

Lesson ideas and material

***As You Like It* (William Shakespeare)**



Based on: Act 5 Scene 4*

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Plot summary of the act/scene

In the beginning of the scene, Rosalind promises Phoebe, Silvius and Orlando that they will marry their chosen partners. While she is off preparing for the upcoming wedding(s), Touchstone demonstrates his intellect through his “seven lies” speech thereby declaring his intention to marry Audrey.

Rosalind and Celia return, undisguised this time, and bring with them Hymen who will officiate the marriages. After the couples are married, Jacques de Boys brings news of Duke Frederick’s abdication. The characters celebrate the marriages as well as the return to the rightful order. The play ends with an epilogue given by Rosalind.

Teaching aims

Students explore the ending of the play with a focus on the thematic contrast between nature and court life. The lesson encourages reflection on the restoration of social order and the resolution of conflicts.

Description of materials

The following material consists of:

- *As You Like It* Act 5, Scene 4 extract with annotations (Worksheet 1)
- *As You Like It* Act 5, Scene 4 tasks (Worksheet 2)
- *As You Like It* Act 5, Scene 4 Reading comprehension (Worksheet 3)

Other required material and equipment:

- mobile devices with internet connection
- smart board / blackboard
- pens and post-its



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***[As You Like It, CSS edition]** Shakespeare, William: *As You Like It* (Cambridge School Shakespeare, edited by Linzy Brady). Cambridge: Cambridge University Press, 2015.

Overview of lesson design:

Phase / Teaching activity / Impulse	Material
<p>Activity 1 [partner work, plenary discussion]</p> <p>Teacher writes the words “nature” and “court” on the blackboard. Students work together with a partner and write down what they associate with the terms on a post-it (or similar). Every team notes down at least two associations for each term.</p> <p>Product: two mindmaps detailing the students’ associations with the terms.</p>	<p>blackboard, (marker) pens, post-its (or similar)</p>
<p>Activity 2 [individual work, partner work]</p> <p>Teacher hands out WS 1 “As You Like It Act 5, Scene 4 Extract” and WS 2 “As You Like It Act 5, Scene 4 Tasks”. The students work on task 1. First, they read the extract alone and then with a partner, they try to answer potential questions to then summarize the extract in 2–3 sentences.</p>	<p>worksheet 1 + worksheet 2</p>
<p>Activity 3 [individual work]</p> <p>Students work on Task 2. They re-read a short passage to then explore what role Jaques de Boys plays in the end. Students then fill out a grid with characteristics of the nature and of the court. After that, they have a look at other passages of the extract, where the topic of nature vs. court is thematized.</p>	<p>worksheet 1 + worksheet 2</p>
<p>Activity 4 [partner work]</p> <p>To exchange their results, the students compare their grid with a partner. For that, the class is divided in half to discuss and complement their findings (one half discusses the theme of nature, the other half the theme of court). After that, students of the nature group work with a partner of the court group to exchange their knowledge.</p>	<p>worksheet 1 + worksheet 2</p>
<p>Activitiy 5 [group work]</p> <p>Students work on Task 3 in groups of 3–4. They visualize a stage setting of Jacques de Boys entering the stage. For that, they can use an AI-Tool, but they should write down their prompts.</p>	<p>worksheet 1 + worksheet 2, mobile device</p>



Phase / Teaching activity / Impulse	Material
<p>Activity 6 [plenary discussion]</p> <p>The groups show their result of Task 3 via a video projector (or smart board) and explain their ideas and prompts. Teacher and class give feedback.</p>	<p>video projector</p>
<p>Activity 7 [individual work + plenary discussion]</p> <p>Teacher hands out WS 3 “As You Like It Act 5, Scene 4 Reading Comprehension”. Students do the quiz. Then, teacher compares their results in plenary discussion (some answers might need a discussion).</p>	<p>worksheet 3</p>



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