

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



Based on: Act 3 Scene 2*

Created by: Jarrik Thiessen
Plot Summary of the Act/Scene:

Olivia confesses her love for Viola and begs her not to bring her any more love messages from Orsino. In Olivia's house, Sir Toby encourages Sir Andrew to challenge Viola to a duel. Maria enters and reports of Malvolio's latest doings, the latter making a fool out of himself by following the instructions of the letter.

Overview of Lesson Design:

| Phase/Teaching Activity/Impulse | Material |
|---|---|
| Introduction [flashlight, plenary discussion]: Impulse: "Think about Act 3 Scene 2. What can you remember from reading the scene at home? Did you enjoy the scene?" The students do a quick flashlight round in which they answer the question individually. | Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 3 Scene 2 |
| Activity 1 [individual work or pair work]: The students read the info box which is provided on WS 9 and ask questions. Then, they work on exercise 1 and have time to practice close reading on the lines provided in the reading model. The students present their results in class. | WS 9: <i>Language in the play**</i> Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 3 Scene 2, l. 1-41 |
| Activity 2 [individual work or pair work]: The students work on exercise 2 of the worksheet. The teacher provides help if the students struggle with any part of the task. | WS 9: <i>Language in the play**</i> |
| Activity 3 [plenary activity]: Task: "Compare your timeline with another student. Talk about inconsistencies or any questions that came up during the task." | Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 3 Scene 2, l. 1-41 |

Target competence(s): Reading, writing, text- and media literacy, language awareness
Zielkompetenz(en): *Funktionale kommunikative Kompetenz (Leseverstehen, Sprechen), Text- und Medienkompetenz, Sprachbewusstheit*

****Note:** Task 1 on this WS was adapted from the box "Language in the Play" on p. 82 in the CSS-edition* of Shakespeare's *Twelfth Night*.



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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.

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



Based on: Act 3 Scene 1*

Created by: Jarrik Thiessen
Plot Summary of the Act/Scene:

In Olivia's orchard, Feste has a conversation with Olivia and makes comments about what it means to be a fool as well as the idea of husbands while playing with words until she gives him money. Viola is then invited to visit Olivia and, while she waits, has a conversation with Sir Toby in which she copies Feste's playful use of language and impresses Sir Toby with her command of words. She then meets Olivia who starts to reveal her real feelings for Cesario (Viola). Viola however states that she is not what she seems and makes clear that no woman, except herself, can have her heart.

Overview of Lesson Design:

| Phase/Teaching Activity/Impulse | Material |
|--|--|
| Introduction [brainstorming, plenary discussion]: Impulse: "Think about the character of Olivia. Which details are shown about her family and living situation? The individual answers are discussed in class. | Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 3 Scene 1 |
| Activity 1 [plenary discussion]: The students are presented with a definition of the word 'to rephrase' and formulate their own definitions in preparation for the next task (WS 10, task 1). Definition 'to rephrase': "to say or write something again in a different and usually clearer way", https://dictionary.cambridge.org/rephrase . | WS 10: <i>Gender roles</i> |
| Activity 2 [pair work or group work]: In groups or pairs, the students complete the rephrasing task (WS 9, task 1), | WS 10: <i>Gender roles</i> Shakespeare's <i>Twelfth Night</i> (CSS edition*): Act 3 Scene 1, l. 92-150 |
| Activity 3 [individual work, group work]: The students complete task 2. They first complete the reading task individually and then compare and discuss their findings in groups. They relate their findings to their brainstorming results from the introduction and conclude that Olivia is an 'untypical' representation of a woman in Early Modern England. | WS 10: <i>Gender roles</i> |



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| Phase/Teaching Activity/Impulse | Material |
|--|--|
| <p>Activity 4 [group work]: Based on their findings from the previous tasks and the input about the terms 'gender expression' and 'gender identity' provided on WS 10, the students enter a group discussion about the questions A, B and C on WS 10. Each group is assigned one the questions and is asked to take notes on their discussion results.</p> | <p>WS 10: <i>Gender roles</i></p> |
| <p>Activity 5 [plenary discussion]: The teacher asks the expert groups to present their discussion results in class. In the end, the teacher gives the following impulse: "Also think about how gender roles during Shakespeare's times compare to modern gender roles". The teacher guides the discussion and shows pictures* as discussion prompts.</p> <p><small>*Pictures: Album cover <i>Jeffery</i> (2016) by Young Thug: https://www.gq.com/story/young-thug-jeffery-album-cover-memes Diane Keaton: https://globalfashionreport.com/inside-le-smoking-the-first-suit-for-women-from-yves-saint-laurent</small></p> | <p>WS 10: <i>Gender roles</i> pictures*</p> |
| <p>Target competence(s): Reading, writing, text- and media literacy, intercultural communicative competence Zielkompetenz(en): <i>Funktionale kommunikative Kompetenz (Leseverstehen, Sprechen), Text- und Medienkompetenz, interkulturelle kommunikative Kompetenz</i></p> | |

