



JULIUS CAESAR

A summary of the story:

Find out what happens in the story with our handy ten-point summary and then test your knowledge with the Triptico games.

A crowd celebrates Caesar's return to Rome and a soothsayer warns Caesar to beware the ides of March, (the 15th).

Senators Casca and Cassius tell Senator Brutus, a good friend of Caesar, that they fear Caesar wants to be a dictator and must be killed. Brutus then agonises about whether he should join the men conspiring against Caesar's life. Finally he decides to join the conspirators and a pact is made to kill Caesar on the 15th March at the Senate.

On the Ides of March, Calpurnia, Caesar's wife, tries to prevent him from going to the Senate, however, Senator Decius, a conspirator, appeals to Caesar's vanity and convinces him to go. Once at the Senate, the conspirators make sure that Caesar's friend, Mark Antony, is removed from the scene and Julius Caesar is assassinated by all the conspirators.

Mark Antony arrives on the scene and expects to be killed also but Brutus assures Mark Antony that he is safe and that he will be allowed to speak at Caesar's funeral. At the funeral, an angry crowd demands to know why Caesar has been killed. Brutus explains their reasons for killing Caesar and calms the crowd, however Mark Antony urges the crowd to attack the conspirators.

Because of this, an angry mob goes on the rampage and kills an innocent poet who just happens to share a name with one of the conspirators.





JULIUS CAESAR

Brutus and Cassius have an argument in a tent about how to conduct the battle and one night, on the battlefield, Caesar's ghost haunts Brutus. Cassius runs onto his own sword, held by his servant, because he thinks the battle is being lost. Brutus then also runs onto his own sword, held by his servant, because he also thinks the battle is being lost. The play concludes with Mark Antony praising Brutus's honourable death.

Triptico Games

Play our digital Triptico games by following the hyperlinks.

- **Story starter:** Put the events of the story into the correct order [here](#).
- **Guess the question:** Challenge yourself to see just how well you know the story. You have the answers, but what are the questions? Play it [here](#).
- **Find the answer:** A challenge of knowledge AND memory. You've got all of the answers, you just need to remember where they are. Play it [here](#).
- **True or false:** Thinking about the relationship between Brutus and Mark Antony, sort these cards into True or False [here](#).



JULIUS CAESAR



When in Rome

Create your own version of ancient Rome with the anticipated return of Julius Caesar. Read the story extract below and have a go at one of the following tasks:

1. **Make a picture of a busy central area in ancient Rome** - use whichever medium you prefer, including drawing, painting, collage or computer design.
2. **Create ancient Rome in your house** - think imaginatively about the different colours, materials and household objects you could use to build the sensory world of a busy city centre. You could even think about the smells and sounds they might experience there. Then invite one of your family to visit. How did it feel?
3. **Design this setting to put on stage for a production of Julius Caesar** - how will you convince an audience that this is a busy city, full of life and bustling with anticipation? How can you use tech (lights, sound and special effects) creatively? You might like to choose a theatre and find images of the stage to help plan the shape and size of your set. For an extra challenge, stick to a tight budget of £100.





JULIUS CAESAR

Story extract

It was a bright March morning in Rome. The canvas of the blue sky was flawless except for the low sun gently warming the greatest city in the Western world. The air retained the bite of late winter but the bright sunlight seemed to make the buildings glow and it warmed not only the body but also the soul. The centre of this sprawling city was the perfect demonstration of the wealth and power of a Republic whose authority stretched across the Mediterranean sea, controlling nations and tribes from Greece to Spain. The arrow straight stone streets were lined with gleaming, immaculate whitewashed buildings and tall, imposing statues of their many Gods and heroes of Roman conquests. Those statues, carved from smooth, milk white marble, towered over the streets, looking down upon the people of Rome and reminded them of the majesty of their city.

The people mingled on the crowded streets. These streets were the only places where ordinary Romans, (the plebeians), might be around the wealthy business elite and those born into nobility. For plebeians, in their simple tunics of brown or white or blue, the streets were a place of business, buying and selling fresh fruit and vegetables arranged to form a tantalising rainbow of colours, large woven baskets and simple, utilitarian pottery. The elites, clad in their elaborate crisp white togas and shawls of deep reds and rich purples, had servants to do their shopping for them – for them these street traders were a curiosity, no more.



JULIUS CAESAR



It all seemed like an ordinary day, but then a buzz began to develop, murmurs began to spread. In the distance, cheers were heard and people from all around began to herd towards the hubbub. Julius Caesar, Rome's greatest general, the hero of the common man, had returned victorious. The plebeians were enraptured, overcome with joy at the return of their champion, strangers embraced. Men, women and children wept at the sight of this great man. Desperate to show their adoration people turned the street in front of him into a multi-coloured carpet of flowers, the petals' sweet scent filled the air and added to the jubilant atmosphere. Those close enough reached out to touch him as though a touch might bestow upon them some of his greatness. Those forced to view from afar adorned his statues with beautiful flower garlands, elegant, intricately woven fabrics and other offerings. To these people he was more than a man. He was practically a God.

Not all felt this way. Amidst the mass ecstasy of the crowd of commoners, there were doubters. Punctuating the party atmosphere were small pockets of those who questioned Caesar's status – they looked at him not with awe, but with concern. This was a party they didn't want to attend. They didn't see a champion of the people but a man who brought Rome to civil war, a warrior who had killed fellow Romans, a man who seemed to enjoy this adoration a bit too much. To them this was not the return of a hero, but of a dictator in waiting. They were fearful of what was to come, but more fearful of what the crowd might do if they aired their doubts too loudly.



JULIUS CAESAR

Role on the Wall

This is a rehearsal room exercise where an actor thinks about how their character feels on the inside, and in contrast what they present to the world on the outside.

Using the gingerbread template below, consider what the character of Brutus presents to the world. How does that differ from what they feel inside? Think carefully about words you might use to describe these two different sides of the character and ensure that you can back your choices up with something that the character says or does.

- Note your adjectives to represent how he presents himself to the world - outside of the outline.
- Now think about words you would use to describe the way they feel on the inside (and things that they would not want to show to the rest of the world) and write these inside the outline.

You can use any of the previous resources in this pack to support your work.

Top tips: Listen to your instincts – they're often right but make sure you can back it up with evidence.

Once you have completed this for Brutus, have a go at repeating it for his co-conspirator Cassius.

Do these two characters differ much in the way they feel on the inside and the version of themselves that they present to the world? Why do you think this is? What historical factors would affect the way they behave? _____

Challenge: Can you use some quotes from the play to back up your ideas by matching them to the relevant adjectives?





JULIUS CAESAR

Gingerbread template for Brutus



JULIUS CAESAR

Gingerbread template for Cassius



JULIUS CAESAR

For Brutus is an honorable man...

Write a balanced argument for Brutus's behaviour during this play.

Right at the end of the play Mark Antony says that Brutus was the noblest of all the Romans but both he and Brutus have a lot to answer for in the play.

Using everything that you know about these characters so far, write a balanced argument for Brutus's behaviour during this play.

Remember that he was:

- Caesar's close friend
- He loved Rome most of all
- Nervous about the consequences of his actions and deliberated for a long time about killing Caesar
- Worried about the future of Rome under Caesar's rule

Key features of a balanced argument:

- Write in present tense
- Write in the third person
- Ensures that it is balanced – even when they don't personally see it that way
- Uses conditionals – if, hadn't, would
- Supports arguments with evidence
- Conclusion based on the evidence collected



JULIUS CAESAR

You could try to use to use some of these key sentence starters in your argument:

Some people believe that...

Others think that...

On the one hand...

On the other hand...

It is clear that...

On the contrary...

There is no doubt that...

Alternatively...

Whilst some argue that...

Many maintain that...

It is certain that...

But other facts show...

It could be argued that...

However...

Top tips for building an argument for KS3 can be found [here](#)

Challenge! Can you deliver your argument to someone in your household? Ask them afterwards which side they fall on.



JULIUS CAESAR



Friends, Romans, Countrymen

Using one of Shakespeare's most famous speeches, rate how persuasive Mark Antony is in his funeral speech.

Once Caesar has been killed by Brutus and the other conspirators, Brutus gives Antony permission to bring in Caesar's body and to speak to the crowd.

Brutus speaks to the crowd first and explains why he thinks he had to kill Caesar. He gives the following reasons:

- He says that he loved Caesar
- He says he loves Rome even more than he loved Caesar
- He implies that Caesar wanted to become King – and that this would make everybody in Rome his slave
- Because Caesar had become too ambitious (i.e. he got too big for his boots) he had to be killed

Do you think that this is a convincing argument? Should someone be killed because someone else THINKS they have got too big for their boots?



JULIUS CAESAR



When Mark Antony speaks, he gives the following evidence that Caesar was not ambitious:

- He was Antony's friend – always honest and just
- He brought captives to Rome and the money that generated was given to the public (the general coffers)
- He worried about the poor. He even wept over them
- On the feast of the Lupercal he was offered a crown three times but he refused it every time!

Watch the different interpretations of this famous speech and use the **performance analysis grid** below to compare the performances and to decide which is the most persuasive. You'll need a new grid for each version.

Give Mark Antony a mark out of 10 under the categories of persuasiveness, and explain why you did so on the grid. The categories are:

- How well does he quieten the crowds at the start. How does he do it?
- How strong are his persuasive gestures? Give examples
- How well does he use his voice? (Consider quiet and louder moments)
- Has he changed the audience's minds by the end of the speech?

Finally, consider and answer the question - who gave your favourite interpretation of Mark Antony? Why?



JULIUS CAESAR

Performance Analysis Grid

Clip 1- Marlon Brando playing Antony (1953 film) Click [HERE](#)

Rank your Mark Antony performance with an explanation and a mark for each persuasive category

How does Antony quieten the crowds?

Mark for calming the crowd

What gestures does he use?

Mark for gestures

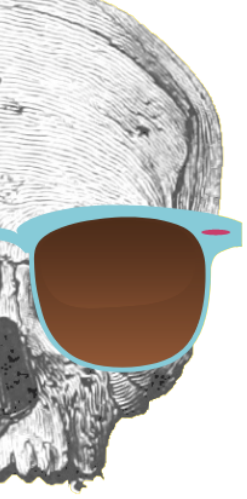
What is his voice like?
(comment on volume and intonation)

Mark for voice

Do you think he changes his audience's minds?

Mark for overall persuasiveness

Overall Mark (out of 40) _____



JULIUS CAESAR



Performance Analysis Grid

Clip 2 – Ray Fearon playing Antony (RSC production 2012) Click [HERE](#)

Rank your Mark Antony performance with an explanation and a mark for each persuasive category

How does Antony quieten the crowds?

Mark for calming the crowd

What gestures does he use?

Mark for gestures

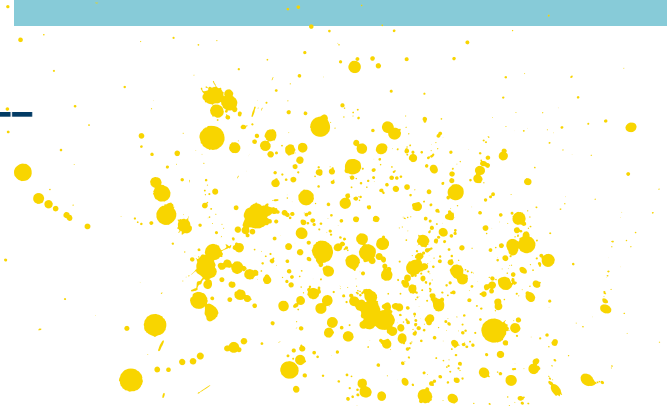
What is his voice like?
(comment on volume and intonation)

Mark for voice

Do you think he changes his audience's minds?

Mark for overall persuasiveness

Overall Mark (out of 40) _____





JULIUS CAESAR

Performance Analysis Grid

**Clip 3 – Charlton Heston playing Antony (1970 film) Click [HERE](#)
(note – watch until 2mins 50 seconds)**

Rank your Mark Antony performance with an explanation and a mark for each persuasive category

How does Antony quieten the crowds?

Mark for calming the crowd

What gestures does he use?

Mark for gestures

What is his voice like?
(comment on volume and intonation)

Mark for voice

Do you think he changes his audience's minds?

Mark for overall persuasiveness

Overall Mark (out of 40) _____





JULIUS CAESAR

Performance Analysis Grid

Clip 4 – James Corrigan playing Antony (RSC production 2017) Click [HERE](#)

Rank your Mark Antony performance with an explanation and a mark for each persuasive category

How does Antony quieten the crowds?

Mark for calming the crowd

What gestures does he use?

Mark for gestures

What is his voice like?
(comment on volume and intonation)

Mark for voice

Do you think he changes his audience's minds?

Mark for overall persuasiveness

Overall Mark (out of 40) _____



JULIUS CAESAR

Exploring further

If you are hungry for more of Julius Caesar, there have been many different interpretations of the play, see below for a few ideas of places that you might want to continue with your students.

Films

- Marlon Brando's Julius Caesar (1953)
- John Gielgud's Julius Caesar (1970)

Books

- 'Mr William Shakespeare's plays' animated stories and 'Tales from Shakespeare: The Bard's Greatest Plays' both by Marcia Williams
- 'Tales from Shakespeare: Julius Caesar: Retold in Modern Day English' by Timothy Knapman
- Reading around the context of writing the play in James Shapiro's book '1599: A Year in the Life of William Shakespeare'

Experiences/Talking points/Music

- Have a conversation about democracy and/or a current political leader. What makes a good leader? Is it things they do, or things they say, or how popular they are?
- Coram SSF's Citizenship Scheme of Work on Democracy using the story of Julius Caesar - available for KS2, KS3 and SEND learners.

