



## Julius Caesar

by: William Shakespeare

Lesson Plans  
25 Days

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### Lesson Plan Day 1

1. Background Info on Shakespeare
2. Pass out books - refer to the background info in the beginning - pictures
3. Turn to page two to describe the format of the book (side-by-side text)
4. Note the Title "The Tragedy of Julius Caesar"
5. Students should take out notes...teach the following terms:
6. History Play - a patriotic story about English history
7. Tragedy - terrible happenings that end in the death of the main character
8. Tragic Hero - neither villainous nor exceptionally virtuous, with a basic character flaw that leads to his downfall

#### Assignment:

- Become familiar with the book
  - notice how play is divided up
  - notice the notes in the back, the questions, etc.
  - try reading some of it
- In notes put down three qualities of a leader

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### Lesson Plan Day 2

**Discuss** and make chart of leader qualities.

**Present** a brief history of Rome leading up to the time of Julius Caesar:

- 270 BC - Latins in Italy
- Etruscans then rule for 200 years
- Latins finally kick out Etruscans
- Latins expand outward (called the Punic Wars)
- After the Punic Wars, three men rule
  - Julius Caesar
  - Pompey
  - Marcus Crassus

(Crassus was pushed out, Pompey was defeated by JC, and JC ruled from 45-42 BC, at which time he was assassinated)

- Again, after the assassination, three men rule
  - Marc Antony
  - Octavian (nephew of JC)
  - Lepidus

(Lepidus was pushed out, Marc Antony went to Egypt...met Cleopatra...plotted against Octavius...lost...he and Cleo committed double suicide, Octavian had a good reign)

- Following Octavius were...
  - Tiberius (Jesus' day)
  - Caligula
  - Nero

After presenting this, go back to Pompey and give the background for Act 1, scene i.

**Motivate:** Robin Yount, beloved Brewer. Soon after retiring, young buck takes his place, and even wears number 19. He's well-liked. Too well-liked. How would some react? Compare to feelings of Flavius and Murellus.

**Paraphrase:**

Flavius and Murellus are angry about the common acceptance of Caesar. They rail on commoners for this and for so soon forgetting about Pompey. They worry that Caesar will "fly too high."

**Assignment:** Read both sides of Act I Scene i.

Lesson Plan  
Day 3

**Review and Discuss** Act I, Scene i.

**Teach "pun"**

A pun is a word that is used in an unconventional, often humorous way, so as to suggest multiple meanings. Though the use of puns is not generally considered a dramatic technique, Shakespeare does use such word play to define dramatic conflicts.

**Examples:** in roll call, "Present!" (dressed up like a present)  
 Good night (knight)  
 I'm getting a little hoarse (horse)

**Read and Discuss** the puns in Act I, Scene i.

**Write a summary** of Act I, Scene i together - a beginning of a series of summaries that will cover the entire story and will eventually be put on the computer for keeping until high school.

**Assignment:** Worksheet on Act I, Scene i.

**Motivate:** Discuss the term “manipulate.”

**Paraphrase:**

Mark Anthony is introduced as a loyal and devoted subject. Caesar is worried about his wife’s barrenness. A “soothsayer” warns Caesar about the “Ides of March.” (the mid-point of March, March 15). Cassius notices that Brutus is troubled about Caesar becoming King. Cassius begins to manipulate Brutus onto to his side. (Brutus pulls a lot of weight, and would strengthen Cassius’ cause). Brutus thinks for the good of Rome, while Cassius reveals his own personal jealousy. Casca is in cahoots with Cassius. Casca also harbors jealousy. Brutus fails to see this in them.

**Read through Act I Scene ii together - probably spanning 2 days**

**Assignment:** Summary of Act I Scene ii and worksheet.

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**Motivate:** Discuss how order and exactness are important. In a football play, for example, the whole play can be disrupted by a single player not executing properly. Compare to Roman views on order and organization of the universe. People in Rome believed the universe was extremely organized, like a machine, with everything having a place and a function. As long as each component, animal or man, kept to its fixed position, harmony would reign. If the hierarchy was disrupted (if a king were assassinated) then chaos would rule. A lamb might attack a lion, etc. Things would be out of whack. To cause this was considered a terrible crime.

**Paraphrase:**

Cassius reveals some more animosity against Caesar as he talks with Cinna and Casca. They plan to get Brutus on their side that night. Brutus is at house having an inner struggle.\* Cassius and gang visit him in the early morning. Cassius wants to “swear an oath” about their plot. Brutus objects. Everyone wants to include Cicero in the plot. Brutus objects.

**Review “alchemy” discuss foreshadowing (neither one works)**

\* **Explain** the inner struggle - tell about the humility ladder and the serpent’s egg. Brutus receives and reads the letters.

**Assignment:** Worksheet. on Act I, Scene iii.

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Correct worksheet. on Act I, Scene iii.

**Motivation:** Risks of including someone who will endanger your group. Camping with a risk-taker at Devil's Lake.

**Objectives:**

1. Understand soliloquy and spell it correctly
2. Better understand Brutus' motives for murder(that Caesar "might" be a tyrant)
3. Better understand how important Brutus is to the plot

**Questions** after students read to page 55.

- Who is Brutus talking to? Soliloquy (lines 10-30)
- What is the name of Brutus's servant boy?
- What day does Lucius say it is?
- How does Brutus feel about their cloaks? (lines 100-110)
- Why doesn't Brutus want the cloaks? The oath?
- What important thing does the gang concede in order to keep Brutus on their side?

**Assignment:** Summary of Act I Scene iii.

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**Motivate:** Accepting less to get what you want. Discuss going along with someone else's rules for baseball because you want to use their equipment. Compare to group's compromising for the sake of getting Brutus to be with them. Would you do this with safety considerations? Give example of doing dangerous or risky things because you invited a risk-taker on your camping trip for his nice tent.

**Paraphrase:**

The group of conspirators goes to Brutus' house in the middle of the night to "get him on their side." Brutus detests their sneaky ways because to him the assassination is a noble deed, done for the good of Rome. The others have personal, jealousy reasons for the planned murder. (Brutus gives a soliloquy that shows his true feelings).

**Read up to page 55, middle.**

**Assignment:** worksheet, which guides further reading up to page 67 (end Scene i).

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Correct worksheet

**Review** so far - all characters and whose side they are on.

**Discuss** tactical mistakes (p.55 and 57)

Which of their options was most important to do? Was there another option?

**Review** LEADERSHIP qualities - evaluate each leader.

**Assignment:** Summary of Act II, Scene i and read History of Caesar from Internet.

**Motivate:** Discuss the term “aside.” How is it the same and how is it different than a soliloquy?

**Paraphrase:**

Caesar worries about weird signs and happenings, and although Roman priests say that their forecasts warn against going out to the capitol, Caesar is determined to go out anyway (arrogance). Calphurnia, his wife pleads with him to stay, and he finally agrees to stay - for her sake. (Caesar and Brutus are much alike in that they are easily manipulated by others. Their wives are similar too). Decius appeals to his pride, however, and Caesar goes out anyway. (“I’m not like other men”).

**Read** all of Act II, Scene ii.

**Objectives:**

- Introduce Calphurnia
- Understand Caesar’s Character Better (agree with historical reading)
- Verbalize 3 ploys used by Decius
- Compare/Contrast Brutus and Caesar

**Assignment:** worksheet Act II, Scene ii

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**Motivate:** Building suspense - An author wants to keep the suspense going (and building) as long as possible without losing the audience. Compare to keeping a ping pong ball bouncing on a paddle as long as possible.

**Paraphrase:**

Artimidorus wants to give a letter of warning to Caesar. The suspense builds as the audience wonders if he will be able to get it to him in time. In scene iv, Portia gives indications that her manly strength is starting to fail her. She was evidently told about the plot by Brutus.

**Read** Scenes iii and iv. Continue to look for your read aloud piece.

**Assignment:** Worksheet Act II, Scenes iii and iv.

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**Motivate:** Discuss Irony - "It's ironic that the firehouse burned." Things happen or are said the opposite of how you would expect them. (other examples: back over foot of driver ed. instructor, teacher flunks college course, best player shoots in wrong basket)

**Paraphrase:**

Under the pretext of asking for a pardon for Publius Cimber (Metellus's brother), the plotters get Caesar alone, and then stab him to death. Caesar feels betrayed by the fact that Brutus is among the conspirators. Cassius and Brutus try to convince themselves and others that killing Caesar was not only for Rome's good, but for Caesar's good as well.

**Read** Act III Scene i up to line 123 on page 92-93.

**Assignment:** Worksheet Act III Scene i (first side only) (also - come up with your own example of irony)

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**Motivate:** Just correct the worksheet so far.

**Paraphrase:**

In the second part of Scene i, Antony visits the scene and plays Brutus very well. Cassius sees through it, but can't convince Brutus that Antony is a threat. Brutus makes the terrible mistake of allowing Antony to speak to the people. (This is the turning point of the play...or..is this turning point #2? Was the decision to let him live the turning point?).

**Read** the rest of Scene i.

**Assignment:** Rest of the worksheet.

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**Motivate:** To motivate, you must know your audience. Football coaches will not use a philosophical, contemplative approach; they will appeal to the emotions not the brain. Teachers will motivate differently, and vary it according to grade level.

**Analyze the Speech:** Read Brutus' speech. Show parts on the board. Analyze the speech (review the 5 parts well).

**Paraphrase:**

Brutus, thinking his reasoning persuaded Antony, uses the same strategy with the common people. He is a good speaker, and his listeners accept what he says. He asks them to consider the issues, weigh his statements, and judge his reasons. They do this, but they aren't swept away by it, as they are with Antony's emotional appeal later.

**Assignment:** Write a summary of Brutus' speech (25 words or more)

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**Motivate:** Review by reading summaries.

**Analyze Antony's speech:** Read it. Show parts on the board. Analyze it by review all parts well and compare it to Brutus'. Write a summary in class. (25 words)

**Paraphrase:**

Antony continues to give a virtuoso performance. He has the crowd in the palm of his hand and he incites them to a frenzy. The scene ends with the mob ready to kill the assassins, who have scurried out of town.

**Assignment:** Write a 75 word (or more) essay that compares the two speeches. (main idea sentence, details that support. End with a personal thought on what makes a good speech.)

**Review:** Review the speeches by sharing the essays. All essays.

**Assignment:** Worksheet on Act III, Scene ii.

**Motivate:** Recall Biblical mob scene to get the idea that wild mobs act without thinking (Acts 19: 23-34).

**Paraphrase:**

A mob of citizens coming from Antony's speech attack and kill a man because his name is Cinna, although is a different Cinna. In the next scene, a discussion among the three men in the newly formed triumvirate, Antony displays a changed character, changed for the worse because of his new obsession with power.

**Read Act III Scene iii and Act IV Scene i**

**Assignment:** Worksheet Act III Scene iii and Act IV Scene i.

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**Motivate:** Discuss weakness that you usually see on TV with criminal alliances. They usually can't stay together because they either don't trust each other or they get greedy, whereas the good guys stick together and win out in the end

**Paraphrase:**

Brutus and Cassius have a war of words. Cassius is angry that Brutus has made a big deal about one of their guys taking bribes. Cassius tried to tell Brutus to lay off in a letter, but Brutus didn't heed the advice. It's bad timing, says Cassius. Brutus then accuses Cassius (rightly) of taking bribes too. Cassius is angry. Brutus is still clinging to his hope of having this war be a "righteous" one on his part, but he is seeing that slip away, and he's angry. Brutus is right to challenge such petty bribe-taking, but his timing is real bad.

**Read** all of Act IV Scene ii and some of Act IV Scene iii

**No assignment**

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**Motivate:** Just review so far.

**Paraphrase:**

Brutus and Cassius continue to argue. Finally, they stop and Cassius learns that Brutus has just learned of his wife's death. Cassius apologizes. They talk battle strategy. They have different ideas about what to do. Cassius gives in to "make up" to Brutus. (Bad move, Cassius) Later on, Caesar's ghost appears to Brutus, telling him that he will be at Philippi. The tension mounts as the two armies get set to converge on Philippi.

**Read** the rest of Act IV Scene iii.

**Assignment:** Worksheet Act IV Scene ii and Act IV Scene iii

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**Motivate:** Compare meeting of the two sides with “trash talking, perhaps before a boxing or professional wrestling match. Discuss the purposes of such affairs.

**Paraphrase:**

The main leaders meet on the battlefield and exchange insults, whetting their appetite for battle. The scene closes with Brutus and Cassius saying emotional goodbyes, perhaps knowing that the end is near. Cassius states to Messala that he is going into battle against his own good judgment.

**Read Act V Scene i**

**Assignment:** Worksheet Act V Scene i

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**Motivate:** Discuss times when you have not followed the saying, “Look before you leap.” Compare to how we sometimes assume the worst when we see or hear things.

**Paraphrase:**

Brutus gives orders to attack. Unfortunately the orders are the exact wrong thing to do at the time. Cassius kills himself after wrongly assuming Titinius is killed. Titinius then kills himself after seeing that Cassius is dead.

**Read Act V Scenes ii and iii.**

**Assignment:** Worksheet Act V Scenes ii and iii.

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**Motivate:** Discuss briefly the topic of suicide - why people do it and what is wrong about it.

**Paraphrase:**

Scene iv opens with hand to hand fighting. Young Cato is killed. Lucilius impersonates Brutus and is captured. Brutus knows the end is near and tries to get one of his companions to kill him. They refuse out of respect for him. Brutus is amazed at their loyalty. Finally, as the enemy approaches, Brutus gets his slave, Strato, to hold the sword while he runs on it to commit suicide. Antony shows respect for Brutus in the final words of the play

**Read Act V Scenes iv and v.**

**Assignment:** Worksheet Act V Scenes iv and v.

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Lesson Plan  
Day 23

1. Discuss any questions that students have about the play.
2. Discuss plans for the upcoming Toga Party.
3. Discuss upcoming test - based on parts of the test in the back of the book.  
(Review handout)
4. Watch half of the movie
5. Assignment is to study selected parts of the test in the back of the book.

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Lesson Plan  
Day 24

1. Watch rest of the movie
2. Assignment is to study selected parts of the test in the back of the book.

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Lesson Plan  
Day 25

Take the test!

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