

**LESSON 3****Brutus: an honourable man?****Drama: mime**

With the class, explore the character of Brutus. Create a character web/mind map, noting his characteristics e.g. noble, idealistic, hypocritical, naive, and torn (between love of Caesar and Rome). Encourage pupils to think of an example from the play to support their opinion/idea.

Then, pupils will choose a moment from the play either before or after the murder of Julius Caesar. See the suggestions listed below. Their task will be to create a sequence of mimes to represent his thoughts, actions and feelings at this point (this can be done in pairs or groups of three with other children in role as different characters). The teacher will need to model this, demonstrating the need to exaggerate their actions, and gestures where appropriate. Props not allowed! Can the rest of the class guess which moment from the play the group are miming?

This can also be performed as a movement sequence, accompanied by music. Individual scenes can be selected from various soundtracks online e.g.

<https://www.youtube.com/watch?v=NK7FolvArvI&index=11&list=PLA3CB946F356821CF>

Pupils will need to freeze frame their mimes, hold for a few seconds, before moving into their next 'frozen' mime.

**Before the death of Julius Caesar:**

- Loved his friend Julius Caesar dearly
- He was easily fooled and tempted by the fake letter sent to him by the conspirators
- The decision to assassinate him was not an easy one but was ultimately based on a desire to prevent tyranny
- Fears that Julius Caesar's desire to be King means an uncertain future for the people of Rome, who he cares about passionately

**After the death of Julius Caesar:**

- Starts to worry that he has made a mistake. Thinks Cassius is dishonest and a traitor
- Grief stricken that, due to his absence, his wife Portia committed

suicide

- Terrified by the ghost of Caesar, who tells him 'thou shalt see me at Philippi'
- He cannot bear the thought of being captured by Mark Antony and Octavius's army, and dragged through the streets in chains, so decides committing suicide is a more honourable option

## Writing a Diary

Focus: communicating thoughts and emotions

Following on from the previous drama activity, pupils can now 'hot-seat' Brutus. Select one of the moments from the play, as mimed in the previous activity. Invite children to step in to role as Brutus. The rest of the class will pose questions to Brutus, challenging him to reflect on his behaviour, or find out the deeper reasons for his actions.

This will lead into a diary writing activity. Provide clear success criteria: see suggested template below.

Make sure the children know and understand which point in the play they are using as the time frame for their diary. For ease, the teacher may want to provide the same time point for the whole class.

Provide sentence starters to younger pupils, or those needing extra support:

- I can't believe what is happening to me!
- I feel so.....
- I keep thinking about.....
- My head/heart feels like.....
- The thought of.....scares me so much
- I wish I could .....

**L.O. To compose a diary entry in role**

**Success Criteria: use of present tense, questions to show thoughts, descriptive language to show emotions. EXTENSION: - use of similes**

The image shows a blank, aged, cream-colored page designed for a diary entry. The page is ruled with horizontal lines. In the top right corner, there is a decorative flourish and the word "Date:" followed by a horizontal line for writing the date. In the bottom left corner, there is another decorative flourish. The page is otherwise blank, ready for a student to write a diary entry.