

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

# Julius Caesar

## Memorization

### Description:

- + Twelve lines from *Julius Caesar*, Act III, scene ii, must be memorized and written in class.
- + Each line is worth 5 points for a total of 60 points.
- + One point will be deducted for each error.
- + Extra Credit: One extra-credit point will be given for each line memorized beyond the required twelve. (The maximum extra credit is 10 points.) To earn ANY extra credit, the first twelve lines must be memorized and written with few, if any, mistakes.

### Why memorize Shakespeare?

No less important, memorizing poetry turns on kids' language capability. It not only teaches them to articulate English words; it heightens their feel for the intricacies and complexities of the English language—an indispensable attainment if they are to go on to speak, write, and read English with ease. Susan Wise Bauer, author of *The Well-Educated Mind: A Guide to the Classical Education You Never Had*, argues that memorization "builds into children's minds an ability to use complex English syntax." The student "who memorizes poetry will internalize" the "rhythmic, beautiful patterns" of the English language. These patterns then become "part of the student's 'language store,' those wells that we all use every day in writing and speaking." Without memorization, the student's "language store," Bauer says, will be limited: memorization stocks "the language store with a whole new set of language patterns."

--"In Defense of Memorization" from the *Summer 2004 City Journal*. URL: [http://www.city-journal.org/html/14\\_3\\_defense\\_memorization.html](http://www.city-journal.org/html/14_3_defense_memorization.html)

### Twelve required lines:

ANTONY:

Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is oft interred with their bones;  
So let it be with Caesar. The noble Brutus  
Hath told you Caesar was ambitious:  
If it were so, it was a grievous fault,  
And grievously hath Caesar answer'd it.  
Here, under leave of Brutus and the rest—  
For Brutus is an honourable man;  
So are they all, all honourable men—  
Come I to speak in Caesar's funeral.

### Ten extra-credit lines:

ANTONY: (cont.)

He was my friend, faithful and just to me:  
But Brutus says he was ambitious;  
And Brutus is an honourable man.  
He hath brought many captives home to Rome  
Whose ransoms did the general coffers fill:  
Did this in Caesar seem ambitious?  
When that the poor have cried, Caesar hath wept:  
Ambition should be made of sterner stuff:  
Yet Brutus says he was ambitious;  
And Brutus is an honourable man.

Shakespeare Recitation: Antony's Address to Rome

Presence/ Confidence	Speaks clearly and distinctly all the time with effective expression, continuous poetic phrasing and flow.	Pacing	Posture and Eye Contact	Volume	Preparedness and Practice	Other Recitations
10	Speaks clearly and distinctly all the time with effective expression, continuous poetic phrasing and flow.	Passage is recited at an excellent pace, reflecting the words and meaning of what is being said.	Stands up straight and establishes eye contact with the audience during the recitation.	Volume is loud enough to be heard by all audience members throughout the recitation.	Is completely prepared for the recitation and has obviously rehearsed.	Listens intently to the other recitations. Does not make any distracting noises or movements.
8	Speaks clearly and distinctly the majority of the time with some expression, poetic phrasing and flow.	Passage is recited at a reasonable pace, reflecting the words and meaning of what is being said. It is neither rushed nor dragged.	Stands up straight and sometimes establishes eye contact with the audience during the recitation.	Volume is loud enough to be heard by at least 80% of the time during the recitation.	Seems fairly well prepared for the recitation, but might have needed a few more rehearsals.	Listens intently to the other recitations, but has one distracting noise or movement.
6	Speaks clearly most of the time but with little expression, phrasing and/or flow.	Student tries to pace the recitation, but the selection seems to be rushed or to drag in several places.	Sometimes stands up straight and establishes eye contact.	Volume is loud enough to be heard by all audience members at least 80% of the time during the recitation.	Somewhat prepared for the recitation, but it is clear that rehearsal was lacking.	Sometimes does not appear to be listening. Has one distracting noise or movement.
4	Often stumbles or uncertainly. Presents in a less than confident manner, some tension or nervousness, and extreme tension and nervousness, and all.	No attempt is made to establish a pace in keeping with the meaning of what is being recited. The selection is either rushed or dragged.	Slouches and/or does not look at the audience, or is too informal, during the recitation.	Volume is often too soft to be heard by all audience members.	Is not immediately ready to present and stumbles through the recitation.	Sometimes does not appear to be listening, and has distracting noises or movements.
2	No attempt is made to present clearly or with expression.	No attempt is made to present coherently.	No professional posture or eye contact is established.	No one can hear the recitation.	Is unable to present the recitation.	Makes no effort to listen to other presentations, and is actively disruptive.
<b>TOTAL</b>						

Presentation Total /70

Recitation	Bonus	Memorization Total /60
0	0	0
1	5	1
2	10	2
3	15	3
4	20	4
5	25	5
6	30	6
7	35	7
8	40	8
9	45	9
10	50	10
11	55	11
12	60	12

Memorization Total /60

Recitation	Bonus	Memorization Total /60
0	0	0
1	5	1
2	10	2
3	15	3
4	20	4
5	25	5
6	30	6
7	35	7
8	40	8
9	45	9
10	50	10
11	55	11
12	60	12