

Lesson ideas and material

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



Based on: Act 5 Scene 2*

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Plot summary of the act/scene

In this scene, Orlando learns that his brother Oliver has fallen in love with Aliena (Celia in disguise) and plans to marry her the next day. Rosalind, still disguised as Ganymede, enters. Orlando tells Ganymede about the upcoming wedding but admits he cannot fully rejoice in his brother's happiness because of his own unresolved love for Rosalind. Ganymede then promises Orlando that he will be married to Rosalind the next day as well, claiming to possess magical powers that can make this happen. When Silvius and Phoebe arrive, Ganymede encourages Phoebe to return Silvius's love and invites both of them to the wedding, declaring that Phoebe, too, will be married the following day.

Teaching aims

Students analyze the relationship between Orlando and Rosalind in Act 5, Scene 2. They actively engage with the characters' emotional developments and interpret Orlando's state of mind alongside Rosalind's intentions and ambitions.

Description of materials

The following material consists of:

- text sheet with annotations (TS)
- worksheet with tasks (WS)
- expectation grid
- comprehension quiz on Act 5



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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
Activity 1 [plenary discussion] As homework, students have read Act 5, Scene 2 and were asked to do a short summary in three sentences. At the beginning of the lesson, the teacher discusses the scene with the class. Two or three students read out their summaries.	Copy of <i>As You Like It</i> , <i>notes on homework</i>
Activity 2 [partner work] The students work on task 1 of the WS. They can either choose to work with the original text or a simplified version. After that, 2 or 3 groups present their version in front of the class. The teacher asks the students which version they found more convincing.	worksheet, text sheet
Activity 3 [plenary discussion] Two or three groups present their versions to the class. The teacher then asks which version the class found more convincing and why.	
Activity 4 [individual work, plenary discussion] Students work on Tasks 2–5 on the worksheet. After, answers are briefly discussed and compared in class.	worksheet, text sheet



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