

*St Aiden's Homeschool*



*Julius Caesar*

*A Complete Unit Study*

*Presented by Donnette E Davis*

## *Literary works*

Caesar was considered during his lifetime to be one of the best orators and authors of prose in Rome—even Cicero spoke highly of Caesar's rhetoric and style. Among his most famous works were his funeral oration for his paternal aunt Julia and his *Anticato*, a document written to blacken Cato's reputation and respond to Cicero's Cato memorial. Unfortunately, the majority of his works and speeches have been lost to history.

## *Memoirs*

- The *Commentarii de Bello Gallico* (Commentaries on the Gallic War), campaigns in Gallia and Britannia during his term as proconsul; and
- The *Commentarii de Bello Civili* (Commentaries on the Civil War), events of the Civil War until immediately after Pompey's death in Egypt.

Other works historically attributed to Caesar, but whose authorship is doubted, are:

- *De Bello Alexandrino* (On the Alexandrine War), campaign in Alexandria;
  - *De Bello Africo* (On the African War), campaigns in North Africa; and
  - *De Bello Hispaniensi* (On the Hispanic War), campaigns in the Iberian peninsula.
- These narratives, apparently simple and direct in style—to the point that Caesar's *Commentarii* are commonly studied by first and second year Latin students—are highly sophisticated advertisements for his political agenda, most particularly for the middle-brow readership of minor aristocrats in Rome, Italy, and the provinces.

## *Military career*

Historians place the generalship of Caesar as one of the greatest military strategists and tacticians who ever lived, along with Alexander the Great, Sun Tzu, Hannibal, Genghis Khan and Napoleon Bonaparte. Caesar suffered occasional tactical defeats, such as Battle of Gergovia during the Gallic War and the Battle of Dyrrhachium during the Civil War. However, his tactical brilliance was highlighted by such feats as his circumvallation of Alesia during the Gallic War, the rout of Pompey's numerically superior forces at Pharsalus during the Civil War, and the complete destruction of Pharnaces' army at Battle of Zela.

Caesar's successful campaigning in any terrain and under all weather conditions owes much to the strict but fair discipline of his legionaries, whose admiration and devotion to him were proverbial due to his promotion of those of skill over those of nobility. Caesar's infantry and cavalry were first rate, and he made heavy use of formidable Roman artillery and his army's superlative engineering abilities. There was also the legendary speed with which he manoeuvred his troops; Caesar's army sometimes marched as many as a day. His *Commentaries on the Gallic Wars* describe how, during the siege of one Gallic city built on a very steep and high plateau, his engineers tunnelled through solid rock, found the source of the spring from which the town was drawing its water supply, and diverted it to the use of the army. The town, cut off from their water supply, capitulated at once.

## *Name*

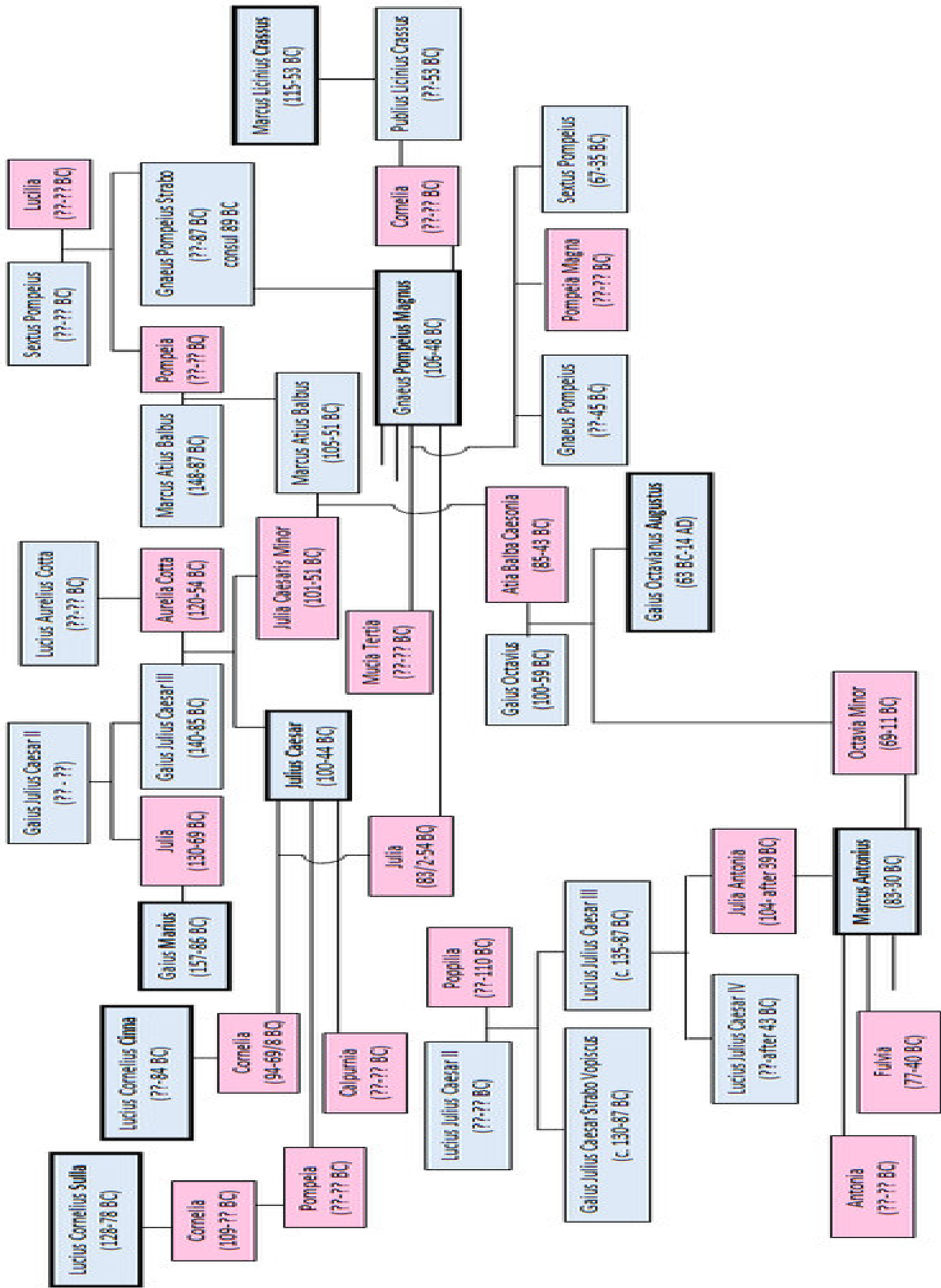
Using the Latin alphabet as it existed in the day of Caesar (for example, without lower case letters, "J", or "U"), Caesar's name is properly rendered "GAIVS IVLIVS CAESAR". The form "CAIVS" is also attested using the old Roman pronunciation of letter C as G; it's an antique form of the more common "GAIVS". It is often seen abbreviated to "C. IVLIVS CAESAR". (The letterform "Æ" is a ligature, which is often encountered in Latin inscriptions where it was used to save space, and is nothing more than the letters "ae".) In Classical Latin, it was . In the days of the late Roman Republic, many historical writings were done in Greek, a language most educated Romans studied. Young wealthy Roman boys were often taught by Greek slaves and sometimes sent to Athens for advanced training, as was Caesar's principal assassin, Brutus. In Greek, during Caesar's time, his family name was written Καίσαρ, reflecting its contemporary pronunciation. Thus his name is pronounced in a similar way to the pronunciation of the German Kaiser. This German name was phonemically but not phonetically derived from the Middle Ages Ecclesiastical Latin, in which the familiar part "Caesar" is [t̪e̞sar], from which the modern English pronunciation is derived, as well as the title of Czar.

His name is also remembered in Norse mythology, where he's manifested as the legendary king Kjárr.

# Family

- Parents
- Father Gaius Julius Caesar the Elder
  - Mother Aurelia (related to the Aurelia Cottae)
- Sisters
- Julia Caesaris "Maior" (the elder)
  - Julia Caesaris "Minor" (the younger)
- Wives
- 1<sup>st</sup> marriage to Cornelia Cinnilla, from 83 BC until her death in childbirth in 69 or 68 BC
  - 2<sup>nd</sup> marriage to Pompeia, from 67 BC until he divorced her around 61 BC
  - 3<sup>rd</sup> marriage to Calpurnia Pisonis, from 59 BC until Caesar's death
- Children
- Julia with Cornelia Cinnilla, born in 83 or 82 BC
  - Caesarion, with Cleopatra VII, born 47 BC. He would become Pharaoh with the name Ptolemy Caesar and was killed at age 17 by Caesar's adopted son Octavian
  - Adopted: son, Gaius Julius Caesar Octavianus (his great-nephew by blood), who later became Emperor Augustus.
- Grandchildren
- Grandson from Julia and Pompey, dead at several days, unnamed.
- Lovers
- Cleopatra VII
  - Servilia Caepionis mother of Brutus
  - Eunoë, queen of Mauretania and wife of Bogudes
- Notable relatives
- Gaius Marius (married to his Aunt Julia)
  - Mark Antony
  - Lucius Julius Caesar
  - Julius Sabinus, a Gaul of the Lingones at the time of the Batavian rebellion of AD 69, claimed to be the great-grandson of Caesar on the grounds that his great-grandmother had been Caesar's lover during the Gallic war.

*Lesson Idea: Based on the information on this page about Caesar's family & relatives, can you draw and label a Family Tree for Caesar? The actual family tree is on the following page. Use that to refer to when creating your own Caesar family tree. It might be an idea to create your own personal family tree as well 😊*



## *Political rivals and rumours of homosexual activity*

Roman society viewed the passive role during sex, regardless of gender, to be a sign of submission or inferiority. Indeed, Suetonius says that in Caesar's Gallic triumph, his soldiers sang that, "Caesar may have conquered the Gauls, but Nicomedes conquered Caesar." According to Cicero, Bibulus, Gaius Memmius, and others (mainly Caesar's enemies), he'd an affair with Nicomedes IV of Bithynia early in his career.

The tales were repeated, referring to Caesar as the Queen of Bithynia, by some Roman politicians as a way to humiliate and degrade him. It is possible that the rumours were spread only as a form of character assassination. Caesar himself, according to Cassius Dio, denied the accusations under oath.

This form of slander was popular during this time in the Roman Republic to demean and discredit political opponents. A favourite tactic used by the opposition was to accuse a popular political rival as living a Hellenistic lifestyle based on Greek & Eastern culture, where homosexuality and a lavish lifestyle were more acceptable than the conservative traditions of the Romans.

Catullus wrote two poems suggesting that Caesar and his engineer Mamurra were lovers, but later apologised. Mark Antony charged that Octavian had earned his adoption by Caesar through sexual favours. Suetonius described Antony's accusation of an affair with Octavian as political slander. The boy Octavian was to become the first Roman emperor following Caesar's death.

## *Chronology*

### *Honours*

Julius Caesar was voted the title Divus ("god") after his death.

During his life, he received many honours, including titles such as Pater Patriae (Father of the Fatherland), Pontifex Maximus (Highest Priest), and Dictator. The many titles bestowed on him by the Senate are sometimes cited as a cause of his assassination, as it seemed inappropriate to many contemporaries for a mortal man to be awarded so many honours.

As a young man he was awarded the Corona Civica (civic crown) for valour while fighting in Asia Minor.

Caesar's cognomen would eventually become a title. The title became the German Kaiser and Slavic Tsar/Czar. As the last tsar in nominal power was Simeon II of Bulgaria whose reign ended in 1946; for two thousand years after Julius Caesar's assassination, there was at least one head of state bearing his name. This title was greatly promulgated by the Bible, for its famous verse "Render unto Caesar the things which are Caesar's, and unto God the things that are God's".

## Personal life

- | Born in Rome
- | Escapes the Sullan persecutions
- | Begins career as an advocate
- | Death of Crassus
- | Assassinated
- | Formally deified as the Divine Julius\*

## Relationships/Family

- | Marries Cornelia Cinnilla
- | Alleged tryst with Nicomedes of Bithynia
- | Death of Cornelia
- | Marries Pompeia Sulla  
Divorces Pompeia Sulla
- | Marries Calpurnia Pisonis
- | Death of daughter, Julia
- | Meets Cleopatra VII

## Military career

- | Military service in Asia and Cilicia
- | Battle of Alesia
- | Crossing of the Rubicon  
Civil war starts
- | Defeats Pompey in Greece  
at Battle of Pharsalus
- | Campaign in Egypt
- | Defeats Cato and Metellus Scipio  
in northern Africa
- | Defeats the last opposition  
in Hispania

## Political career

- | Becomes Quaestor in Hispania Ulterior
- | Elected curule aedile
- | Elected pontifex maximus  
and praetor urbanus
- | Catilinarian conspiracy
- | Serves as Propraetor  
in Hispania Ulterior
- | First time declared imperator
- | Beginning of the First Triumvirate
- | End of the First Triumvirate
- | First dictatorship
- | Second dictatorship
- | Elected pontifex maximus for life
- | Returns to Rome
- | Named Pater Patriae
- | Second time declared imperator
- | Third dictatorship
- | Appointed perpetual dictator
- | Refuses diadem from Mark Antony

## Consulships

- | First consulship with  
Marcus Calpurnius Bibulus
- | Starts first term as  
Proconsul of Gaul
- | Starts second term as  
Proconsul of Gaul
- | Second consulship with  
Publius Servilius Vatia Isauricus
- | Third consulship with  
Marcus Aemilius Lepidus
- | Fourth consulship  
without colleague
- | Fifth consulship with  
Mark Antony

# Lesson Plans

## Ancient Egypt & Roman Civilisation

### Objectives

Learners/children will:

1. review important facts and concepts about ancient Egypt/Roman civilization
2. identify important vocabulary and names pertaining to ancient Egypt/Rome

### Materials

For this lesson, you will need:

- Online, electronic, video, and print reference materials about ancient Egypt/Rome
- For the word and phrase lists: paper and pencils
- For the puzzle boards: chart paper, easel and markers, Post-it notes
- For the wheel: poster board and cardboard at least 10" × 10" (can be as large as 15" × 15"), a black marker, and a brass paper fastener
- For winnings: play money in increments of \$100

### Procedures

1. After learning about ancient Egyptian/Roman civilization and its rulers, learners/children will enjoy playing Wheel of Pharaoh, adapted from the popular television game show "Wheel of Fortune." The object of this game is to solve a word puzzle by correctly guessing all the letters that spell a word

or phrase relating to ancient Egypt/Rome.

Have pairs or small groups of learners/children work cooperatively to list five important words or phrases having to do with ancient Egypt/ Roman rulers, people, places, monuments, everyday objects, events, or any other aspect of ancient Egypt/ Roman civilization. Remind learners/children to use dictionaries and other information sources to check spelling.

2. Distribute chart paper and markers to each group, one sheet for each word or phrase on the group's list. Each group then creates a puzzle board for each of their words or phrases, each one on a separate piece of chart paper. The word or phrase is "spelled" out in a series of dashes, one dash for each letter, with a space separating each word in a phrase. For example, the phrase "Queen Cleopatra" would appear like this:

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Learners/children should print each correctly spelled word or phrase on a Post-it note and affix it to the back of the corresponding puzzle board for the host's use during the game.

3. Create a simple wheel spinner from a piece of poster board. Cut a circle (10 to 15 inches in diameter) from the poster board. Draw four quadrants in the circle, and divide each quadrant into four equal sections labelled \$100, \$200, \$300, and Bankrupt. (If your learners/children can add larger numbers, some of the sections may have larger denominations.) For the wheel backing, cut a piece of cardboard that is slightly larger than the circle. Use a paper fastener to mount the circle on a cardboard backing. At the top of the cardboard, draw a red arrow pointing to the wheel.
4. To play the game, the teacher serves as host, selects three learners/children to be the first round of contestants, presents the first puzzle board, and removes and refers to the Post-it note for reference. Contestant 1 spins the wheel and guesses a consonant. The host fills in that letter in the puzzle as many times as it appears in the word or phrase. Depending on what dollar amount the contestant has spun on the wheel, the host (with the help of the "audience") calculates the score for that spin and keeps score on a blank area of the puzzle board. That contestant continues spinning and guessing a letter until he or she guesses incorrectly or spins "Bankrupt" on the wheel. (If the student spins "Bankrupt," he or she loses all points won up to that point.) The host keeps track of incorrectly guessed letters on a blank area of the puzzle board. The game continues, proceeding to contestants 2, 3, back to 1, and so on.
5. At any time during his or her turn, a contestant may guess a vowel instead of a consonant, but no money is won for a correct vowel guess.
6. At any time after a correct guess, a contestant may try solving the puzzle. If

correct, the student then defines the word. If the student's definition is correct, he or she is the winner and gets to keep the "money" earned. If the student guesses the wrong word, play continues to the next contestant. If the word is correct, but the definition is incorrect, the next contestant tries to define the word. At the end of the game, the two non-winning contestants each earn \$100 for their efforts.

7. When a puzzle has been solved, the host picks three new contestants to play the next game.
8. After all learners/children have had a chance to play Wheel of Pharaoh, the student who won the most amount of money is the overall winner.

### Adaptations

Adaptation for younger learners/children: You may wish to supply the word and phrase lists for younger learners/children, rather than having them develop them on their own. In addition, you may want to provide play money in smaller denominations (\$1, \$5, \$10).

### Discussion Questions

1. Discuss the important leadership qualities you have noticed in the Egypt/Roman rulers you have studied. Give specific examples of rulers and their qualities.
2. Decide whether ancient Egypt/Rome's willingness to have female rulers reflects an overall attitude supporting women's equality in that civilization. Back up your opinion with evidence from your research and reading.
3. The famous Tutankhamen ("King Tut") ruled from the time he was a boy. Compare the priorities a child ruler might have with those of an adult ruler.
4. Cleopatra, the last of the pharaohs, aligned herself with powerful men as part of her strategy to keep control of her land. How would that strategy be judged by today's standards?
5. Hatshepsut, the Egyptian woman who ruled in the guise of a man, built many temples, sculptures, and obelisks as monuments to herself. Other Egyptian/Roman pharaohs did the same. Analyze this tradition of rulers

celebrating their own greatness. Why do you think they felt it necessary? How would such a practice be viewed today? What kinds of things do leaders in today's society leave behind as their legacy?

6. Why did ancient civilizations such as ancient Egypt/Rome eventually disappear? Do you see any signs that our modern civilization might not be around forever? Pinpoint any current problem signs you can identify, and offer solutions for these problems. As you think about this, determine if any of the same problems occurred in ancient Egypt/Rome before its demise.

## Evaluation

A simple rubric can evaluate your learners/children' cooperative work in helping to develop the Wheel of Pharaoh game. For each group, the following criteria can be evaluated on a scale of 1 to 4 (1 = below expectations; 2 = approaches expectations; 3 = meets expectations; 4 = exceeds expectations):  
Criteria

- Started task on time
- Everyone participated
- Made good use of time
- Completed task
- End product contained correct elements (list of relevant words and phrases, correctly spelled)

## Extensions

**Extra!                      Extra!                      Read                      All                      about                      It!**

Have your learners/children develop news and feature stories, editorials, and illustrations for the imaginary *Egyptian Times* newspaper's coverage of Hatshepsut's decision to rule Egypt as a man. Display student work in a newspaper-style layout on a bulletin board.

## If Kids Ruled the World

Ask learners/children to discuss why people accepted child rulers in ancient times. Have learners/children work in small groups to list the top 10 things a child ruler today would have to learn in order to remain in power. Let learners/children compare lists and determine who would be appropriate

teachers for a child ruler.

## Suggested Readings

### **Hatshepsut and Ancient Egypt**

Miriam Greenblatt. Marshall Cavendish Inc., 2000  
This book explores the tumultuous reign of Hatshepsut, the first female ruler of Egypt. The author not only provides details into the life of the ruler, but also into the everyday life of ancient Egyptians. Includes a glossary, reading list and Internet links for additional research.

### **Tutankhamen: The Life and Death of a Pharaoh**

David Murdoch, DK Publishing, Inc., 1998  
Original photography, lavish, detailed art work and first-hand accounts bring history to life in this provocative book. Readers take part in the wonder of the discovery of Tutankhamen's tomb in the Valley of the Kings by Howard Carter and Lord Carnarvon.

### **Cleopatra**

Diane Stanley, Peter Vennema, Morrow, William & Co., 1997.  
Majestic illustrations and lively text capture the beauty and brilliance of this Egyptian Queen. This well-crafted biography follows Cleopatra's reign from the age of 18 until her death at 39.

## Grade 3-4

### Objectives

Learners/children will:

1. experience and analyze the pros and cons of a dictatorship; and
2. apply these ideas to their understanding of life in ancient Rome.

### Materials

For this lesson, you will need:

- chart paper

### Procedures

1. Explain to your learners/children that the most famous general of the Roman Republic was Julius Caesar. He defeated all of his rivals and eventually ruled Rome as a permanent dictator. This enraged the Roman senators, who eventually arranged Julius Caesar's death. In this activity, your learners/children will experience firsthand the pros and cons of living with a dictator right in their own classroom by having one of their classmates play the role for the day.
2. Discuss with your learners/children what they believe to be the positive and negative aspects of a dictatorship. List their answers on a chart for later referral.
3. Select one student to serve as dictator for the day. Allow him or her to make many decisions concerning the daily routine of your class (who will be first for lunch, who will get the playground equipment, who is at the front of the line, and so on).
4. At the end of the day, hold a class meeting and discuss the impact of one person making all of these decisions for the class. Add any new opinions to the pro and con pro-and-con chart that you made earlier in the day. Did learners/children' opinions change? Were there any positive aspects to the dictatorship that they had not expected?
5. Continue the class discussion and analyze the experience. Did problems

arise that they did not anticipate? How did the person who served as dictator feel about the experience? Was it an easy job? Was he or she worried about others' opinions? How did that student feel when he or she was initially chosen? Did his or her feelings change by the end of the day?

6. Would the learners/children like to have one student chosen every day to serve as dictator? Using the class chart as a reference, have the learners/children write a persuasive paragraph that supports their opinion about whether or not such a change would benefit the class.
7. After they share their paragraphs, have your learners/children apply their new personal knowledge of dictatorship to life in ancient Rome. How do they think people felt about dictatorships at that time? Who would have liked such a system and who would not have liked it? Why?

### Adaptations

Younger learners/children may have difficulty handling this experience. To keep their feelings from being hurt, you can easily use a puppet or stuffed animal as the dictator. Allow this character to "make the decisions" and then hold a class meeting at the end of the day to give learners/children a chance to share their opinions about the experience.

After experiencing the dictator for the day dictator-for-the-day activity, have your learners/children write a story that predicts what might have happened if the activity had continued for a week, a month, or an entire school year. What problems might have arisen? How might they have been handled?

### Discussion Questions

1. Rome was an important city in ancient times. If you lived at that time, why do you think your family would want to live there?
2. If you could use a time machine to go back to ancient Rome, what clothes would you pack to wear? What items would you want to take for your home so that you would be comfortable?
3. Many items from ancient Rome are still used today. If an ancient Roman travelled in your time machine back to today, what things would he recognize?

4. The United States conducts a census every few years. What is a census? Why do you think the ancient Romans conducted a census?
5. During the Roman republic, the citizens experienced two types of government. What were they and how were they different? Which do you think that you would prefer and why?
6. Members of the Roman senate weren't paid for their work. They wanted to serve because they thought it was an honour to be chosen for the job. How are our senators chosen? Are they paid? Do you think they should be? Why?

## Evaluation

You can use a simple assessment tool such as a rubric to evaluate their learners/children' paragraphs:

- Student followed directions.
- Student's paragraph included a topic sentence.
- Student's paragraph included three supporting-detail detail sentences.
- Student's paragraph included a concluding sentence.

## Extensions

### **When in Rome . . . Make Mosaics**

The Romans used mosaics to decorate the walls and floors of their homes with scenes from mythology or their daily life. Mosaics are pictures or designs made out of tiny pieces of glass, stone, or tile. Have your learners/children try their hands at making mosaics in the ancient Roman tradition. After researching a character from Roman mythology, have them draw an outline of a monster or god on a piece of cardboard and fill in the picture with tiny pieces of coloured paper that have been brushed with glue. For a fancier mosaic, learners/children can use tinted broken eggshells that have been cleaned and saved.

### **Top-of-the-Line Tools for Attack in Ancient Rome**

The Romans developed many assault weapons in the fourth century B.C. Two of these are the battering ram and the assault tower. Have your

learners/children work in groups to research these tools of war and build a small model of each for display. A great reference book for this activity is *Ancient Rome: A Civilization Project Book*, by Susan Purdy and Cass R. Sandak.

## Suggested Readings

### **Roman Town**

Hazel Mary Martell. Franklin Watts, Incorporated, 1997. Visit a typical Roman town, with its villa, theatre, forum, marketplace, temple, baths, homes, and cemetery. Complete with a time traveller's guide and tour, as well as a glossary of terms, this book will make you feel right at home in the past.

### **Ancient Rome**

Judith Simpson. Time-Life Books, 1997. Learn about life in ancient Rome—its government, religion, and family life. Filled with interesting sidebars, pictures of Roman art and artefacts, and a complete list of Roman emperors, this is an excellent introduction to a time and culture that has helped shape our own.

*Adapted from : <http://school.discoveryeducation.com/lessonplans/programs/tlc-ancientrome/>*

# JULIUS CAESAR BY WILLIAM SHAKESPEARE

## Quiz

*Download and Read the eBook or read it to your children. This comprehension quiz will be helpful at the end of the reading, together with this complete unit study. The answers are at the end of the quiz.*

1. How does Caesar first enter the play?

- (A) In disgrace; he has been captured
- (B) In defeat
- (C) In a triumphal procession; he has defeated the rival general Pompey
- (D) In disguise

2. What does the Soothsayer say to Caesar?

- (A) "Beware the Ides of March"
- (B) "Never trust Cassius"
- (C) "Pursue the kingship"
- (D) "Your toupee is on backward"

3. What does Cassius first ask Brutus?

- (A) What happened at the battle
- (B) Where his wife is
- (C) Why he has been so distant and contemplative lately
- (D) Whether he wants to be king instead of Caesar

4. What does Brutus admit to Cassius?

- (A) That his wife is dead
- (B) That he and Antony have had an argument
- (C) That he thinks the Senate is doomed
- (D) That he fears the people want Caesar to be king

5. What does Antony offer Caesar in the marketplace?

- (A) The crown
- (B) The key to the city
- (C) A newspaper
- (D) A new chariot

6. That night, which of the following omens are seen?

- (A) Dead men walking
- (B) Lions strolling in the marketplace
- (C) Lightning
- (D) All of the above

7. What finally convinces Brutus to join the conspirators?

- (A) Forged letters planted by Cassius
- (B) Visits from the citizens
- (C) His intuition
- (D) Omens

8. Why does Calpurnia urge Caesar to stay home rather than appear at the Senate?

- (A) He travels too much; they have hardly seen each other lately
- (B) His grandchildren are coming to visit
- (C) He does not appear presentable enough
- (D) She has had nightmares about his death

9. Why does Caesar ignore Calpurnia's warnings?

- (A) He is deaf in one ear and fails to hear her correctly
- (B) Decius convinces him that Calpurnia has interpreted the dream and the omens incorrectly
- (C) He wants fresh air
- (D) He wants to humor the conspirators

10. What does Artemidorus offer Caesar in the street?

- (A) A letter warning him about the conspiracy
- (B) A victory wreath
- (C) A new shield
- (D) The crown

11. What do the conspirators do at the Senate?

- (A) Kneel around Caesar
- (B) Stab him to death
- (C) Proclaim "Tyranny is dead!"
- (D) All of the above

12. What does Antony do when he arrives at Caesar's body?

- (A) He swears allegiance to Brutus
- (B) He weeps over Caesar's body
- (C) He shakes hands with the conspirators
- (D) All of the above

13. After the assassination of Caesar, which of the conspirators addresses the plebeians first?

- (A) Decius
- (B) Cassius
- (C) Antony
- (D) Brutus

14. What is Brutus's explanation for killing Caesar?

- (A) Caesar was ambitious
- (B) Caesar was old
- (C) Caesar was evil
- (D) Caesar was weak

15. What does Antony tell the crowd?

- (A) That Brutus is an honorable man
- (B) That Caesar brought riches to Rome and turned down the crown
- (C) That Caesar bequeathed all of the citizens a large sum of money
- (D) All of the above

16. What is the crowd's response?

- (A) Apathy; they did not care for Caesar and his ambition
- (B) Indifference; Antony's rhetoric does not move them
- (C) Rage; they chase the conspirators from the city
- (D) Irritation; they are tired of Antony's constant complaints

17. Who is Octavius?

- (A) Antony's cousin
- (B) Brutus's son
- (C) Caesar's adopted son and appointed heir
- (D) Cassius's best friend

18. Octavius and Antony join together with whom?

- (A) Titinius
- (B) Casca
- (C) Cinna
- (D) Lepidus

19. Why do Brutus and Cassius argue?

- (A) They are tired of each other's company
- (B) Cassius seduced Brutus's wife
- (C) Brutus asked for money and Cassius withheld it
- (D) They disagree on the best tactics for the upcoming battle

20. What news do Brutus and Cassius receive from Rome?

- (A) Portia is dead
- (B) Many senators are dead
- (C) The armies of Antony and Octavius are marching toward Philippi
- (D) All of the above

21. What appears at Brutus's bedside in camp?

- (A) A crow
- (B) Caesar's ghost
- (C) A bloody dagger
- (D) A lion

22. What does Cassius think has happened to his and Brutus's armies?

- (A) He believes that they have been defeated by Antony and Octavius
- (B) He thinks that they have won
- (C) He believes that they have joined the ranks of Antony and Octavius
- (D) He thinks that they have been felled by an epidemic

23. What is Cassius's response to the situation?

- (A) He gives himself up to Antony and Octavius
- (B) He flees
- (C) He waits quietly for it all to end
- (D) He has his servant stab him

24. What does Brutus do when he sees the battle lost?

- (A) He joins Antony's side
- (B) He kills himself
- (C) He gives himself up as a prisoner to Antony and Octavius
- (D) He flees

25. What does Antony call Brutus?

- (A) A scoundrel
- (B) A bad soldier
- (C) A coward
- (D) The noblest Roman

JULIUS CAESAR  
BY WILLIAM SHAKESPEARE

## Quiz Answers

Scroll through the page to review your answers. The correct answer is highlighted in green.

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- (A) That his wife is dead
- (B) That he and Antony have had an argument
- (C) That he thinks the Senate is doomed
- (D) That he fears the people want Caesar to be king

5. What does Antony offer Caesar in the marketplace?

- (A) The crown
- (B) The key to the city
- (C) A newspaper
- (D) A new chariot

6. That night, which of the following omens are seen?

- (A) Dead men walking
- (B) Lions strolling in the marketplace
- (C) Lightning
- (D) All of the above

7. What finally convinces Brutus to join the conspirators?

- (A) Forged letters planted by Cassius
- (B) Visits from the citizens
- (C) His intuition
- (D) Omens

8. Why does Calpurnia urge Caesar to stay home rather than appear at the Senate?

- (A) He travels too much; they have hardly seen each other lately
- (B) His grandchildren are coming to visit
- (C) He does not appear presentable enough
- (D) She has had nightmares about his death

9. Why does Caesar ignore Calpurnia's warnings?

- (A) He is deaf in one ear and fails to hear her correctly
- (B) Decius convinces him that Calpurnia has interpreted the dream and the omens incorrectly
- (C) He wants fresh air
- (D) He wants to humor the conspirators

10. What does Artemidorus offer Caesar in the street?

- (A) A letter warning him about the conspiracy
- (B) A victory wreath
- (C) A new shield
- (D) The crown

11. What do the conspirators do at the Senate?

- (A) Kneel around Caesar
- (B) Stab him to death
- (C) Proclaim "Tyranny is dead!"
- (D) All of the above

12. What does Antony do when he arrives at Caesar's body?

- (A) He swears allegiance to Brutus

- (B) He weeps over Caesar's body
- (C) He shakes hands with the conspirators
- (D) All of the above

13. After the assassination of Caesar, which of the conspirators addresses the plebeians first?

- (A) Decius
- (B) Cassius
- (C) Antony
- (D) Brutus

14. What is Brutus's explanation for killing Caesar?

- (A) Caesar was ambitious
- (B) Caesar was old
- (C) Caesar was evil
- (D) Caesar was weak

15. What does Antony tell the crowd?

- (A) That Brutus is an honourable man
- (B) That Caesar brought riches to Rome and turned down the crown
- (C) That Caesar bequeathed all of the citizens a large sum of money
- (D) All of the above

16. What is the crowd's response?

- (A) Apathy; they did not care for Caesar and his ambition
- (B) Indifference; Antony's rhetoric does not move them
- (C) Rage; they chase the conspirators from the city
- (D) Irritation; they are tired of Antony's constant complaints

17. Who is Octavius?

- (A) Antony's cousin
- (B) Brutus's son
- (C) Caesar's adopted son and appointed heir
- (D) Cassius's best friend

18. Octavius and Antony join together with whom?

- (A) Titinius
- (B) Casca
- (C) Cinna

(D) Lepidus

19. Why do Brutus and Cassius argue?

- (A) They are tired of each other's company
- (B) Cassius seduced Brutus's wife
- (C) Brutus asked for money and Cassius withheld it
- (D) They disagree on the best tactics for the upcoming battle

20. What news do Brutus and Cassius receive from Rome?

- (A) Portia is dead
- (B) Many senators are dead
- (C) The armies of Antony and Octavius are marching toward Philippi
- (D) All of the above

21. What appears at Brutus's bedside in camp?

- (A) A crow
- (B) Caesar's ghost
- (C) A bloody dagger
- (D) A lion

22. What does Cassius think has happened to his and Brutus's armies?

- (A) He believes that they have been defeated by Antony and Octavius
- (B) He thinks that they have won
- (C) He believes that they have joined the ranks of Antony and Octavius
- (D) He thinks that they have been felled by an epidemic

23. What is Cassius's response to the situation?

- (A) He gives himself up to Antony and Octavius
- (B) He flees
- (C) He waits quietly for it all to end
- (D) He has his servant stab him

24. What does Brutus do when he sees the battle lost?

- (A) He joins Antony's side
- (B) He kills himself
- (C) He gives himself up as a prisoner to Antony and Octavius
- (D) He flees

25. What does Antony call Brutus?

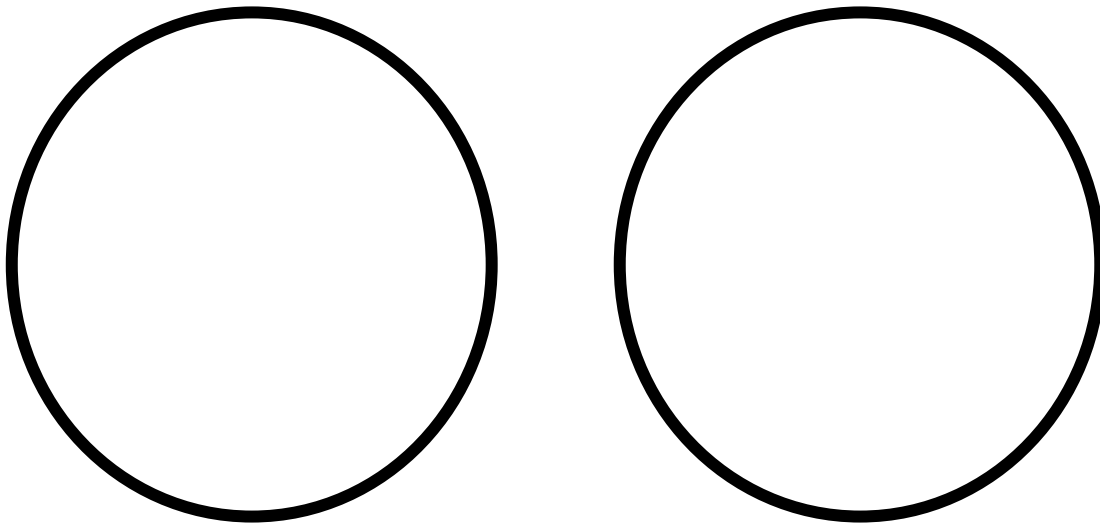
- (A) A scoundrel
- (B) A bad soldier
- (C) A coward
- (D) The noblest Roman

*Caesar was the first to print his own bust on a Roman minted coin.*



**Activity:**

**Create your own coin, depicting a “heads” and a “tails”**



**Describe why you have chosen the images that you have.**

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