



EDUCATION DEPARTMENT CURRICULUM GUIDE TO *TWELFTH NIGHT*

About the Folger Shakespeare Library

The Folger Shakespeare Library houses one of the world's largest and most significant collections of materials pertaining to Shakespeare and the English and Continental Renaissance. The Folger Shakespeare Library editions of Shakespeare's plays are acclaimed throughout the world by educators, students, and general readers.

The mission of the Folger Library is to preserve and enhance its collections; to render the collections accessible to scholars for advanced research; and to advance understanding and appreciation of the Library and its collections through interpretive programs for the public.

About the Folger Shakespeare Library's Education Department

*"There is much matter to be heard and learned."
As You Like It*

Shakespeare's audience spoke of *hearing* a play, rather than of seeing one. The Folger Shakespeare Library's Education department believes in active learning, using a performance-based and language-centered approach to teaching Shakespeare. Drawing on the Folger's abundant resources and incorporating opportunities provided by the Web, their activities and workshops present innovative ways to engage children, students, and teachers in Shakespeare's work.

For a complete selection of curriculum plans from the Folger Shakespeare Library Education department, visit www.folger.com.

About the Folger Shakespeare Library's Publishing Program

For nearly 70 years, the Folger Shakespeare Library has been the most respected resource for the scholarship and teaching of William Shakespeare. Designed with everyone in mind—from students to general readers—these editions feature:

- Freshly edited text based on the best early printed version of the play
- Modern spelling and punctuation
- Detailed explanatory notes conveniently placed on pages facing the text of the play
- Scene-by-scene plot summaries
- A key to famous lines and phrases
- An introduction to reading Shakespeare's language
- An essay by an outstanding scholar providing a modern perspective on the play
- Illustrations from the Folger Shakespeare Library's vast holdings of rare books
- Biographical and historical essays

To receive a complete list of available titles, e-mail your request to folger.marketing@simonandschuster.com.

The Shakespeare Set Free Workshops

Make meaningful learning fun. Shakespeare Set Free workshops model a fresh approach for teaching Shakespeare in grades 3-12. Based on twenty years of best practices, the Folger method inspires teachers with proven activities that address national and local standards. Schedule a one-day workshop for 20-30 teachers at your school. If you teach in New Jersey, you may be eligible for funding from the Geraldine R. Dodge Foundation. Contact the Folger Shakespeare Library at 202-675-0380 or by e-mail at educate@folger.edu for more information.

Turn the page for sample curriculum plans that you can find at <http://www.folger.com>
Additional plans and tools are available on the website.

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TWELFTH NIGHT

Dear Colleagues,

Somewhere along the line, most of my students and probably most of yours have heard about William Shakespeare. Maybe they saw the film *Shakespeare in Love* or heard an answer on *Jeopardy*, but somehow, along with the ozone, they've breathed in that name: Shakespeare. In fact, to many kids Shakespeare is "sposed to be" a part of high-school education, and they expect to read one of his works. If we don't give them that exposure, they feel vaguely cheated or assume we think they're incompetent to meet the challenge of something important.

But when that anticipated moment comes and the teenage eye actually meets the Shakespearean page, then, unfortunately, that early interest too often is followed by . . . "Huh? What is this? Why are we reading this?"

The faces of the bored and defiant can make the best of us dread going into the classroom. It's happened to me, and maybe it's happened to you, but it doesn't have to be that way. Incredibly, teaching Shakespeare can actually invigorate both your class and you. . . . You have an intimate knowledge of your teaching style and of the workings of your class. Use that knowledge to select the exercises [from this packet] that you think will provoke excitement, enhance learning, and help ease your students past the language barrier and into the wonder of the play.

Here's to the magic in the play and to the magic in your classroom.

Judith Elstein

Adapted from *Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth, and A Midsummer Night's Dream*

Each of the five lesson plans in this packet includes:

- Step-by-step instructions
- Materials needed
- Standards covered
- Questions students should be able to answer when the lesson is over
- Suggested related lesson plans with directions on how to find them on the Folger Web site.

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Curriculum Plan #1

**"It shall be inventoried and every particle and utensil labeled":
Creating a Body Biography
(A Lesson in Character Development)
Developed by Marjorie Margolis**

In this lesson, students will select lines from *Twelfth Night* that reveal an assigned character's personality traits and values. The lesson will be repeated at the end of each act of the play, so that the students will be able to chart their character's development in the text.

This lesson should take one to two 50-minute class periods.

NCTE Standards Covered:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

What To Do:

1. Pair up students, and write the following characters' names on slips of paper and place them into a hat: Olivia, Viola/Cesario, Feste, Orsino, Sebastian and Antonio (together, since we see them least), Maria, Sir Toby, Sir Andrew Aguecheek, Malvolio, and Fabian. Have one member of each group choose a slip from the hat. (Make sure each group has a character. Several pairs may need to work on the same character.)
2. Have students, as pairs, scour the first two acts of *Twelfth Night* for lines that describe their character and reveal his or her personality traits.
3. Once the students have collected several lines, ask them to discuss with their partners the significance of each line. They should ask one another the following questions:
 - a. What does this line reveal about our character? How does he or she act, and what does he or she care about?
 - b. How does this trait or value influence what he or she does in the scenes we've studied thus far?
 - c. What symbol would best represent the character trait revealed by this line?
4. Now, have a few students volunteer to lie on long pieces of butcher block paper. The other students should trace their outlines and cut out the silhouettes.
5. Instruct the students to draw (or cut out of magazines/newspapers/etc.) the symbols they decided on for each line and write the act, scene, and line numbers on them. Then, have them paste these symbols onto their silhouette, consciously deciding where on the body they should be placed. For example, if placed on the head, the line might reflect the character's dreams or philosophy; if placed on the heart, the line might reflect what the character loves. Remind students that they will have to defend their decisions.
6. Ask students to record each line they choose in a character journal. They should also paraphrase each line and write a paragraph explaining the relevance of the line to the development of their character.
7. Have students present their body biography to the class, explaining why they chose the lines and symbols represented.
8. Repeat steps 2-5 for Acts 3, 4 and 5.

What You Need:

The New Folger Shakespeare Library edition of *Twelfth Night* (ISBN: 0-7434-8277-8, \$4.99)

Art supplies (butcher-block paper, construction paper, colored pencils, markers, glue sticks, scissors, magazines, newspapers, etc.)

How Did It Go?

Are your students engaged in discussing their characters and lines? Are they invested in their visual and symbolic representations? Are the students able to justify their interpretations of Shakespeare's words?

If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:

“As tall a man as any's in Illyria”: Sir Toby, Sir Andrew, and the Art of Political Cartooning: This activity allows students to examine characters closely, develop critical thinking skills, and study a primary source from the Jacobean era. It also provides students the opportunity to engage in character study in a way that incorporates both creative writing and visual art.

Where Can I Find This Lesson Plan?

1. Go to the Web site address: www.folger.edu
2. Scroll down to “Teachers and Students”
3. In the menu that appears, choose “Resources for Teachers” and then “Teaching Shakespeare”
4. Click on “Archives”
5. Click on “Lesson Plan Archives”
6. Scroll down until you get to “Twelfth Night”
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas

Curriculum Plan #2

Twelfth Night - The Musical! **(A Lesson in Interpretation)** **Developed by Craig Robertson**

This activity allows students to reinterpret Act 2 of *Twelfth Night* as a musical, using contemporary songs. Students will discover the meaning of the text and the relationships between the characters.

This lesson will take 2 class periods.

NCTE Standards Covered:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

8. Students use a variety of technological and information resources (e.g., databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

What To Do:

1. Play the song from the Baz Luhrmann film *Moulin Rouge* entitled "Elephant Love Medley."
2. Divide the class into five groups, and assign each group a scene from Act 2. Have each group read through its scene together twice: first, to brush up on the plot, and second, to divide the scene into units. Explain to the students that a new unit is created each time a character's intention in the scene changes, a new character enters the scene, or the scene begins to move in a different direction. Some groups will come up with many units, but tell them to try to limit the units to ten.
3. Tell the groups that they will be creating a musical medley just as Baz Luhrmann did and that each unit will be replaced with a song of their choosing. Have the students discuss what is happening in each unit: is someone pleading to another? Is someone bragging? Is it a quarrel?
4. Now, have them find contemporary songs to fit the basic ideas of the units. Tell them to choose songs that they have on CD or tape at home, because they will be playing the

songs for the class the next day. You may also want to put in place some guidelines: for example, no profanity.

5. On the second day, have the groups go to the front of the class in the order of their scenes. If time permits, have the groups read through the scenes; otherwise, have them briefly review the action of the scenes for the class. Then, have them play a bit of each song from their medleys. (Don't have them play the entire song, or this lesson will take a week to get through.) Ask each group to defend its choices. You may also want to discuss how music can help to clarify what happens in the play.

What You Need:

Soundtrack to *Moulin Rouge*

Tape/CD player

The New Folger Shakespeare Library edition of *Twelfth Night* (ISBN: 0-7434-8277-8, \$4.99)

How Did It Go?

Do your students better understand what is happening in their scene? Can they defend their choice of songs by referring back to the text of the play? Have the students' choices illuminated the text in some way?

If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:

"Lights, Camera, Action": In this lesson students will interpret *Twelfth Night* or another play by creating a silent movie, requiring them to think creatively and enhance their storytelling skills in verbal, nonverbal and written form.

Where Can I Find This Lesson Plan?

1. Go to the Web site address: www.folger.edu
2. Scroll down to "Teachers and Students"
3. In the menu that appears, choose "Resources for Teachers" and then "Teaching Shakespeare"
4. Click on "Archives"
5. Click on "Lesson Plan Archives"
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7. Choose the lesson plan listed above or browse the other titles for more classroom ideas

Curriculum Plan #3

Alphabet Poetry **(A Lesson in Language)** **Developed by Nancy Christy**

Twelfth Night is a play about love. It offers wonderful instruction in how to use language to flatter and persuade. The objective of this lesson is for students to have fun with this gracious Elizabethan language. They will read examples of compliments and then create their own flowery poetry.

This lesson will take one class period.

NCTE Standards Covered:

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

What To Do:

1. As you and your students read *Twelfth Night*, have the students keep a journal of the compliments and kind words used to describe the various characters and their attributes.
2. Now, have your students use what they have learned about flattering language to create an "alphabet poem" using the letters from their own name. Tell students to write the letters of their name vertically down the left side of a sheet of paper, leaving a space between each letter. Instruct them to write a poetic phrase beginning with each letter in their name, as illustrated below. They should attempt to use the most flowery, flattering verbiage they can muster. They can use sports, mythology, or nature as metaphors. At least one of their phrases should come from their *Twelfth Night* journals.

S Strong as the towering oak.
A As fleet of foot as winged Mercury.
M Most handsome among men.

3. Encourage your students to decorate the page containing their poem with flowers, animals, or other symbols as desired.

4. For homework, have students write an "alphabet poem" about someone else. Explain to them that it was common for writers in Shakespeare's day to dedicate books to others for various purposes. Those dedicated could include a patron who supported the author financially, a person of noble rank who could secure favor for the author, or even someone whom the author admired romantically. Tell the students that their poem should be a dedication to a friend, a family member, or even their teacher.

What You Need:

The New Folger Shakespeare Library edition of *Twelfth Night* (ISBN: 0-7434-8277-8, \$4.99)

How Did It Go?

Did your students have fun with this project and come to appreciate the playfulness of language? Do they better understand the way language is being used in *Twelfth Night*? Did they compliment themselves and others in the poems? This project is a great esteem builder, as students look for admirable traits in themselves.

If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:

"Is Music the Food of Love?": This lesson allows students to study the language of their favorite songs in conjunction with *Twelfth Night*.

Where Can I Find This Lesson Plan?

1. Go to the Web site address: www.folger.edu
2. Scroll down to "Teachers and Students"
3. In the menu that appears, choose "Resources for Teachers" and then "Teaching Shakespeare"
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6. Scroll down until you get to "Twelfth Night"
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas

Curriculum Plan #4

If Love be the Food of the Senses: Orsino in *Twelfth Night* (A Lesson in Imagery) Developed by Caroline Lee

While Orsino is the first character we meet in *Twelfth Night*, he is often overlooked as the play grows increasingly complex, with a myriad of personalities and mixed identities flooding the pages. This lesson focuses on Orsino's character through a close examination of his love imagery. Not only is he lovesick, but his hyperbolic and sensory imagery reveal that he is insatiable and self-obsessed, and that a confusion and melange of the senses will indeed bring about something "high fantastical" (1.1.15). Although the students do not know it yet, he does end up marrying someone who is both "maid and man" (5.1.275).

This lesson should take one to two 40-minute periods.

NCTE Standards Covered:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

What To Do:

1. To prepare students for this lesson, ask them to describe love using the five senses (sight, sound, taste, touch, smell). Divide the class into five separate groups, and have each group compose a poem on one of the senses. Clearly instruct students that their sense must be represented by a metaphor in their poem.

2. Have the groups share their poems with the class, and write down their metaphors for love on the board. Ask your students the following questions: How effective are these metaphors? Why might someone describe love using one or all of the five senses?

3. As a class, read *Twelfth Night* 1.1. You may want to ask students to read one line apiece or to change readers at major punctuation marks. Tell students to circle any sensory words that they see—even words that do not directly discuss the senses, but that connect to the senses.

4. Make a list of the circled words on the board, carefully drawing students' attention to the imagery that Orsino creates. Ask them why Orsino uses different kinds of sensory imagery: What is he saying about love? Why? To what extent is his language confusing? Why is it confusing?

5. Then, ask students to return to the text to box any words that discuss death in some way. Lead a short discussion to make a connection between the senses and death: Why might Orsino be using both concepts so much in such a short scene? Where is the death imagery directed? Why? What does that reveal about Orsino?

6. Now, ask students to underline any words in the text that evoke nature imagery. Maintain a list on the board. How is Orsino describing nature? Why? What does it have to do with love? The senses? Death?

7. By now, students should start discussing Olivia too. How is Orsino's description of death different from the description Valentine gives of Olivia's experience with it? Help the students to see that while Valentine is explaining that Olivia wants to preserve her love for her brother, Orsino wants to kill it so that he can be the only "king" in her heart.

What You Need:

The New Folger Shakespeare Library edition of *Twelfth Night* (ISBN: 0-7434-8277-8, \$4.99)

(If students are not allowed to write in their books, you may want to copy the first scene for them.)

How Did It Go?

Were your students able to recognize how a character's imagery reveals his personality and views? By the end of the lesson, did you have a list on the board—generated by the students—of Orsino's character traits and his views of love, himself, and Olivia, as based on the imagery he uses in the first scene?

If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:

"*Twelfth Night*: What's So Funny?": This activity tries to focus students' attention on the comic elements of *Twelfth Night* by drawing parallels to examples of humor in popular

culture. After brainstorming and analyzing modern examples of humor, they use their results to understand the different elements of comedy in the play.

Where Can I Find This Lesson Plan?

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7. Choose the lesson plan listed above or browse the other titles for more classroom ideas

Curriculum Plan #5

Malvolio Writes Back: Love Malvolio-Style (A Lesson in Character Analysis) Developed by Karen Richardson

In this lesson students will use higher-order thinking skills to analyze the character of Malvolio and write a letter consistent with his personality and vocabulary as demonstrated through the text. This lesson will take one to two class periods.

NCTE Standards Covered:

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
8. Students use a variety of technological and information resources (e.g., databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

What To Do:

1. Review the letter Malvolio assumes is from Olivia. Discuss the reasons he is inclined to believe it is from her and the reasons he thinks it is written about him.
2. Divide students into groups of three or four.
3. Have students go to the text and list characteristics of Malvolio from the earlier sections of the play.

4. Have student groups compose a letter of response to Olivia from Malvolio, incorporating the characteristics they have discovered. Then, have them write a rationale detailing the reasons their letter is consistent with Malvolio's character.
5. Have the groups read and display their letters to the class. Conclude with a discussion of the different character traits on display and the different performance choices available to an actor portraying Malvolio.

What You Need:

The New Folger Shakespeare Library edition of *Twelfth Night* (ISBN: 0-7434-8277-8, \$4.99)

Optional: fancy or perfumed paper for creative letter presentation

How Did It Go?

Were students able to select specific character traits to duplicate? Did their letters reflect the character of Shakespeare's Malvolio? Do the letters brighten up the walls of your classroom?

If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:

"As Shakespeare Would Say": This playwriting and performance activity gives students the chance to understand the language and themes of *Twelfth Night* by placing elements of the play into a modern context.

Where Can I Find This Lesson Plan?

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4. Click on "Archives"
5. Click on "Lesson Plan Archives"
6. Scroll down until you get to "Twelfth Night"
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas

Also Available from the Folger Shakespeare Library

Shakespeare wrote more than twenty plays*, and many are terrific for students. Whether tragedy or comedy, all will teach students about the age of Shakespeare, about the subtle manipulation of language and image, and about the dramatic construction of character in a new and exciting way. Additional titles include:

Hamlet (ISBN: 0-7432-7712-X)

Macbeth (ISBN: 0-7432-7710-3)

Romeo and Juliet (ISBN: 0-7432-7711-1)

A Midsummer Night's Dream (ISBN: 0-7432-7754-5)

Othello (ISBN: 0-7432-7755-3)

Julius Caesar (ISBN: 0-7432-8274-3)

The Taming of the Shrew (ISBN: 0-7432-7757-X)

The Merchant of Venice (ISBN: 0-7432-7756-1)

Much Ado About Nothing (ISBN: 0-7432-8275-1)

King Lear (ISBN: 0-7432-8276-X)

Merry Wives of Windsor (ISBN: 0-671-72278-6)

The Tempest (ISBN: 0-7434-8283-2)

As You Like It (ISBN: 0-7434-8486-X)

Richard III (ISBN: 0-7434-8284-0)

Henry V (ISBN: 0-7434-8487-8)

Shakespeare's Sonnets (0-671-72287-5)

*For a complete list of available titles, please e-mail your request to folger.marketing@simonandschuster.com