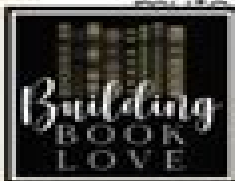


EXHIBIT 1



Sullivan, William Holmes; 'Julius Caesar', Act III, Scene I, the Assassination, circa 1850

Color Palette: Look at Caesar's trabea (cloak). What do you notice? What might the color symbolize? Beyond the color of his clothing, look at the overall color scheme of the painting. Are the colors vibrant, muted, or a mix? What atmosphere does this create, and how does it enhance the portrayal of the scene?



Julius Caesar Activities

Act 4

Julius Caesar Activities Act

Nancy Gillmore Coryell

A red circular graphic with a gradient, appearing as a stylized arrow or a partial circle, located to the right of the author's name.

Julius Caesar Activities Act:

Julius Caesar William Shakespeare, 2014-02-27 An improved larger format edition of the Cambridge School Shakespeare plays extensively rewritten expanded and produced in an attractive new design An active approach to classroom Shakespeare enables students to inhabit Shakespeare's imaginative world in accessible and creative ways Students are encouraged to share Shakespeare's love of language interest in character and sense of theatre Substantially revised and extended in full colour classroom activities are thematically organised in distinctive Stagecraft Write about it Language in the play Characters and Themes features Extended glossaries are aligned with the play text for easy reference Expanded endnotes include extensive essay writing guidance for Julius Caesar and Shakespeare Includes rich exciting colour photos of performances of Julius Caesar from around the world *Julius Caesar Teacher's Manual* Christina Lacie, 2006-03-01 Julius Caesar the Shakespearean drama that is in the curriculum of virtually every high school in the country is the latest offering in Barron's Picture This Shakespeare series This manual supplements Barron's Picture This Julius Caesar a book presented in graphic novel style for students use The manual offers teachers suggestions for classroom discussions quizzes and activities related to the play *Teaching Hamlet in the Twenty-First-Century Classroom* Joseph P. Haughey, 2024-09-23 Teaching Hamlet in the Twenty First Century Classroom is for both the novice and veteran teacher and offers fresh takes on teaching Shakespeare's iconic Hamlet Its lessons push students to engage deeply and creatively Rooted in text and performance each chapter provides ready to use learning objectives reading guides notes on language critical backgrounds discussion questions film based strategies and project based culminating activities that embrace students role in meaning making It is the book for teachers who want to get their students to love Hamlet Word and Rite Beatrice Batson, 2010-05-11 This book is an attempt to show something of the ways in which the Bible and the Christian tradition intersect the language of Shakespeare Word and Rite also focuses on the manner in which rites are efforts to illuminate mysteries the mystery of marriage the mystery of baptism the mystery of confession the mystery of the Eucharist the mystery of funerals and even the mystery of words in their relation to the Word Holy objects such as the Fountain of blood may also be considered Maimed rites frequently occur in Shakespeare but through ceremony there are attempts to turn mayhem into mystery especially in comedies In the words of the author of the Foreword to this book In Shakespeare word and rite are as inseparable as word and sacrament in worship so outward signs of inward truth are linked with words of these plays and with Scripture and with the Word incarnate This book also explores the ramifications of observing this insight **Acts** Mikeal C. Parsons, 2008-12 A leading biblical scholar offers grounding in the interpretation of Acts that draws heavily on ancient backgrounds and attends to the theological nature of the texts *Teaching Shakespeare to ESL Students* Leung Che Miriam Lau, Wing Bo Anna Tso, 2016-09-23 This is a teacher's resource book tailor made for EFL teachers who want to bring Shakespeare into their classes It includes forty innovative lesson plans with ready to use worksheets hands on games and student oriented activities

that help EFL learners achieve higher levels of English proficiency and cultural sensitivity By introducing the plots characters and language arts employed in Macbeth Romeo and Juliet The Taming of the Shrew and The Merchant of Venice the book conveys English grammatical rules and aspects like a walk in the garden complicated rhetorical features such as stress meter rhyme homonymy irony simile metaphor euphemism parallelism unusual word order etc are taught through meaning driven games and exercises Besides developing EFL learners English language skills it also includes practical extended tasks that enhance higher order thinking skills encouraging reflection on the central themes in Shakespeare s plays

The Teaching of Literature in the High School ,1929

Teaching Shakespeare in Primary Schools Stefan

Kucharczyk, Maureen Kucharczyk, 2021-09-27 Teaching Shakespeare in Primary Schools offers guidance and practical ideas for teaching Shakespeare s plays across Key Stage 1 and 2 It demonstrates how the plays can engage young readers in exciting immersive and fun literacy lessons and illustrates how the powerful themes iconic characters and rich language remain relevant today Part 1 explores the place of classic texts in modern classrooms how teachers can invite children to make meaning from Shakespeare s words and considers key issues such as gender and race and embraces modern technology and digital storytelling Part 2 presents Shakespeare s plays The Tempest A Midsummer Night s Dream Romeo and Juliet Julius Caesar Macbeth and The Winter s Tale For each play there is a suggested sequence of activities that will guide teachers through the process of inspiring children incubating ideas and making connections all before responding to it through drama writing and other subjects You don t need to be an actor a scholar or even an extrovert to get the best out of Shakespeare Written by experienced teachers this book is an essential resource for teachers of all levels of experience who want to teach creative engaging and memorable lessons

Teaching Julius Caesar Lyn Fairchild Hawks, 2010 Julius Caesar

with its themes of loyalty ambition and deception still resonates with high school students and remains a favorite text in classrooms everywhere Through differentiated instruction Lyn Fairchild Hawks offers solutions for bringing the play to life for all students those with various interests readiness levels and learning styles She offers practical engaging and rigorous lessons for teaching reading writing speaking performance and research that can be used as is or can be adapted to suit the needs of your students and classroom environment This book is a comprehensive curriculum for teaching the play and offers lesson plans highlighting key scenes mini lessons for reading and writing performance activities close reading assignments for ELL novice on target and advanced learners and quizzes writing assignments and compacting guidelines

Henry V

Frank Green, William Shakespeare, 1994

Caesar in the USA

Maria Wyke, 2012-11-13 The figure of Julius Caesar has loomed large in the United States since its very beginning admired and evoked as a gateway to knowledge of politics war and even national life In this lively and perceptive book the first to examine Caesar s place in modern American culture Maria Wyke investigates how his use has intensified in periods of political crisis when the occurrence of assassination war dictatorship totalitarianism or empire appears to give him fresh relevance Her fascinating discussion shows how from the

Latin classroom to the Shakespearean stage from cinema television and the comic book to the internet Caesar is mobilized in the U S as a resource for acculturation into the American present as a prediction of America s future or as a mode of commercial profit and great entertainment

Learning 2.0: An Inside Story On Teaching Manoj Sonawane,2024-04-14

This book is an effort to present contemporary learning and teaching methods in four key structures The first key is to form a story base and connect with students through a story by learning both story weaving and presentation skills The second key is to create new content stories and use them in teaching and learning methods The third key is learning psychology which provides a step by step guide to remove the fear of any subject by using Neuro Linguistic Programming NLP or reprogramming one s mind to learn the most hated subject and by doing this a growth mindset is created The fourth key is to accelerate learning by involving students through a self learning process where teachers have to act as mediators and let the students learn and act This book is written for teaching faculties students and parents and provides tools and techniques to help them to match with the pace of learning and teaching methods of the present generation

Teaching Hamlet and Henry IV, Part 1 Peggy O'Brien,2006-08 This third volume of the Shakespeare Set Free series is written by institute faculty and participants The volume sparkles with fine recent scholarship and the wisdom and wit of real classroom teachers in all kinds of schools all over the United States In this book you ll find Clear and provocative essays written by leading scholars to refresh the teacher and challenge older students Successful and plainly understandable techniques for teaching through performance Ways to teach Shakespeare that successfully engage students of every grade and ability level in exploring Shakespeare s language and the magical worlds of the plays Day by day teaching strategies for Twelfth Night and Othello created taught written and edited by teachers with real voices in real classrooms

Approaches to Teaching the Works of Robert Louis Stevenson Caroline McCracken-Flesher,2013-01-01 Although Robert Louis Stevenson was a late Victorian his work especially Treasure Island and The Strange Case of Dr Jekyll and Mr Hyde still circulates energetically and internationally among popular and academic audiences and among young and old Admired by Henry James Vladimir Nabokov and Jorge Luis Borges Stevenson s fiction crosses the boundaries of genre and challenges narrow definitions of the modern and the postmodern Part 1 of this volume Materials provides an introduction to the writer s life a survey of the criticism of his work and a variety of resources for the instructor In part 2 Approaches thirty essays address such topics as Stevenson s dialogue with James about literature his verse for children his Scottish heritage his wanderlust his work as gothic fiction as science fiction as detective fiction his critique of imperialism in the South Seas his usefulness in the creative writing classroom and how Stevenson encourages expansive thinking across texts times places and lives

Teaching Shakespeare in the High School Bertrand Evans,1966

Engraved Gems and Propaganda in the Roman Republic and under Augustus

Paweł Gołyźniak,2020-05-14 This book studies small but highly captivating artworks from antiquity engraved gemstones These objects had multiple applications and the images upon them captured snapshots of people s beliefs ideologies and

everyday occupations They provide a unique perspective on the propaganda of Roman political leaders especially Octavian Augustus

Creative Bible Teaching Lawrence O. Richards, Gary J. Bredfeldt, 1998-03-01 Are you a bridge builder Communicating the Scriptures is much like building a bridge However instead of ravines or rivers the teacher must span both cultural boundaries and great gulfs of time between the present and the past of Moses David Jesus and Paul This bridge must reach even further The student must be able to cross both into the past and into his own future God's Word is living and active sharper than any double edged sword Hebrews 4:12 It is contemporary relevant But it is the teacher who has the task of helping the student to see its vast treasures This is no easy task but it can be done through creative Bible teaching Together Richards and Bredfeldt have written a book on bridge building that reveals the following five step process by which Christian educators can construct a bridge across time geography and culture Step I Studying the Bible Develop an understanding of the nature role study and interpretation of the Bible Get the help you need in preparing biblically accurate lesson plans Step II Focusing the Message Learn how to teach for student learning Be guided in the process of translating learning theory into lesson preparation Step III Structuring the Lesson Develop a lesson plan using the HOOK BOOK LOOK TOOK structure Step IV Teaching the Class Learn about the five key principles of teacher effectiveness Discover how these principles can lead to a more dynamic and satisfying teaching experience within various age groups Step V Evaluating the Results Evaluate your own effectiveness by assessing the outcome of your teaching

Approaches to Teaching the Works of C. P. Cavafy Peter Jeffreys, Demetres P. Tryphonopoulos, 2025-04-26 Known as a preeminent poet of queer male desire C P Cavafy lived most of his life as part of the Greek minority community in Alexandria Egypt He was inspired by the possibilities offered by peripheries whether sexual geographic or historical Volumes of his poems widely translated into English give anglophone readers access to his distinctive mixture of irony and tenderness directness and subtlety This volume will help instructors introduce students to Cavafy's works and explore them from many angles with the help of the extensive archives now available Essays address teaching Cavafy both as a poetic historian of the Hellenistic Roman and Byzantine worlds and through the lens of postcoloniality They also explore how he interpreted classical Greek works and how his work has been interpreted by composers poets and readers within and beyond Greece and the Greek diaspora

Literacy Teaching and Learning in Rural Communities Lisa Schade Eckert, Janet Alsup, 2014-12-17 This definitive look at teaching English in rural secondary schools contests current definitions and discussions of rural education examines their ideological and cultural foundations and presents an alternative perspective that conceptualizes rural communities as diverse unique and conducive to pedagogical and personal growth in teaching and learning Authentic narratives document individual teachers moments of struggle and success in learning to understand value and incorporate rural literacies and sensibilities into their curricula The teachers stories and the scholarly analysis of issues raised through them illuminate the unique challenges and rewards of teaching English in a rural school and offer helpful insights and knowledge for navigating the

pedagogical landscape

Teaching Language Arts to English Language Learners Anete Vásquez,Angela L.

Hansen,Philip C. Smith,2013 This thoroughly revised and updated edition of Teaching Language Arts to English Language Learners provides readers with the comprehensive understanding of both the challenges that face ELLs and ways in which educators might address them in the language arts classroom The authors offer proven techniques that teachers can readily use to teach reading writing grammar and vocabulary as well as speaking listening and viewing skills A complete section is also devoted to ways teachers can integrate all five strands of the language arts curriculum into a comprehensive unit of study with meaningful accommodations for ELLs An annotated list of web and print resources completes the volume making this a valuable reference for language arts teachers to meet the challenges of including all learners in effective instruction New features to this edition include An updated and streamlined Part 1 which provides an essential overview of ELL theory in a language arts specific context Additional practical examples of language arts exercises all of which are closely aligned with the Common Core State Standards New pedagogical elements in Part 3 including tips on harnessing new technologies discussion questions and reflection points Updates to the web and print resources in Part 4

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