Anticipation Guide

Name_______________________
Date_______________ Teacher________________

Directions: Below are some true or false statements which deal with the play Julius Caesar. Think about each statement, and circle either true or false—depending on your thoughts and feelings about the statement. Also, write a brief statement dealing with why you circled true or false. We will discuss your answers afterward. There are no right or wrong answers.

T   F   1. It is better to have only one best friend.

T   F   2. It is sometimes okay to betray your friend(s).

T   F   3. War is a good thing.

T   F   4. When life gets tough, it is okay to commit suicide as a means of escape.

T   F   5. War only hurts those who fight in it.

T   F   6. Suicide has no hurtful effect on those left behind.

T   F   7. It is better to listen to advice of peers than to listen to advice of a spouse or family member.

T   F   8. It is not possible for people to do something they would not otherwise do when tempted by peers.
Anticipation Guide
Teacher Key

Directions: Below are some true or false statements which deal with the play Julius Caesar. Think about each statement, and circle either true or false—depending on your thoughts and feelings about the statement. Also, write a brief statement dealing with why you circled true or false. We will discuss your answers afterward. There are no right or wrong answers.

This strategy does well to address the enduring question, which deals with what makes a true friend. It also focuses on key themes, such as war, suicide, and peer pressure, themes that students can relate to.

T  F 1. It is better to have only one best friend.
   There is no right answer to this statement. Many people enjoy having many friends, while many others enjoy having only one friend. How hard is it to make more than one best friend happy when they don’t get along? What are the pros and cons of having more than one best friend? What are the pros and cons of having only one best friend? Is it possible to have many good friends, but only one best friend?

T  F 2. It is sometimes okay to betray your friend(s).
   This statement depends on what betrayal is interpreted as meaning. Does betrayal only mean going against a friend? Is it right to stand by friends when they are doing wrong things? Is it betrayal to turn in a friend when the person knows that turning in the friend will eventually help out the friend? Is this ever possible? If so, when?

T  F 3. War is a good thing.
   War always means devastation, death, and destruction. Is it ever necessary? What about the current situation in Iraq? Is Bush justified in what he is doing? Why or why not? If he is not, what would you do differently than what he has done? Why is your way a better way?

T  F 4. When life gets tough, it is okay to commit suicide as a means of escape.
   Life is never so bad that one needs to take one’s own life. There are always positive things about life to go with the negative things.
It is just a matter of being able to see the good as well as the bad. Is suicide ever justifiable? Has anyone here ever thought about suicide? (do not answer this question) What would lead someone to desire to commit suicide?

5. War only hurts those who fight in it.
   War hurts everyone involved, either voluntarily or involuntarily. A good book to read would be *Rose Blanche*, or even Toshi Maruki’s *Hiroshima No Pika*. Students need to realize that people die in war, whether or not they are directly fighting. It would be a good idea to bring in a speaker who has been in a war. It would also be good to talk about a country that is still rebuilding from a war, such as Croatia. There were many Croatian civilians who died during the war from 1991-95. In what ways would surviving families and friends be hurt? How many people actually want a war when their country is going through one?

6. Suicide has no harmful effect on those left behind.
   After one commits suicide, it is the family and friends that suffer. Why do they suffer? Would guilt play a role to the suffering? Why or why not? In the end, is it fair to say that the person who commits suicide is selfish? Why or why not? How would people move on after someone they love commits suicide? If possible, bring in someone who had a loved one commit suicide. Have them talk to the class about how it has been.

7. It is better to listen to advice of peers than to listen to advice of a spouse or family member.
   This one could also go both ways. The teacher needs to be sensitive to those students who do not have a good home life. There may be students who feel as though their parents do not love and care for them, and in this situation, they may feel as though they are better off listening to their peers. For the most part, however, parents care and love their children. With this being the case, it would be better to listen to advice of a spouse or family member.

8. People never do things they wouldn’t normally do when tempted by peers.
   Peer pressure is real, and it is all over. Brutus most likely wouldn’t have participated in the assassination of Caesar if he had not been tempted by Cassius. Do peers ever lead us to do things we normally wouldn’t. On the other hand, do peers ever help us to do things that are good?
Anticipation Guide for *Julius Caesar*

**Purpose of Strategy:** The purpose of this strategy is to get students to think about how they feel about topics that may be difficult to discuss. Having thought about these topics before reading the play, students will be better prepared to deal with the topics within the play.

**Context:** This strategy will be used before we open up and read the play. I believe many students to be somewhat fearful of Shakespeare. When students realize that Shakespeare wrote about things that are familiar to them, they will be more anxious and willing to read the play. It will no longer seem so foreign to them.

This strategy can last anywhere from 30-80 minutes, depending on how effective the teacher is at getting students to open up and discuss their answers. The statements that the students respond to in this strategy can and should be referred to throughout the remainder of the play.

**Directions to Students:** Below are some true or false statements which deal with the play *Julius Caesar*. Think about each statement, and circle either true or false—depending on your thoughts and feelings about the statement. Also, write a brief statement dealing with why you circled true or false. We will discuss your answers afterward. There are no right or wrong answers.

**Assessment:** One of the great things about this strategy is that there is not right or wrong answer for the different statements. Teachers need to make this very clear to students before they begin writing their answers and responses. By making this known to students, teachers allow them to feel more open to express how they really feel, instead of what they feel will be accepted and normal. This strategy helps teachers assess what each student thinks about the individual statements, thus becoming better acquainted with each student.