

Lesson Ideas and Materials: *Twelfth Night* (William Shakespeare)



Based on: Act 2 Scene 4*

Created by: Merle Wittorf

Plot Summary of the Act/Scene:

After her visit to Olivia's household, Viola is once back again at Orsino's palace. In an intimate talk, Orsino and Cesario/Viola discuss what it means to love or be in love and Orsino notices that Cesario/Viola seems to have a crush. During this exchange, they argue about ideals and the expression of love while Cesario/Viola tries to avoid talking about her true feelings for the Duke .

Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<p>Introduction/revision [plenary discussion]:</p> <p>It is recommended to read Act 2 Scene 2 with the class beforehand so that the students are familiar with the previous plot development in the first two acts of the play. This can either be done by summing up the main points with the students in a plenary discussion or by presenting a short suitable plot summary to the students (either orally by the teacher or, for example, as written input on an overhead transparency).</p> <p>For good online sources for short plot summaries, you can consult the following websites: https://www.shakespeare.org.uk/explore-shakespeare/shakespeadia/shakespeares-plays/twelfth-night/ https://cambridgeschoolshakespeare.com/the-plays/twelfth-night-hub</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): up to Act 2 Scene 2</p>
<p>Activity 1: Introduction to worksheet [plenary discussion]:</p> <p>Impulse/task: "Think about what will happen now that Viola has realized that Olivia is in love with her. How will she report this back to Orsino? What could happen?"</p> <p>This will also be taken up in a plenary discussion.</p>	<p>WS 4: <i>The Language of Love</i></p> <p>WS 10: <i>Annotations Act 2</i></p>
<p>Activity 2: Worksheet activities [partner work]:</p> <p>The students get together in groups of 2 to do the activities on WS 4. These groups can either be picked by the students themselves or the teacher can assign the pairs, depending on what works best.</p> <p>Possible scaffolding for reading - audio recording: https://www.youtube.com/watch?v=0pQu06_6Ows</p>	<p>WS 4: <i>The Language of Love</i></p> <p>WS 10: <i>Annotations Act 2</i></p>



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*[*Twelfth Night*, CSS edition] Shakespeare, William: *Twelfth Night* (Cambridge School Shakespeare, edited by Anthony Partington and Richard Spencer). Cambridge: Cambridge University Press, 2014.

Phase/Teaching Activity/Impulse	Material
<p>Activity 3: Comparison [plenary discussion]:</p> <p>The students share some impressions from their close analysis of the passage which they did in partner work. Afterward, they are asked to predict how the "gender conflict" or "identity confusion" might continue in the course of the play. It is also possible to ask the students to write a short plot summary of how the relationship between Viola/Cesario and Orsino may continue as homework.</p>	
<p>Target competence(s): Reading, text- and media literacy Zielkompetenz(en): <i>Funktionale kommunikative Kompetenz (Leseverstehen), Text- und Medienkompetenz</i></p>	

Lesson Ideas and Materials: *Twelfth Night* (William Shakespeare)



Based on: Act 2 Scene 5*

Created by: Merle Wittorf

Plot Summary of the Act/Scene:

Maria puts her plan into action to trick Malvolio into thinking Olivia wrote him a love letter. Sir Toby, Sir Andrew, and Fabian hide to watch the plan unfold, meanwhile, Malvolio enters. He is fantasizing about his dream to marry Olivia and become powerful when he suddenly finds the letter. Sir Toby and his friends as well as the audience bear witness to his reaction.

Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<p>Introduction/revision [plenary discussion]:</p> <p>It is recommended to have read Act 2 Scene 3 beforehand so that the students have good knowledge of the plot of Act 2 as the events unfolding before Scene 5 influence the actions and behavior of the characters in this scene.</p> <p>The students form groups of 4.</p> <p>Impulse for introducing WS 5-9: "In your groups first discuss your impressions of the characters of Sir Toby, Fabian, Sir Andrew, and Malvolio. Speculate how the prank will work out. If needed, the first impressions can be briefly discussed/summarized in a plenary discussion."</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): up to Act 2 Scene 3</p> <p>WS 5: <i>Character Deep Dive</i></p> <p>WS 6-9: <i>Who is Malvolio/ Sir Toby/Sir Andrew/Fabian?</i></p>
<p>Activity 1 [group work]:</p> <p>The students continue to work in the previously assigned groups of 4 on WS 5-9: Each student will be the expert of one character (WS 6: <i>Who is Malvolio?</i>; WS 7: <i>Who is Sir Toby Belch?</i>; WS 8: <i>Who is Sir Andrew Aguecheek?</i>; WS 9: <i>Who is Fabian?</i>). This task serves to prepare the students for their performance (see activity 4 and tasks on WS 6).</p>	<p>WS 5: <i>Character Deep Dive</i></p> <p>WS 6-9: <i>Who is Malvolio/ Sir Toby/Sir Andrew/Fabian?</i></p>

Phase/Teaching Activity/Impulse	Material
<p>Activity 2 [plenary discussion]: Students share the results of their character analysis and keywords will be collected on the blackboard. Impulse to introduce the staging and performance task: "Now that you really have got to know these characters, get ready to take over their parts."</p> <p>Possible scaffolding for reading - audio recording: https://www.youtube.com/watch?v=D55uvCvpcY8&t=29s</p>	<p>WS 5: <i>Character Deep Dive</i></p> <p>WS 6-9: <i>Who is Malvolio/ Sir Toby/Sir Andrew/Fabian?</i></p> <p>WS 10: <i>Annotations Act 2</i></p>
<p>Activity 3 [group work and in-class presentation]: The groups will work on creating stage directions as well as practicing a performance of the excerpt of this scene (if possible the students should spread in different rooms so that the groups have more privacy to practice). If possible all or at least 2 to 3 groups are presenting so that possible differences and preferences in staging can be identified by the audience and then later discussed in class. The performance and the presentation of staging ideas could also be done in a separate lesson to allow the students to have more time in this lesson to complete the tasks.</p>	
<p>Target competence(s): Reading, text- and media literacy Zielkompetenz(en): <i>Funktionale kommunikative Kompetenz (Leseverstehen), Text- und Medienkompetenz</i></p>	