then Antony came and flipped it on its head and threw the Roman people into war. Antony's speech used numerous examples of rhetorical appeals, persuasive language, and manipulation to convince the Roman people to avenge their fallen leader.

Rationale for English II argumentative paragraph: *Julius Caesar* funeral speech

This analysis of the funeral speeches for Julius Caesar received a score of 4. While the concluding sentence provides a better thesis than the actual opening sentence, the writer's argument is clear and fluid. Both funeral speeches are addressed in terms of their rhetorical devices, including ethos, pathos, and logos -- a major requirement of the assignment. The writer provides apt analysis of both Brutus's and Antony's arguments, including their appeal to the audience's emotions and the use of their credibility to sway the Roman citizens to their side. While there are some conventions errors, and a bit of slang terminology, they do not interfere with meaning.

*Julius Caesar funeral speeches*  
*10<sup>th</sup> grade*  
*(4)*  
*1st semester*

**Common Core All-Subject Writing Rubric**

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

<b>CONTENT</b> 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
<b>ORGANIZATION</b>	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.	
<b>SPELLING &amp; GRAMMAR (Conventions)</b>	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 a 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}}		<b>Total Points Earned</b>
					<b>Score</b> <i>4</i>