

I'm not robot!



**César Chávez**  
 César Estrada Chávez (March 31, 1927 - April 23, 1993) was a great man who dedicated his life to fight for the rights of migrant farm workers in the USA. Chávez used non-violent methods to help increase the wages and improve the working conditions and safety of farm workers.

Migrant farm workers are people who do farm labor, moving from farm to farm as work is needed - it is difficult work that pays very little and can be dangerous due to the use of pesticides (chemicals that kill bugs and can hurt people).

Chávez started a union, now called the United Farm Workers, that aims to improve the life of migrant workers. Chávez organized strikes against growers, planned boycotts of agricultural products (lettuce and grapes), and worked to convince lawmakers to write fair laws. Chávez dedicated his life to the non-violent quest for social justice.

- Questions
1. What is the current name of César's union?
  2. What is the name of chemicals that kill bugs?
  3. What products did Chávez have boycotts?

**Speech 1 (Act 3, Scene 2, Lines 13-33) → Read Brutus's Speech that he used to start the funeral.**

1. Please wait until I finish. Romans, countrymen, and friends! Listen to my cause, and be silent, as you can hear.	What's the purpose of this line?
2. Believe me based on my honor, and have respect for my honor, so you can believe. Judge me in your wisdom, and wake up your senses, so you can be a better judge.	What's the main logic in this line?
3. If there is anyone in this assembly, any dear friend of Caesar's, to him I say that Brutus' love to Caesar was no less than his love. If then that friend demands why Brutus rose against Caesar, this is my answer,	Paraphrase this line
4. —Not that I loved Caesar less, but that I loved Rome more. Would you rather Caesar were lying, and you all the slaves, than that Caesar were dead, so you all live freemen?	Identify rhetorical devices <ul style="list-style-type: none"> <li>• Underline parallelism</li> <li>• Circle a hyperbolic word</li> <li>• Star by the rhetorical question</li> <li>• Recreate the line analogies</li> </ul>
5. As Caesar loved me, I weep for him; as he was fortunate, I rejoice at it; as he was valiant, I honor him; but, as he was ambitious, I killed him.	Parallelism - What's the grammatical pattern? How many lines does it repeat? What's the organizational/text structure?
6. There are tears for his love; joy for his fortune; honor for his valor, and death for his ambition.	Parallelism - What's the grammatical pattern?
7. Who is here so low that they would rather be a slave? If there are any, speak, because I have offended him. Who here is so rude that they wouldn't be a Roman? If there are any, speak, because I have offended him. Who is here so vile that he will not love his country? If there are any, speak, because I have offended him.	Identify rhetorical devices <ul style="list-style-type: none"> <li>• Circle a hyperbole</li> <li>• Star by the rhetorical question</li> <li>• Underline repetition</li> <li>• What's the pattern?</li> </ul>
8. I'll stop as you can reply.	What's the purpose of this line?

**Ordering Fractions Worksheet**

Order the fractions from smallest to greatest.

1a. $\frac{8}{9}, \frac{1}{2}, \frac{9}{11}$	1b. $\frac{5}{12}, \frac{10}{12}, \frac{1}{12}$
2a. $\frac{1}{2}, \frac{4}{9}, \frac{4}{4}$	2b. $\frac{3}{11}, \frac{3}{3}, \frac{7}{11}$
3a. $\frac{5}{2}, \frac{1}{2}, \frac{4}{9}$	3b. $\frac{5}{6}, \frac{11}{6}, \frac{4}{6}$
4a. $\frac{2}{4}, \frac{6}{4}, \frac{3}{4}$	4b. $\frac{2}{5}, \frac{7}{7}, \frac{10}{9}$
5a. $\frac{1}{1}, \frac{11}{1}, \frac{12}{1}$	5b. $\frac{1}{10}, \frac{1}{3}, \frac{1}{2}$

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

**Julius Caesar by William Shakespeare**

Act 1 - Vocabulary

Answers:

1. Caesar
2. Brutus
3. Rome
4. Legion
5. Republic
6. Senate
7. Pompey
8. Cicero
9. Calpurnia
10. Portia
11. Decimus
12. Trebonius
13. Cassius
14. Brutus
15. Caesar
16. Brutus
17. Caesar
18. Brutus
19. Caesar
20. Brutus

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soon to bundle with this one! Check out my other works related to Julius Caesar, Reader Response Questions by clicking the links above.Julius Caesar Reader Response QuestionsJulius Caesar Acts I, II,Page 3This is one week's worth of in-depth lesson planning. These lessons tie in so closely with Valentine's Day, exploring the various forms of "love" that exist in Julius Caesar from the unconditional love that Portia shows for Brutus to the self-love seen in Cassius. 10th Grade ELA Common Core standards are addressed in ways that promote critical thinking, text-to-life meaning, vocabulary development, and investigative analysis into Characterization, the author's own, themes and symbolism of the 4th -year package is designed to review the plot of William Shakespeare's game Julio Că © sar through the classic clue board game. (The teacher needs to print and cut cards) Package includes: 4 game sheets to track weapons, suspects and localization of murders Weapon including: knife, arrow, poison, rope, candleck, swordpage 5raft is a writing strategy that helps students understand their roles as writers, the public that will address, the varied formats to write, and the subject that will be N writing. By using this strategy, you can encourage students to write creatively, to consider a topic from a different perspective, and to win the practical writing for different audiences. This activity provides a RAFT that has students who write on topics studied in the Shakespeare game, Julio Că © Sar. Students receive a LPage 6 this product is used with Acts 1-2 of Julio Că © Sar. This study guide asks students to focus on vocabulary (context, part of speech and definition), direct and indirect characterization, types of irony and basic understanding of the game. The study guide is a página, two faces, and it can be folded in a "book marker" to reduce the need for bulky packages Page 7 This unity without preparation, which is difficult to implement throughout the week is designed Ada to perfectly complement any study on ancient Rome. Words of famous Romans are included, including Julio Că © Sar, Livy, Seneca, Tiberio and Virgil. There are five appointments to discuss, and 5 boxes ready so that students can imagine their thoughts before a simple classroom discussion that day. For "Discupe for": 5 days of classroom discussion! Topic: Ancient Greek philosophy \*\*\*\*\* Păgina 8 This is a busy, fun and attractive words in which students need to find 36 36 36 sE etnefsixe nemaxe le razilautA n'Aimpo ut ehircsE .dadiclef us rajelfer arap airasecen se n'Aicacifilac uSm'Aicacifilac nis(lareneq n'Aicautnup al enoicceleS ?otse raziltuer odeup om'AC;Ă ecnecl diap seT airotsih samet sol sodot arap aicnaveler al arap odigele oiralubacov cipAT aidem y atla ed selicĂfid sarbalap odnasu odalortnoc oiralubacov avlingoc agrac ajaB etneuf ed o=Ăamat y olneimaicapsE yldneirf-aixelsyD nooss ed etneuf yldneirf-aixelsyD sacip'Ăt sarbalap ed sabalAs ne n'Aicatnemges egrid 3 ajoh sacip'Ăt sarbalap ed olneimiconocer le egrid 2 ajoh al noc adanoicaler esarf alos anu ed siri ocra ed arutircse al egrid 1 ajoh otivĂ le nazitnarag sadarrec saerat selpmiS n'Aiccel rop saoh serT 2202 ed lirba ed 4n'Aicazilautca amitlĂscuruoseR LAE dna NES .ycaretlL yramirP SSALC ECIN A EVAH DNA TI ekil UOY EPOH REWSNA otcerroc le ajocsE Y DAER VLLUFERAC LE .RASEAC SUILUJ erbos ejasnem neub nU nilgurts anu noc osulcni o, n'Aiccele ed dadivitca ,selartnec saerat, adaiug arutel us ne rodazinagro etse ayulcnf .eraepsekahS ed ogol'Ătac led otser le y ,ehcoN eccD .raseC suiluj ,maerD s'thgiN remmsDIM ,ollehtO ,raeL gniK ,ateiluj y oemoR ,telmaH ,htebcmA noc asU .yalP tca 5 ODOT arap odidis ed elbod ocif;Ărg rodazinagro amard nu ne sotca onic ed aruturtse al y gatyerF edim;Ărip al ne ojenAM setnaidutse arap satoN anig;Ăp anU :eyulcnf dimaryP ,satoN ,ocif;ĂrG rodazinagrO :aruturtsE sohcH onic ,amarD naeraepsekahS9 egaPVI yrneH ,telmaH ,lil drawdE ,enlebmY C ,sunaloiroC ,atsug et omoc ,artapoelC y ynotnA ,onarev ed ehcon anu ed o±Ăeus le ,neib animret euq neib jĂtse odoT :nos rartnocne arap natisecen setnaidutse sol euq sarbalap saL laminĂm n'Aicacram y n'Aicaraperp yah on euq ol rop ,atseupser ed evalc al y sarbalap ed adeuqs'Ăb al eyulcni agracsed aL ,aerat omoc o ,anapmac / euqnarra ed adip;Ăr dadivitca anu omoc ,eraepsekahS a n'Aiccdortni narg anu omoc anoicnuf otsE .eraepsekahS ed sarbo sal ed ,selbimirpmI ,lanoicida dadinu ed oidutse nu rimirpmi arap Ăuga clic agaH odaipoc arap ras©AC satiC 2 Joiporp us raerc y( ras©AC ed sadenoM )enimret ojih us euq arap( ras©AC oiluj ed sotad ed ajoh al enelleR ras©AC oiluj ,etneugis ol naĂulcni euq satiatarg dadinu ed oidutse ed senoiserpmi ed otujnoc nu odaraperp ah jĂmaM .renroC gminraEL s'imam A azebac yduts tinU raseaC suiluj nu odnaenalp jĂtse detsu iS ,otcatnoc ne jĂratse y emrofni us jĂrasiver etneilc la n'Aicneta ed optiue ortseuN .senoicidnoc y sonimr©Ăt sortseun aloiv is sonramrofni arap osrucer etse ratropeRlarasiver nedeuپ osrucer etse odarpmoc nah euq setneilc sol ol'Ăas ,senoinipo sartseun ed dadilac al razitnarag araP n'Ăa odasiver odis ah on osruocer etsE .edrat s;Ăm oveun ed etnetni rovaf rop ,lam 'Ăilas ogLA ,soiratnemoc sonugla rajed arap

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