This worksheet presents a list of jobs, vocations, and archaic nouns found in Shakespeare’s *Julius Caesar*. Completing this worksheet will help you identify the positions and roles of various characters and define some of the archaic terms found in the play.

**In column 1:** Read the term from *Julius Caesar.*

**In column 2:** Read the quote in which the term is found.

**In column 3:** Read the definition of the term in context.

**In column 4:** Modernize the term by listing any words that represent the modern equivalent of the archaic term. Feel free to include colloquial language such as slang terms.

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| Term | Quote from *Julius*  *Caesar* Using the Term | Definition of the Term in Context | Modern Equivalent |
| **ague** | Caius Ligarius,  Caesar was ne’er so much your enemy  As that same **ague** which hath made you lean.  (No Fear: 2.2.112–114) | an illness | sickness, disease, infection, virus, bug |
| **augurers** | It may be, these apparent prodigies,  The unaccustomed terror of this night,  And the persuasion of his **augurers**  May hold him from the Capitol to-day.  (No Fear: 2.1.206–209) | a priest who predicts the future | psychic, fortune teller |
| **bondmen** | Go show your slaves how choleric you are  And make your **bondmen** tremble. Must I budge?”  (No Fear: 4.3.45–46) | servants | help, workers, laborers |

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| **cobbler** | Thou art a **cobbler**, art thou?  (No Fear: 1.1.21) | a person who puts things together or mends things |  |
| **cognizance** | Your statue spouting blood in many pipes,  In which so many smiling Romans bathed,  Signifies that from you great Rome shall suck  Reviving blood, and that great men shall press  For tinctures, stains, relics, and **cognizance**.  (No Fear: 2.2.85–89) | a symbol or emblem worn to make it easy to visually identify a nobleman’s followers |  |
| **coronet** | “I saw Mark Antony offer him a crown (yet ’twas not a crown neither, ’twas one of these **coronets**) and, as I told you, he put it by once—"  (No Fear: 1.2.237) | a small crown constructed of simple materials, such as ivy or leaves |  |
| **drachma** | To every Roman citizen he gives—  To every several man—seventy-five **drachmas**.  (No Fear: 3.2.233–234) | a form of currency used in Rome |  |
| **ides** | Beware the **ides** of March.  (No Fear: 1.2.20) | the middle of the month, usually the fifteenth of the month |  |
| **knave** | What, thou speak’st drowsily?  Poor **knave**, I blame thee not. Thou art o’erwatched.  (No Fear: 4.3.247–248) | a boy servant |  |
| **plebeian** | *Enter BRUTUS and CASSIUS with the* ***PLEBEIANS***  (No Fear: 3.2.1) | a Roman commoner |  |

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| **proscription** | So you thought him,  And took his voice who should be pricked to die  In our black sentence and **proscription**.  (No Fear: 4.1.16–18) | a death sentence |  |
| **schedule** | (*offering his letter*) Hail, Caesar! Read this **schedule**.  (No Fear: 3.1.3) | a scroll or letter |  |
| **soothsayer** | A **soothsayer** bids you beware the ides of March.  (No Fear: 1.2.22) | a person who can see the future |  |
| **taper** | The **taper** burneth in your closet, sir.  (No fear: 2.1.35) | a candle |  |
| **tribunes** | Dramatis Personas: Marullus and Flavius are described as **tribunes***.* | a Roman legionary officer chosen by the people to protect them |  |
| **tributaries** | Wherefore rejoice? What conquest brings he home?  What **tributaries** follow him to Rome[?]  (No Fear: 1.1.32–33) | a conquered ruler or state that pays tribute (money) to the conquering country or leader |  |
| **vessel** | Now is that noble **vessel** full of grief,  That it runs over even at his eyes.  (No Fear: 5.5.17–18) | a human being |  |

[RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.