

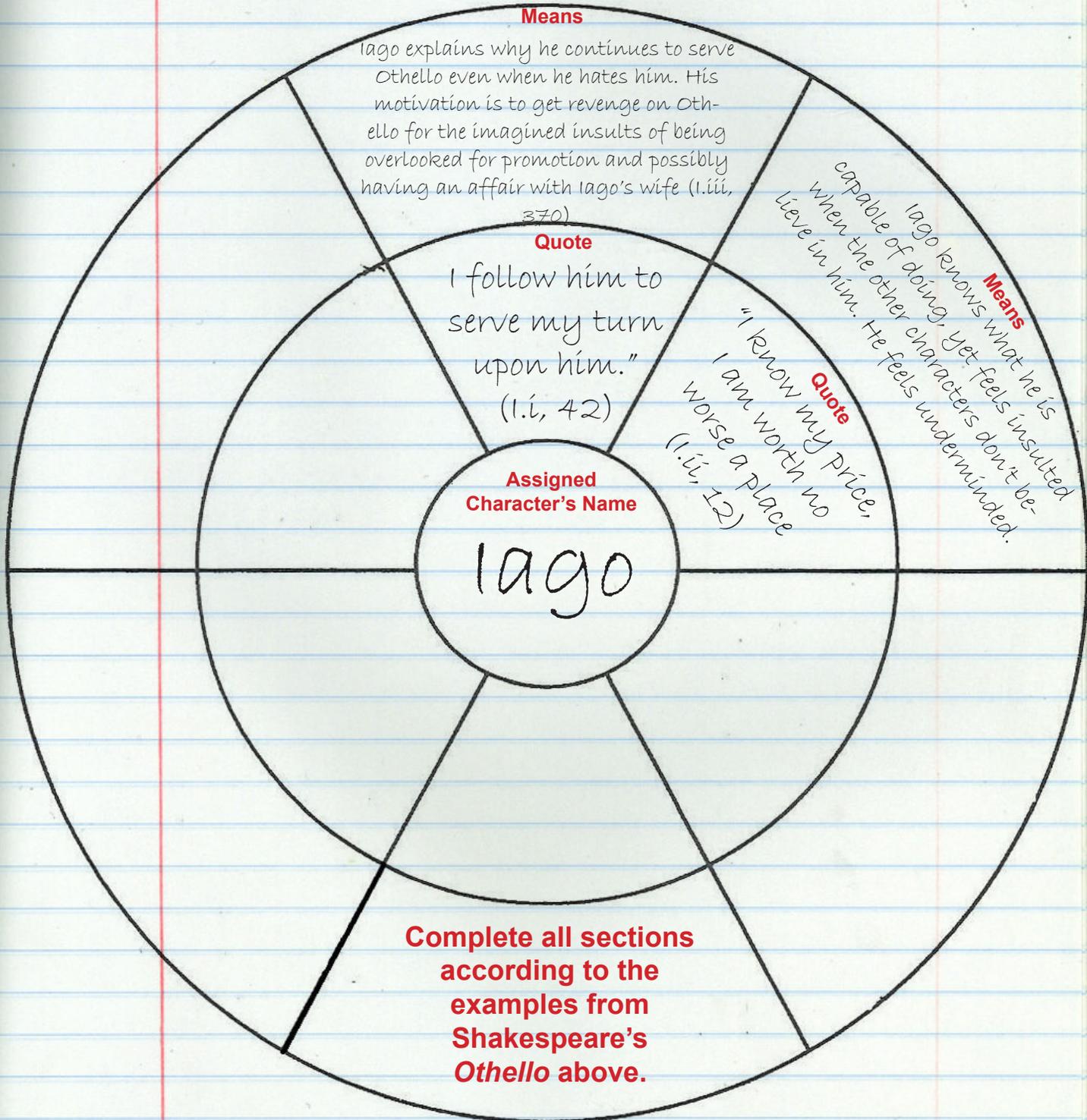
**Reading Responses 3 - Character Analysis: Julius Caesar,  
By Shakespeare Directions Sheet**

Label The Work and The Author for the Batch of Reading Response In Top Margin Along With the Reading Response Page Number.

**EX.**

Julius Caesar, by William Shakespeare

Pg. 1 of 1



Respond to *Julius Caesar* by analyzing the characterization of your group/table's assigned character as assigned below.

**Reading** Identify 6 significant quotes from your assigned character you feel reveals significant aspects of your assigned character. Cite your quotes in this fashion: (Act. scene, line #)

**Response** Provide an interpretation for each quote and what it reveals about your assigned character. Cite indirect textual references when appropriate.

**Directions:** Be prepared to develop a group project with this response!

**GROUP 1:** Julius Caesar

**GROUP 2:** Brutus

**GROUP 3:** Calphurnia

**GROUP 4:** Portia

**GROUP 5:** Marcus Antonius

**GROUP 6:** Cassius

Group  
Character  
Analysis  
Assignment:

### **Rubric**

**A**

Scores in this range represent excellent responses that fully and thoughtfully address the topic. They are well organized pieces of writing, and both make generous and insightful use of the text(s). Both illustrate adept use of language and mastery of mechanics. Both also show an appreciation for literary features, when appropriate. The top score response, however, demonstrates uncommon skill and offers unexpected "a-ha" moments for the reader.

**B**

These are slightly above average responses, but they may be deficient in the one of these: depth of insight, use of the texts, organization, or awareness of literary features. They are less precise and less sophisticated in terms of style and use of language. These essays may contain minor mechanical errors, but they are generally well-written.

**C**

These are slightly below average responses that maintain the general idea of the assignment and that show some sense of organization, but these is weak in content, depth of thought or analysis, language facility, and mechanics. These responses may refer to quotations, but they do not reveal thoughtful use of the texts. These responses may contain mechanical errors that are distracting to the reader.

**D**

These responses make an attempt to deal with the topic but demonstrates serious weakness in content, organization, syntax, and mechanics. These essays reveal little to no insight or analysis, and they do not reflect any engagement with the texts. These scores represent unacceptable grades in terms of the standards for the course, but credit is given for some degree of effort.

**U**

Little redeeming quality. They appear to be simply a "get it done" efforts, which reveals little thought, no organization, and no revision. The student completely miss the focus of the assignment