

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



Based on: Act 4 Scene 2\*

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## Plot Summary of the Act/Scene:

Feste disguises himself as Sir Topas, a priest. He torments Malvolio, trying to convince him that he is mad. Then, at Sir Topas' suggestion, the Fool visits Malvolio as himself. He comforts him with a song and offers to help. The Fool agrees to deliver a letter to Olivia from Malvolio, protesting his unjust imprisonment and asserting that Malvolio is in his right mind.

## Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
<b>Introduction [individual work]:</b> The students are introduced to the theme of madness in Shakespeares' <i>Twelfth Night</i> by reading three different quotes and describing what type of madness is depicted.	WS 3: <i>Madness</i>
<b>Activity 1 [partner work, individual work]:</b> The students solidify their knowledge by comparing their results and creating a Cawa (Creative Acquisition with Word Associations).	WS 3: <i>Madness</i>  WS 4: <i>Cawa - the method</i>
<b>Activity 2 [partner work, individual work]:</b> As a next step, the students are now asked to compare what they have found out about madness in <i>Twelfth Night</i> with the societal view on madness today. On the worksheet, a 'mental health matters' poster is given as input for the discussion. Special emphasis will be on the medical and social treatment of people that are mentally ill, as well as the usage of the words "mental illness" and "mental health" versus the less suitable term "madness".	WS 5: <i>Madness or Mental Health?</i>



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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 [partner work]:</b></p> <p>Focusing on the theme of "madness", the students critically debate whether or not an adaption should stay true to the original or if it should change according to the societal views. For their arguments, the students are asked to pay particular attention to Malvolio and the way he is treated by other characters as a result of his "madness".</p>	<p>WS 5: <i>Madness or Mental Health?</i></p>
<p><b>Activity 4 [plenary discussion]:</b></p> <p>The students apply their newly acquired knowledge by discussing how they would depict Malvolio's madness on stage if they were supposed to stage <i>Twelfth Night</i>.</p>	<p>WS 5: <i>Madness or Mental Health?</i></p>
<p><b>Target competence(s):</b> Intercultural communicative competence, reading, speaking  <b>Zielkompetenz(en):</b> <i>Interkulturelle kommunikative Kompetenz, funktionale kommunikative Kompetenz (Leseverstehen, Sprechen)</i></p>	