Lesson Plan of William Shakespeare’s *Julius Caesar*
Post Secondary College Level Course

**Audience:** 400 Level College English Students  
**Time Required:** 90 minutes  
**Environment:** Typical Lecture Setting

**Main Objective**
Through reading the play of William Shakespeare’s *Julius Caesar*, students will finalize their arguments on whether or not Brutus is an honorable man. Through classroom discussion, students should formulate an opinion and post their reflection paper that Brutus is either honorable or dishonorable on the notes section of Notely.net.

**Materials**
- A copy of *Julius Caesar*.
- A notebook.
- A pen or pencil.
- Computer Access
- A subscription to Notely.net

**ISTE/NETS Standards**

**Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: b.) create original works as a means of personal or group expression.

**Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: a.) identify and define authentic problems and significant questions for investigation. c.) collect and analyze data to identify solutions and/or make informed decisions.

**Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: a.) advocate and practice safe, legal, and responsible use of information and technology.

**Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: a.) understand and use technology systems.
Objectives

✓ Students will have a full character analysis of Brutus in the play *Julius Caesar*.
✓ Students will be able to formulate their own opinions regarding the choices and decisions of one of the major characters in the novel.
✓ Students will increase their critical thinking skills.
✓ Students will have an interpretation of their own regarding one of the play's major themes. The analysis will be regarding the theme of honor.
✓ Students will learn how to translate their notes into an appropriate piece of writing through the website Notely.net.

Introduction (10 minutes)
I will briefly lecture about the character Brutus. I will explain that he is an honorable man. However, I will then completely tear his character apart. I will show the duality in the character of Brutus. Then, I will explain that one of the most common questions in the play *Julius Caesar* is that Brutus is the most honorable man, but in what ways does the character act honorable and dishonorable?

Group Work and Discussion (20 minutes)
Students will be broken off into groups. Since there are five acts in the play, there will be five groups. Each group will be assigned to study a particular act. Within that act, students will discover all of the honorable and dishonorable acts that Brutus may have committed. Within each group, students will compile a list of how Brutus is honorable and dishonorable and present their findings to the class through discussion.

Group Work and Discussion (Round Two) (30 minutes)
After students have heard all of the discussion regarding the honor of Brutus, students will then have to pick a side regarding the theme of honor. Students will be in two groups. These groups will be determined on whether or not they believe that Brutus was honorable. In these discussion groups, students will formulate an argument for or against Brutus in preparation for a class debate.

The Debate of Brutus (20 minutes)
Students will actively participate in a debate style of discussion. As teams, students will work together in trying to prove their argument of honor correctly. Students will have opportunity to proclaim their ideas, rebut opponent’s ideas, and make a declaration statement regarding the honor in question of Brutus.

Explanation of Writing Assignment (10 minutes)
Since there will be much discussion in the classroom, not every student will have a platform to explain their thoughts on the honor of Brutus. Therefore, students will write and complete a two page reflection paper regarding the theme of honor in the character Brutus. Students will post this paper in the notes section of their Notely.net. This is an informal paper, but there are specific evaluation guidelines.
**Evaluation**

**Take A Stand:** (Do you believe that Brutus is honorable?) **10 points.**

**Support Your Stand:** Use elements from the play to determine whether or not Brutus is an honorable character in the play *Julius Caesar.* **20 points.**

**A Section of Criticism:** I actually want you to criticize the other side of the argument. Describe and explain the holes you find on the other side. **10 points.**

**Summarize or Conclude Your Argument:** Successfully summarize or state your opinion and why do you believe in your argument. **10 points.**

**Point Total:** 50 points

Students will have three days to post their reflection onto the Notely.net notes portion of the website.