

Teacher's Guide to Calliope: *Julius Caesar*

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Objectives:

- Students will gain an understanding of ancient world history
- Students will gain an understanding of the life and death of Julius Caesar
- Students will be able to compare and contrast the differences and similarities between present day and ancient Europe

Materials:

- Map found on page 2 and 3
- Present day European map
- Markers and construction paper ("Caesar's World")
- Props and scenery ("The Druids and the Fall of Gaul.")
- Chart paper
- Internet

"Caesar's World." (pg. 2-3)

Studying the map of ancient Europe is important for knowledge of the activities throughout this teacher guide.

With students analyze the map found on page 2 and 3. Compare it to a present day map of Europe.

1. What are some similarities?
2. What are some differences?

Create a time line using construction paper and markers. Divide the class into small groups and assign dates for the groups to write about. Place the time line on the wall in the class. This time line can be used as a teaching tool throughout the activities in this guide.

"An Encounter with Pirates." (pg. 4-5)

Read article out loud.

Discussion question:

Why might gaining experience in public speaking be important for a politician?

Individual answer question:

List other points in history when someone sought revenge against another person or country.

“A Reason to Conquer.” (pg. 6-7)

Silent reading and individual answer questions:

1. Why did Julius Caesar want revenge against the Gauls?
2. Locate Gaul on the map on pages 2 and 3.
3. Explain why two people reigned over Rome.

“Foray Into Britain.” (pg. 8-9)

Read together

Discussion question:

1. Why did Caesar have a difficult time in Gaul?

“The Druids and the Fall of Gaul.” (pg. 10-17)

Read together.

Assign students a character. There are 15 characters. The remaining students can design a set, props and costumes.

Have the students rehearse their lines and perform in front of another class.

“The Die is Cast.” (pg. 19-21)

Materials:

Chart paper, computer/internet for research, markers, and library books.

Divide the students into three groups. Assign each group one of the men in the Triumviri to research and present to the class.

- a. Caesar
- b. Crassus
- c. Pompey

“Fun with Words.” (pg. 22-23)

Create a word wall or vocabulary section in the students’ notebooks. Write with following words and their definitions. Have the students add in the definitions and include the original Latin meaning.

1. dictator
2. Palisades
3. duodenum
4. ante meridiem
5. post meridiem
6. recipe
7. id est
8. pro tempora
9. post scriptum
10. requiescat in pace

Jig Saw Activities (pg. 24-34)

Materials: Chart paper and markers

Divide the students into four groups. Assign each group one of the following articles to read and present to the class.

1. “A Popular Roman.” (pg. 24-26)
2. “World Conqueror.” (pg 27-29)
3. Surprise in a Rug.” (pg. 30-31)
4. “According to the Biographers.” (pg.32-34)

“What Day is it?” (pg. 35-36)

Add the following words and their meaning to the vocabulary list created from, “Fun with Words.”

1. Septem
2. Octo
3. Novem
4. Decem
5. Kalendae
6. Idus
7. Nundinum

“Boundless Energy.” (pg. 38-39)

Read article together.

Divide the class into three groups. Have each group research one of the following men. Create a chart and as a class compare the three men to Caesar.

1. Sulla
2. Marius
3. Pompey

Individual answer question:

1. Outline Caesar’s improvements to Rome.

“Beware the Ides of March.” (pg. 40-41)

Read and discuss together.

“Et Tu, Brute?” (pg. 42-44)

Read together as a class.

Individual answer question:

Write a journal reflection from the perspective of Brutus. Explain what he may have been feeling before he killed Caesar.