

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



Based on: Act 4 Scene 1-3*

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Plot Summary of the Act/Scene:

In Act 4, there are two main storylines. The first one centers on the meeting of Sebastian and Olivia. Olivia, who takes Sebastian to be Cesario, asks him to marry her, and he agrees. The second storyline focuses on Malvolio. He is trapped by Feste and the others. They try to convince him that he has gone mad. He refuses to believe them and wants to write a letter to Olivia.

Overview of Lesson Design:

Phase/Teaching Activity/Impulse	Material
Introduction [in-class activity]: "Two truths, one lie." The students play the game to recapitulate the main points of the plot. The teacher prepares 3-5 sets of three statements only two of which are true, and one is false.	
Activity 1 [group work]: The students are asked to portray Act 4 Scene 1 in up to two freeze frames. They are split into groups. They are given a worksheet to help them structure their ideas and draw a rough sketch of the freeze frames. In preparation for their character analysis of Malvolio which they will do later on, they are asked to describe the characters' emotions and thoughts.	WS 1: Freeze frames
Voice sculpture [in-class activity]: The students choose one of their freeze frames to present to class. One member of the group is the director that directs their peers into position. The students are asked to hold their position in the freeze frame for one minute while the rest of the class observes and takes notes on what they notice. The students in the audience can also tap a performer on the shoulder. The performer then has to voice the thought or emotion they imagine the character to be experiencing. When the minute is up, the actors drop their position and the rest of the group can give feedback and ask questions.	



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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>Activity 3 [think-pair-share]:</p> <p>The students watch scene iii in the Globe production of <i>Twelfth Night</i> from 2016* (see weblink below). They are asked to take notes on Malvolio's inner thoughts, i.e. what he sees, hears and feels while he is imprisoned. They are asked to discuss their notes with a partner and then share their observations with the group.</p> <p><small>**<i>Twelfth Night</i> - Act 4 Scene 2" uploaded by Shakespeare's Globe: www.youtube.com/watch?v=hwutGHFcMmQ</small></p>	<p>video clip (online)</p>
<p>Activity 4 [individual work]:</p> <p>The students are asked to speculate further on Malvolio's thoughts and feelings while he is imprisoned. They are also asked to consider previous events and his relationship to Olivia. In case that not the entire play is read in class, the teacher could serve here as the guide or expert on the side, giving students input or quotes from other parts of the play which shed further light on the character of Malvolio.</p>	<p>key scenes: CSS, I, v, l. 51-80; CSS, II, v, l. 20-132*</p>
<p>Activity 5 [in-class activity]:</p> <p>The students watch the interview* with Malvolio's actor. Additional scaffolding will be provided by means of a list of annotations the students receive beforehand. They are asked to compare the actor's input with their own ideas on Malvolio's inner thoughts.</p> <p><small>**<i>Twelfth Night</i> - Discussing Act 4 Scene 2" uploaded by Shakespeare's Globe: https://www.youtube.com/watch?v=nqrl5Gk6sKI [0.14-1.11 min]</small></p>	<p>video clip (online)</p> <p>annotations</p>
<p>Activity 6 [individual work]:</p> <p>The students now have to decide on the specific thoughts Malvolio has while imprisoned. To illustrate them, they fill out WS 2.</p>	<p>WS 2: <i>Malvolio's thoughts</i></p>
<p>Voice sculpture [in-class activity]:</p> <p>The teacher places a puppet with a blindfold on in the middle of the classroom. The puppet references the imprisoned Malvolio. The students stand in a circle around the puppet and take turns speaking aloud the thoughts they imagine Malvolio to have (10 minutes).</p>	<p>puppet</p>
<p>Final activity or homework [individual work]:</p> <p>The teacher refers back to the beginning of the lesson and the fact that truth and lies can sometimes be a matter of perspective. The students are then asked to keep this in mind when writing the letter Malvolio wants to write to Olivia. They should also consider that his perception of reality might not be the same as that of the other characters or the reader.</p>	
<p>Target competence(s): Text- and media literacy, reading, writing Zielkompetenz(en): <i>Text- und Medienkompetenz, funktionale kommunikative Kompetenz (Leseverstehen, Schreiben)</i></p>	



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