

Character Sketch Worksheet for *Julius Caesar Essay* Option B

Choose a character for your character sketch: Julius Caesar, Portia, Cassius, Calpurnia, Brutus, Casca, Antony, Octavius.

Remember character qualities are not just revealed by what a character says, we also learn about characters by what they do, what they think (soliloquy), and what other's say about them.

Act/Scene/Line

Quality revealed:

1. ____ . ____ . ____	_____

2. ____ . ____ . ____	_____

3. ____ . ____ . ____	_____

4. ____ . ____ . ____	_____

5. ____ . ____ . ____	_____

6. ____ . ____ . ____	_____

Write 3 topic sentences that incorporate the traits from above. i.e. Octavius is inexperienced.

- 1.
- 2.
- 3.

Based on your topic sentences, write your thesis statement:

_____ sig. _____

Type the essay. In the introductory paragraph, describe the author and include a summary of the play before you write the thesis. Choose the three best quotations from above and paraphrase other quotations for additional examples to support each of your topic sentences.

Sample Body Paragraph

(Thesis: Brutus shows patience, integrity, and determination in his quest to save Rome.)

Brutus is patient with failings of others. At the encampment Brutus finds out that Cassius has taken bribes. They have an argument, but in the end Brutus gives Cassius his hand and says, “And my heart, too” (4.3.133). Brutus, while insisting it is wrong to take bribes, will not hold a personal grudge against his friend. He shows his patience again later that evening. His servant Lucius falls asleep when he is supposed to be playing a song for Brutus. Instead of scolding Lucius for not fulfilling his request, he takes away the instrument so Lucius can sleep more comfortably.

Rubric

Student has made strong effort on pre-writing sheet & has a proofread 1st draft. _____/5
Student has double-spaced, used 12 font, and included a left heading. _____/1

Introduction

Student has acknowledged facts about Shakespeare and his time. _____/3

Student has summarized play in no more than three sentences. _____/3

Student has strong thesis at end of the intro paragraph. _____/3

1st Body Paragraph

Student has strong topic sentence that supports thesis. _____/3

Student has a “set up” for quotation—speaker & situation. _____/1

Student has a suitable quotation to support topic sentence and has included the parenthetical with act, scene, and line. _____/2

Student explains how quotation supports topic sentence. _____/1

Student paraphrases one more effective example to support this t.s. _____/2

2nd Body Paragraph

Student has topic/transitional sentence which supports thesis. _____/3

Student has a “set up” for quotation—speaker & situation _____/1

Student has a suitable quotation to support topic sentence and has included the parenthetical with act, scene, and line. _____/2

Student explains how quotation supports topic sentence. _____/1

Student paraphrases one more effective example to support this t.s. _____/2

3rd Body Paragraph

Student has topic/transitional sentence which supports thesis. _____/3

Student has a “set up” for quotation—speaker & situation _____/1

Student has a suitable quotation to support topic sentence and has included the parenthetical with act, scene, and line. _____/2

Student explains how quotation supports topic sentence. _____/1

Student paraphrases one more effective example to support t.s. _____/2

Conclusion

Student writes an effective conclusion, restating main points. _____/6

Conventions

Student uses conventions correctly. _____/10

_____/55 of 55