

Consider Cassius' Claims

Standards:

1. Students will be able to identify an author's claim in a written work.
2. Students will be able to identify an author's reasons given in support of a claim.
3. Students will be able to identify evidence given by an author to support a claim and label the information as one of the 5 types of evidence (i.e., fact, statistic, expert opinion, specific example, personal values/beliefs).
10. Students will include an introduction that draws in the reader, provides brief background information, and states a thesis or claim.
11. Students will create an ending or conclusion that provides closure on the topic.
12. Students will be able to use effective transitions when moving between ideas.
13. Students will be able to use a structure that fits a type of writing (e.g., narrative, expository, persuasive).

Task:

In Act I of *Julius Caesar*, Cassius makes it very clear how he feels about the “to-be” king. Many people are celebrating in the streets of Rome, but Cassius is strategically trying to persuade Brutus of something. Review the passage of conversation between Brutus and Cassius and construct a written response identifying the claim Cassius makes about Caesar's power. Provide the 3 reasons he uses to support his claim, along with the specific piece of evidence he gives for each reason (there is only 1 per reason). In the margin of your paper, identify the type of evidence he uses for each reason. Organize your response by separating your ideas into paragraphs, including transitions. Also be sure to include a brief introduction and conclusion. This should be between 1 ½ and 2 pages in length.

Criteria:

- write an appropriate introduction of your ideas, **which includes** clearly identifying Cassius' claim to Brutus about Caesar's power
- provide the 3 reasons Cassius uses to support his claim
- find the evidence used to support each reason and correctly identify as one of the 5 types
- include a conclusion to wrap up your ideas
- use effective transitions between paragraphs
- separate your ideas into well developed paragraphs

Rubric:

Criteria	Wt.	3	2	1
<i>Introduction</i>		-includes an effective attention getter, brief background, and claim	-one of the introduction elements is incorrect or missing	-two or more of the introduction elements is incorrect or missing
<i>Claim</i>		-clearly identified Cassius' claim	X	-does not clearly identify Cassius' claim
<i>Supporting Reasons</i>	X3	-all 3 supporting reasons are given	-2 of the supporting reasons are given	-1 or none of the supporting reasons are given
<i>Supporting Evidence</i>	X3	- all 3 pieces of specific evidence are given	-2 pieces of the specific evidence are given	-1 or none of the specific evidence is given
<i>Evidence Identification</i>		-all 3 evidence are labeled correctly in margin	-2 evidences are labeled correctly in margin	-1 or none of the evidences are labeled correctly
<i>Conclusion</i>		-provides clear closure of ideas	-provides some closure of ideas, but is not entirely clear	-closure is attempted, but is confusing most of the time
<i>Transitions</i>		-effective transitions are used between all paragraphs	-effective transitions are used in some paragraphs	-effective transitions used rarely or not at all
<i>Organization</i>		-all ideas are separated into paragraphs and developed appropriately for writing structure	-some ideas are separated into paragraphs and developed appropriately for writing structure	-no separation or little development of ideas for this writing structure

Comments:**Total: _____/36**