

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



Based on: Act 2 Scene 1\*

Created by: Gudrun Huß

## Plot Summary of the Act/Scene:

Viola's brother, Sebastian, has been rescued by Antonio who wishes to become Sebastian's servant. Antonio believes his sister to be drowned and decides to go to Count Orsino's residence while declining Antonio's offer. After being turned down a second time, Antonio still decides to accompany Sebastian, even though it is dangerous for him to do so because he is a wanted man in Orsino's lands.

## Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<p><b>Introduction [plenary discussion followed by teacher talk]:</b></p> <p>The four Greek words ἀγάπη, ἔρως, στοργή and φιλία are written on the blackboard. The students are asked if they know one or more words or can guess their meaning. Possible impulse: What do all the words have in common (apart from being Greek)?</p> <p>The introduction is followed by a teacher talk: "When you see one person telling another person "I love you" then the first association is always romantic love. Love for family or friends can be just as strong but is almost always a second thought when we hear such a declaration of love or "love statement" for example in a film."</p> <p>The teacher now explains what the Greek words mean and in which ways their meaning of love differs.</p>	<p>blackboard or whiteboard</p>
<p><b>Activity 1 [individual and partner work]:</b></p> <p>Deep reading of Act 2 Scene 1 (WS 1, task 1) is followed by partner work (WS 1, task 2).</p> <p>Possible introduction to the task: "Now that we talked about different kinds of love and read Act 2 Scene 1, search for expressions in the text that can be seen as denoting love."</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 2 Scene 1</p> <p>WS 1: <i>Twelfth Night</i> Act 2 Scene 1: What is love?</p> <p>WS 10: <i>Annotations</i> Act 2</p>



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Phase/Teaching Activity/Impulse	Material
<p><b>Activity 2 [individual work followed by plenary discussion]:</b></p> <p>Focused rereading of scene (task 3) followed by plenary discussion to compare the results for Act 2 Scene 1.</p> <p>Possible introduction or additional impulse by the teacher: "Your arguments become more convincing when you can support them with lines from the text. So please indicate the lines your argument refers to."</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 2 Scene 1</p> <p>WS 1: <i>Twelfth Night Act 2</i> <i>Scene 1: What is love?</i></p> <p>WS 10: <i>Annotations</i> <i>Act 2</i></p>
<p><b>Target competence(s):</b> Reading, intercultural communicative competence</p> <p><b>Zielkompetenz(en):</b> <i>Funktionale kommunikative Kompetenz (Leseverstehen), interkulturelle kommunikative Kompetenz</i></p>	



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



Based on: Act 2 Scene 2\*

Created by: Gudrun Huß

## Plot Summary of the Act/Scene:

Malvolio's message from Olivia confuses Viola. She realizes that Olivia has most likely fallen in love with her due to her being disguised. As Viola is in love with Count Orsino, she hopes that this problem can be resolved.

## Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<p><b>Introduction [plenary discussion]:</b></p> <p>The teacher reads the scene aloud in a very flat and monotonous way without putting emphasis on certain words and phrases or alternatively works with an audio version*. The teacher then briefly explains what a soliloquy is.</p> <p>Possible impulse: "Today we will start our lesson by me delivering a speech from the text while you read along, after that I'd like to hear your thoughts on what I should improve the next time."</p> <p><small>*Audio version of <i>Twelfth Night</i> by the Shakespeare Network: <a href="https://shakespearenetwork.net/media-room/media-menu/audiobooks-complete-works-podcasts/the-complete-plays-of-william-shakespeare-audiobooks/twelfth-night-the-complete-shakespeare-hd-restored-edition">https://shakespearenetwork.net/media-room/media-menu/audiobooks-complete-works-podcasts/the-complete-plays-of-william-shakespeare-audiobooks/twelfth-night-the-complete-shakespeare-hd-restored-edition</a></small></p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 2 Scene 2</p> <p>(audio version of the text*)</p>
<p><b>Activity 1 [individual work]:</b></p> <p>The students work on WS 2, task 1 (deep reading of Viola's soliloquy).</p> <p>Possible impulse: "Keep your feedback on my performance of the soliloquy in mind - what emotion would you have an actor portrait while performing it?"</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 2 Scene 2</p> <p>WS 2: <i>Twelfth Night Act 2 Scene 2: Illusion and Disguise</i></p> <p>WS 10: <i>Annotations Act 2</i></p>



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Phase/Teaching Activity/Impulse	Material
<p><b>Activity 2 [group work followed by partner work]:</b>            In groups the students discuss how Viola should be portrayed on stage (WS 2, task 1b).            Possible impulse: "There might be different opinions in your groups, listen carefully what everyone has to say."            Afterwards, they split their groups of four into two pairs and try out different interpretations by reading out the soliloquy to one another (WS 2, task 1c).</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*)</p> <p>WS 2: <i>Twelfth Night Act 2</i> <i>Scene 2:</i> <i>Illusion and</i> <i>Disguise</i></p> <p>WS 10: <i>Annotations</i> <i>Act 2</i></p>
<p><b>Activity 4 [group work]:</b>            In groups the students take notes on stage directions, lighting and music for Act 2 Scene 2.            Possible impulse: "There are many options to enhance your interpretation on stage and turn it into a script for a performance. Continue working on the worksheet and take notes on what else you need for a successful performance."</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 2 Scene 2</p> <p>WS 2: <i>Twelfth Night Act 2</i> <i>Scene 2:</i> <i>Illusion and</i> <i>Disguise</i></p> <p>WS 10: <i>Annotations</i> <i>Act 2</i></p>
<p><b>Activity 5 [in-class presentation]:</b>            The groups present their concepts to the class by having one group member perform the soliloquy. After that the other group members present their ideas for the stagecraft.            Possible impulse: "In order to save the results of your work today and to get a little into acting, please present your results by having one person of your group perform in front of the class."</p>	<p>Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 2 Scene 2</p> <p>WS 2: <i>Twelfth Night Act 2</i> <i>Scene 2:</i> <i>Illusion and</i> <i>Disguise</i></p> <p>WS 10: <i>Annotations</i> <i>Act 2</i></p>
<p><b>Target competence(s):</b> Language awareness, speaking  <b>Zielkompetenz(en):</b> <i>Sprachbewusstheit, funktionale kommunikative Kompetenz (Sprechen)</i></p>	



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



Based on: Act 2 Scene 3\*

Created by: Gudrun Huß

## Plot Summary of the Act/Scene:

Sir Toby and Sir Andrew have been drinking into the early hours of the night. Feste joins them and makes fun of Sir Andrew. He doesn't take offence and calls for a song. At Sir Toby's request, he sings a love song and both men join in. They disregard Maria's pleas for silence and are only interrupted by Malvolio's entrance and his scolding. After being mocked by Sir Toby, Malvolio leaves the stage. Maria says that she has a plan to make a fool out of Malvolio. After stating his flaws she tells the others about her plan to write him a love letter in Olivia's handwriting to trick him.

## Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<b>Introduction [plenary discussion]:</b> Task: "Read the two info boxes. Can anyone take a guess why these different roles are important in a Shakespearean play?" Possible impulse: "Now that you all have a good grasp on the main plotline of <i>Twelfth Night</i> , today we will take a closer look at the second plotline that is set in motion in Scene 3 which you will be reading in a few minutes."	WS 3: <i>Twelfth Night Act 2 Scene 3: Proportionate Reactions</i>
<b>Activity 2 [individual work]:</b> The students read Act 2 Scene 3 l. 63-140 carefully and use the the questions from task 1b as guiding questions. Possible impulse: "Every person in Shakespeare's plays has a certain role to play. Some of them are meant to complement each other while others are bound to collide in a conflict."	Shakespeare's <i>Twelfth Night</i> (CSS edition*)  WS 3: <i>Twelfth Night Act 2 Scene 3: Proportionate Reactions</i>  WS 10: <i>Annotations Act 2</i>
<b>Activity 3 [individual work]:</b> The students take notes and indicate the lines in the text where they find information about Malvolio. Possible impulse: "While working on the task, you it might also be very interesting for your argument to go back to the previous Act to gather further information on Malvolio and the guests. They are an important foil to see Malvolio's character from different perspectives, so please take some notes on them, too."	Shakespeare's <i>Twelfth Night</i> (CSS edition*)  WS 3: <i>Twelfth Night Act 2 Scene 3: Proportionate Reactions</i>  WS 10: <i>Annotations Act 2</i>



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Phase/Teaching Activity/Impulse	Material
<p><b>Activity 3 [plenary discussion]:</b></p> <p>The students discuss in class whether the actions taken by Malvolio and the guests are appropriate and if they fit the characters, their roles, or both.</p> <p>Possible impulse: "Now that you have gathered so much information on both parties, I want to hear your opinions on whether the reactions of the people in this scene were proportionate to the actions they saw or experienced."</p>	<p>WS 3:  <i>Twelfth Night</i> Act 2  Scene 3:  <i>Proportionate  Reactions</i></p>
<p><b>Target competence(s):</b> Text- and media literacy, intercultural communicative competence  <b>Zielkompetenz(en):</b> <i>Text- und Medienkompetenz, Interkulturelle kommunikative Kompetenz</i></p>	



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