

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



Based on: Act 3 Scene 1\*

Created by: Madita Holland

## 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 Andrew with her command of words. She then meets Olivia who starts to reveal her real feelings for Caesario (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
<p><b>Introduction [plenary discussion]:</b></p> <p><b>(a) Option 1 (if worksheet of Feste by Emma Wiczorek was used in advance):</b> Impulse: "We already talked about Feste and his character in act 1. Today we will look at his language in more detail."</p> <p><b>(b) Option 2 (if worksheet on Feste by Emma Wiczorek was <u>not</u> used in advance):</b> Possible teacher input: "What is a good comedian/performer for you? Think of comedians, politicians, musicians or in general people who perform in front of an audience." Qualities of good performers are collected on flashcards and put on the blackboard. The teacher randomly selects some of the flashcards and asks about certain qualities, their importance and what kind of a performer needs them.</p> <p><b>Transition:</b> Teacher shows a picture/photo of a fool/Feste (from a production of the play). "Feste is the fool in this play and he performs for Olivia's court with music as well as words and comedy."</p>	<p><b>Option 1:</b> WS: <i>Twelfth Night Act 1</i> by Emma Wiczorek</p> <p><b>Option 2:</b> blackboard flashcards</p> <p>picture/photo of a fool/Feste</p>



Phase/Teaching Activity/Impulse	Material
<p><b>Activity 1 [individual and partner work]*:</b> Students work on WS 1.</p> <p><i>*Note:</i> Task 3 is designed as partner work, for the other tasks it can be varied between partner and individual work.</p>	<p>WS 1: <i>Feste and his language**</i></p>
<p><b>Comparison [plenary discussion]:</b> The students present and compare their solutions in class. Some pairs perform/act out the quotes by Feste.</p>	<p>WS 1: <i>Feste and his language**</i></p>
<p><b>Activity 2 [plenary discussion]:</b> In order to deepen the text comprehension of Act 3 Scene 1, the teacher gives the task: "Have a look again at the qualities of a good comedian/performer we collected. Can you find some of the qualities in Feste? Please use quotes."</p>	<p>flashcards from the introduction</p>
<p><b>Target competence(s):</b> Text- and media literacy, language awareness <b>Zielkompetenz(en):</b> <i>Text- und Medienkompetenz, Sprachbewusstheit</i></p>	

\*\*The tasks on this worksheet were adapted from the task *Feste: 'her corrupter of words'* in the CSS edition\* of *Twelfth Night* (p. 70).



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**\*[Twelfth Night, CSS edition]** Shakespeare, William: *Twelfth Night* (Cambridge School Shakespeare, edited by Rex Gibson). Cambridge: Cambridge University Press, 2005.

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



Based on: Act 3 Scene 3\*

Created by: Madita Holland

## Plot Summary of the Act/Scene:

Antonio has followed Sebastian to Illyria's city centre because he wants to protect him. Sebastian then asks him to go sightseeing. Antonio has to decline Sebastian's offer as he is an enemy in Orsino's kingdom because he hasn't repaid what he had once captured in a sea fight against Orsino. They agree to meet again later.

## Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<p><b>Introduction [plenary discussion]:</b> The teacher shows pictures of different coastal towns (e.g. Manarola, Cadaqués, Oija, Nantes). Flashlight method: "Have you been to a place like that on vacation? Where?" "What did you like about it?" "What activities did you do there?" "Was there something you did not like about the place?"</p>	<p>pictures of coastal towns</p>
<p><b>Transition [teacher talk]:</b> "In the scene you read at home, Sebastian talks about the relics and sights of Illyria while Antonio says there is something 'rough and inhospitable' (CSS, III, iii, l. 11) about this place. We already know that Illyria is a coastal town, but don't get a lot of information about how it actually looks like. Now you get the chance to become creative and think about how Illyria could look like."  Task: "Design a tourist brochure for Illyria."</p>	<p>blackboard</p>
<p><b>Activity 1 [individual work]:</b> Students work on the brochures. They can fill the frames either with their own drawings or with texts and pictures offered to them by the teacher.</p>	<p>WS 2: <i>A tourist guide to Illyria**</i>  pictures from (travel) magazines</p>



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Phase/Teaching Activity/Impulse	Material
<p><b>Activity 2 [gallery walk]:</b> Students walk around and take a look at the different brochures. In the plenum, some brochures that are especially well-made are presented and discussed.</p>	<p>WS 2: <i>A tourist guide to Illyria</i>**</p>
<p><b>Activity 3 [plenary discussion]:</b> In order to deepen the text comprehension of the scene, the teacher asks the students to reflect on Antonio's statement about 'rough and unhospitable' (CSS, III, iii, l. 11) Illyria. "What do you think did he mean by that? What might be negative aspects of the town?"</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>	

\*\*The tasks on this worksheet were adapted from the task *Looking back at Act 3* in the CSS edition\* of *Twelfth Night* (p. 108).



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