

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



Based on: Act 3 Scene 4\*

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## Plot Summary of the Act/Scene:

In her garden, Olivia is waiting for Viola-Cesario's return and thinking about ways to impress her. She wants to ask the melancholic Malvolio for advice. When Malvolio enters in yellow cross-gartered stockings, smiling foolishly, Olivia starts to believe that he has gone mad as Maria told her before. Hearing the news about Viola-Cesario's arrival, Olivia gives orders for Sir Toby and Maria to look after Malvolio. Sir Toby accuses Malvolio of being possessed by devils and imprisons him in a dark room. Meanwhile, Sir Andrew enters with a letter challenging Viola-Cesario to a duel. After Sir Toby has read the letter, he sends Sir Andrew to challenge Viola-Cesario in the orchard. Thus, Sir Andrew leaves and Sir Toby privately decides to trick the two duellists by telling each that the other is awfully frightening. When Olivia enters with Viola-Cesario she confesses her passionate love by giving a jewel to her. Viola-Cesario rejects her advances and tells Olivia to love Orsino instead. After that, Sir Toby prompts Viola-Cesario to face Sir Andrew's challenge. Viola-Cesario states again that she doesn't want to fight while Sir Toby and Fabian prevent her from leaving. Antonia enters and mistakes Viola-Cesario for his beloved Sebastian which is why he intervenes on Viola-Cesario's behalf. Several officers enter the scene and arrest Antonio. Viola-Cesario hopes that Antonio's misunderstanding proves that her brother Sebastian is still alive.

## Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<b>Introduction [plenary discussion]:</b> The students are asked to think about modern TV series in which the motif of a declared dead person coming back to life (e.g., <i>Blacklist</i> , <i>Homeland</i> , <i>Gossip Girl</i> , <i>How to get away with murder</i> , etc.) appears. In a plenary discussion they describe how other people within the series react to the declared dead person coming back to life. Students write important thoughts on flashcards and put them on the blackboard.	flashcards blackboard
<b>Activity 1 [individual work]:</b> The students read closely the rest of Act 3 Scene 4 (CSS, III, iv, l. 324-end). After finding out that Viola's brother Sebastian is still alive, they are asked to write an interior monologue about Viola's thoughts and feelings.	Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 3 Scene 4  WS 3: <i>Writing an interior monologue</i>
<b>Activity 2 [individual work]:</b> The students are asked to present their texts to the rest of the class.	



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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><b>Activity 3 [group work]:</b></p> <p>In groups of four, the students create a storyboard on a possible reunion between Viola and her brother Sebastian. The teacher makes clear that the students should focus on feelings, facial expressions, gestures and possible conversations that can represent Viola's and Sebastian's feelings adequately. The teacher also points out that the students could make use of the flashcards from the introduction as well as their written monologue.</p>	<p>flashcards</p> <p>WS 4: <i>Storyboard</i> <i>Act 3 Scene 4</i></p>
<p><b>Activity 4 [group work]:</b></p> <p>The students are asked to film the reunion between Viola and her brother Sebastian based on their storyboard.</p>	<p>mobile phone</p> <p>WS 4: <i>Storyboard</i> <i>Act 3 Scene 4</i></p>
<p><b>Activity 5 [plenary discussion]:</b></p> <p>The clips produced by the individual groups will be presented in class. The rest of the students are asked to analyse the clip by focusing on the different feelings expressed in the clip (i.e. paying attention to gestures, facial expression and the actor's tone of voice). More specifically, they are asked to focus on used gestures, facial expressions and conversations with which particular feelings are portrayed.</p>	<p>TV</p>
<p><b>Target competence(s):</b> Writing, text- and media literacy, intercultural communicative competence  <b>Zielkompetenz(en):</b> <i>Funktionale kommunikative Kompetenz (Schreiben), Text- und Medienkompetenz, interkulturelle kommunikative Kompetenz</i></p>	