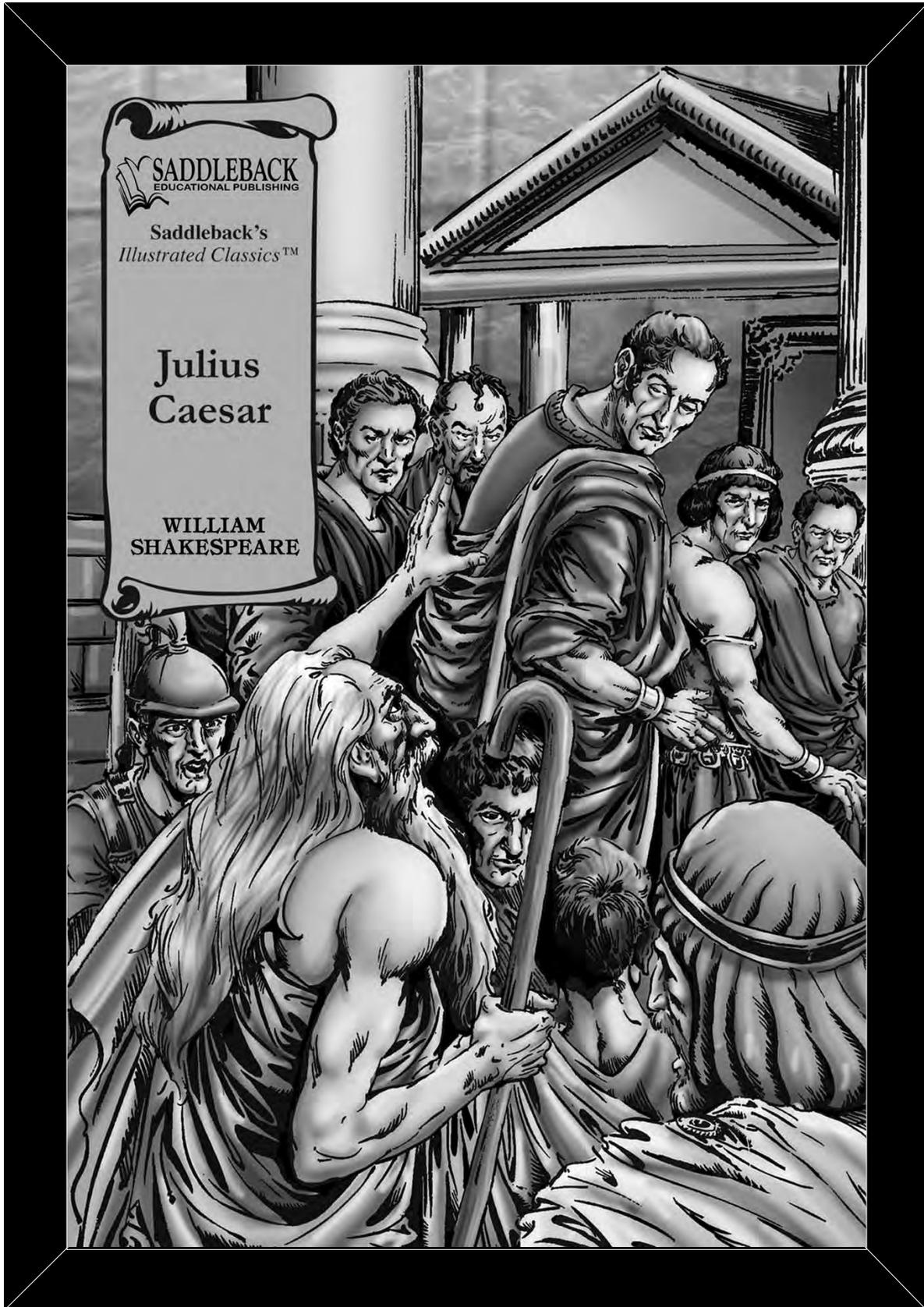


STUDY GUIDE



JULIUS CAESAR

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NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS™ SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



JULIUS CAESAR

PREVIEWING THE STORY**1**

What's the story about? Read the summary before answering the questions.
Hint: There are no right or wrong answers. Use your imagination!



Cheering crowds fill the streets of ancient Rome. Why? Mighty Caesar has just returned after defeating the sons of his old enemy, Pompey. It isn't long, however, before jealousy and fear over Caesar's popularity takes root. In fact, some noble Romans are conspiring to assassinate their triumphant general! Bad omens are everywhere: a fortune teller warns of disaster, and Caesar's wife has terrible nightmares. But Caesar shrugs off her fears and goes off to the Capitol—in the company of the conspirators! Thus, his fate is sealed. What do you think? Will Caesar's loyal friends find a way to avenge his death?

1. The real Julius Caesar of history was in fact assassinated by conspirators in 44 B.C.—about 2,050 years ago! Although much has changed since then, do you think powerful rulers are still at great risk? Give an example to support your opinion.

2. Brutus, one of Caesar's close friends, was a leader of the conspirators. Why? He believed that Caesar's ambitions would destroy the Roman republic. Although he loved Caesar, he said he "loved Rome more." If you had a friend who was dangerous to your country, what would *you* do? Where would your loyalty lie?

3. Do you believe that anyone can foretell the future? Or have you ever had a frightening dream that prompted you to take—or *not* to take—a certain action? Describe your experience, or explain why you think such things are *not* possible.

4. Do you think murder is ever morally justifiable? Under what circumstances? Give at least two reasons in support of your answer.



JULIUS CAESAR
ABOUT THE AUTHOR

2

A. Read about the author's life on the page before the story starts. After reviewing what you have read, study the statements below. Then write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. ____ Shakespeare studied several languages as a schoolboy.
2. ____ Shakespeare married Anne Hathaway when he was 28 years old.
3. ____ Shakespeare's acting company was called the Stratford Players.
4. ____ Audiences in Shakespeare's time thought he was more gifted as an actor than as a playwright.
5. ____ Shakespeare was born in the 15th century and died in the 16th century.
6. ____ Susanna, Hamnet, and Judith were the grandchildren of Mary Arden and John Shakespeare.
7. ____ Shakespeare is believed to have been 53 years old when he died.
8. ____ Shakespeare's plays were performed at the Globe Theater in London.
9. ____ Shakespeare's comedies are more highly regarded than his tragedies.
10. ____ Shakespeare was born in Stratford-on-Avon, England, on April 26, 1564.

B. Circle a letter to show the meaning of the **boldface** word from the reading.
Hint: Check a dictionary if you need help.

- | | |
|--|---|
| 1. Shakespeare's father was a merchant . | 3. Shakespeare wrote a number of sonnets . |
| a. one who buys and sells goods for profit | a. 14-line poems rhymed in a certain pattern |
| b. soldier hired to fight for a foreign country | b. very short biographies |
| c. one who lends money for profit | c. plays with many sound effects |
| 2. Someone who lives as a country gentleman . | 4. Today, a grammar school is called |
| a. never visits the city. | a. a junior college. |
| b. raises chickens and pigs. | b. a prep school. |
| c. has retired from the working world. | c. an elementary school. |

**INTERPRETING VISUAL CLUES**

In illustrated novels, pictures often give you as much information as the words. Study the details of the artist's drawings for clues about when and where events are happening. Pictures can also show you how the characters feel about what is being said and done.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 10—bottom of page.**
By studying the faces in the crowd you can tell that the government official is
 - a. welcoming them to the celebration.
 - b. scolding them for honoring Caesar.
 - c. explaining how government works.
2. **Page 29—bottom lefthand side.**
The position of Portia's body suggests that she is
 - a. weak and tired from hunger.
 - b. of a higher rank than the man.
 - c. pleading with the man for something.
3. **Page 41—bottom righthand side.** As he kneels next to Caesar's dead body, Brutus's face and body posture indicate that he
 - a. is sorry that he had to kill him.
 - b. had always hated Caesar.
 - c. wishes that he'd done it sooner.
4. **Page 51—bottom of page.**
The details surrounding the figure in the blue robe suggest that it
 - a. is in the sleeping servant's dream.
 - b. crawled in the window.
 - c. is a ghostly presence.
5. **Page 55—bottom righthand side.**
What detail does the artist use to represent the allegiance of Brutus and Cassius?
 - a. their clasped hands
 - b. their matching uniforms
 - c. the money they are exchanging
6. **Page 52—bottom of page.**
By looking closely at the drawing you can see that the weapons used by Roman armies were
 - a. bows and arrows.
 - b. swords and lances.
 - c. slingshots and rocks.
7. **Page 62—bottom of page.**
Study Brutus and his men. From the direction and manner of their movement, you can tell that enemy forces are
 - a. advancing.
 - b. retreating.
 - c. far away.