Student Based Oral Reading & Presentation Study of Shakespeare’s 12th Night

Grade Level or Special Area: 8th grade Pre-Ap English
Written by: (Mary Kay Youngs, O.L. Slaton Middle School, Lubbock, Texas)
Length of Unit: (4 weeks – 10 lessons - 50 minute class period)

I. ABSTRACT
A. Through the use of technology, research, reading, writing, and performing, the students will develop an appreciation of Shakespeare by applying the relevant historical background of the Elizabethan period and enjoying the comedic wit in the love stories and situations of the play Twelfth Night.

II. OVERVIEW
A. Concept Objectives
1. The students will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
2. The students will acquire a more extensive vocabulary and confidence through oral reading and performing (TEKS ELA 8.3 & 8.9)
3. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS ELA 8.3 & 8.15)

B. Content from the Core Knowledge Sequence
1. Speaking & Listening – p.181
   a. Participate civilly & productively in group discussions
   b. Give a short speech to the class that is well-organized & well-supported
   c. Demonstrate an ability to use standard pronunciation when speaking to large groups
2. Drama – Twelfth Night (William Shakespeare) pg. 185
   a. Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience
4. Sentence variety – p. 182
   a. Simple, compound, complex, compound-complex
   b. Varying sentence length & structure to avoid monotony
   c. Varying sentence openings

C. Skill Objectives
1. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (TEKS ELA 3a)
2. Present dramatic interpretations of experiences, stories, poems, or plays to communicate (TEKS ELA 5c)
3. Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing. (TEKS ELA 8c)
4. Develop vocabulary by listening to selections read aloud (TEKS ELA 9a)
5. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c)
6. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (TEKS ELA 11b)
7. Write to express, discover, record, develop, reflect on ideas, and to problem solve (TEKS ELA 15a)
8. Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (TEKS ELA 15h)
9. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a)
10. Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (TEKS ELA 21a)

III. BACKGROUND KNOWLEDGE
A. For Teachers
   1. Dorling Kindersley Eyewitness Books, Shakespeare
      scalpel_blade@yahoo.com
   3. The Usborne World of Shakespeare with over 50 Internet Links

B. For Students.
   1. A Midsummer Night’s Dream (William Shakespeare) p. 111, 5th grade
   2. England in the Golden Age, p. 114, 5th grade
   3. “All the World's a Stage” (from As You Like It) (William Shakespeare), p. 135, 6th grade
   4. Julius Caesar (William Shakespeare) p. 136, 6th grade

IV. RESOURCES

V. LESSONS
Lesson One (one to two 50 minute classes): Title Partner Computer Research of historically significant information
A. Daily Objectives
   1. Concept Objective(s)
      a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
      b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
   2. Lesson Content
      a. Drama – Twelfth Night (William Shakespeare) pg. 185
         i. Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience
   3. Skill Objective(s)
      a. Write to express, discover, record, develop, reflect on ideas, and to problem solve (teks ela 15A)
      b. Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms 9TEKS ELA 21a)

B. Materials
   1. Computer Lab requested in advance for 1 to 2 days
2. Handout on Partner Computer Research Assignment – Appendix A

C. Key Vocabulary

1. King Henry VIII: One of most famous & controversial kings of England. His demand for a male heir led him to marry 6 different women – 2 of which he beheaded. He was the father of Queen Elizabeth I.

2. Anne Boleyn: She was the beheaded wife of Henry VIII, his second wife, and the mother of Queen Elizabeth I.

3. Queen Elizabeth I: She was dedicated to her position as ruler of England. She fought off rivals and expanded England’s power overseas, eventually succeeding in defeating the Spanish Armada. Her nearly 45-year reign is considered one of England’s highest points.

4. Shakespeare: He is the considered the grand literary figure of the Western world. During England’s Elizabethan period, he wrote dozens of plays which continue to dominate the world theater 400 years later. He wrote most of the world’s most famous quotes. Today’s theater is still much like the ground work he laid through his famous Globe Theater.

5. tragedy and comedy: Shakespeare’s tragedies have a seemingly admirable protagonist who falls from grace & into doom due to a fatal flaw in his/her character and most of the main characters die. In the comedies, there is a happy ending, usually involving marriage for all the unmarried characters, and a more lighthearted style and tone. The characters don’t die.

6. soliloquies and asides: A soliloquy in a play is when an actor speaks out loud so that the audience will know what he/she is supposed to be thinking about. The aside is when a piece of dialogue is intended for the audience and supposedly not heard by the other actors on stage. A line spoken directly to the audience.

7. farce & satire: Farce does not have any intellectual pretensions. It aims to entertain, to provoke laughter, usually from physical activity and visual effects. It relies less on language. Whereas satire uses language and is more witty, ironic, or exaggerated, and is used to attack or expose folly, vice, or stupidity.

8. staging: To set the stage for presentation

9. parody: Is a composition that imitates somebody’s style in a humorous way. It is also known as a spoof or mockery to satirically mimic another person or event.

10. pun: A play on words, i.e., Oh dear, the deer is dead. A type of wit used in Shakespeare’s writing

D. Procedures/Activities

1. You may want to have the students use a separate binder or notebook to keep all of the handouts, novel, and affiliated work organized into one receptacle

2. If you do require a separate notebook, remember to tell them a week or so in advance

3. Have the students report to the computer lab as pre-arranged

4. Either have the students pick a computer partner or use your favorite way to pair students

5. Give each student a copy of the Computer Partner Research Handout (Appendix A)

6. Thoroughly read, explain, discuss the directions, expectations, and due date of the handout (usually due the next day after the computer research completed)
   - Student partners split the numbered research requirements in ½ - each looking up and saving to their folder their assigned ½ of the information as they find it
   - Once this is completed, they each print off 2 copies keeping one for themselves and giving the other ½ to their partner
   - Or, they can save to a shared folder and print off 2 copies, 1 for each of them

E. Assessment/Evaluation
1. Participation/staying on task
   - Walk the room to assure that partnered students remain on task and to make yourself available for questions and computer glitches

**Lesson Two (one 50 minute class period): Title**

**Debriefing – What did they find in the Computer Research?**

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
      b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
      c. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS ELA 8.11 & 8.15)

2. **Lesson Content**
   a. Drama – *Twelfth Night* (William Shakespeare) pg. 185
      - Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience

3. **Skill Objective(s)**
   a. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (TEKS ELA 11b)
   b. Write to express, discover, record, develop, reflect on ideas, and to problem solve (TEKS ELA 15a)
   c. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a)
   d. Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (TEKS ELA 8c)

B. **Materials**
   1. Teacher Answer Sheet for Partner Computer Research (Appendix B)
   2. Each student needs to have their individual Computer Research Criteria Handout and the research information printouts.
   3. Daily Oral Language sentences to be corrected -thematically centered on pertinent *12th Night* historical background, characters, or key words (Appendix C)
      - These can be used at the beginning of each class for the remainder of the unit or at your discretion as time allows
      - There are enough sentences for 1 a day for 4 weeks or 2 a day for 2 weeks

C. **Key Vocabulary** (see previous day)

D. **Procedures/Activities**
   1. Daily Oral Language bell ringer: have 2 incorrect sentences written on the board or up on a transparency when the students enter the room for them to re-write correctly (Appendix C)
   2. You may use the ones provided in Appendix C or create your own to support the information, vocabulary, or any other aspect of this unit you want to promote
   3. As a mini grammar lesson, the students orally give you the corrections and the reason or rule for the grammar/punctuation concept (the “why”) behind each mistake
4. As the students go in order of the corrections to be made in the sentence, the teacher corrects the sentences on either the board or a transparency.
5. Have the students correct/grade these as the answers are explained & reviewed orally and then turn them in and go on to the next lesson.
6. Have the students sit with their partner from the previous day’s computer lab research.
7. Systematically go through each question on the handout (Appendix B) by asking the questions aloud.
8. For each question, call on as many students as it takes to have each answer thoroughly answered (i.e., “That’s correct. Did anyone find additional information?”).
9. Have the students take notes to add the information discussed in class that they did not already have in their answers.
10. If there is something specific that they have all missed, the teacher shares this information for students to add to their answer as note taking.
11. Collect the Computer Research sheets to peruse for completion and note taking information.

E. Assessment/Evaluation
1. The Computer Research Sheet is taken as a “daily grade” based on: following directions, completion, accuracy of answers, student note taking additions.
2. The Daily Oral Language is based on a 100% grade. Count how many wrong, multiply by 2, and subtract from 100 for a final grade.
   • Since this is just grammar practice and a daily grade, only 2 points per incorrect answer are taken.

Lesson Three (one 50 minute class period): Title Globe Theater Diagram
A. Daily Objectives
1. Concept Objective(s)
   a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
   b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
   c. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS 8.11 & 8.15)
2. Lesson Content
   a. Drama – Twelfth Night (William Shakespeare) pg. 185
      • Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience.
3. Skill Objective(s)
   a. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c).
   b. Write to express, discover, record, develop, reflect on ideas, and to problem solve (TEKS ELA 15a).
   c. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a).
B. Materials
1. Daily Oral Language sentences to be corrected - thematically centered on pertinent 12th Night historical background, characters, or key words (Appendix C)
2. Globe Theater Diagram Handout (Appendix D)
3. Globe Theater Information Handout (Appendix F)
4. Globe Theater Diagram Answer Sheet (Appendix E pages 1 & 2 - make a transparency)

C. Key Vocabulary
1. Flags - signified type of play that would be performed at Shakespeare’s Globe Theater: black for tragedy, white for comedy, and red for history
2. Upper Stage – This “chamber” was mostly used for bedroom & balcony scenes. The balcony above was used for musicians and sound effects.
3. Tiring House – Actors rested between scenes & changed into lavish costumes here which made up for the lack of props & scenery. The doors to the tiring house also served as actors’ main entrances & exits.
4. Main Stage – Used for outdoor scenes: battles, forests, cities, etc. Most of the action of the plays happened here. The stage was 5 ft high so people couldn’t jump onto it and was positioned so the sun didn’t shine in the actors’ eyes.
5. Inner Stage – The indoor scenes were performed here. This stage had a curtain that could be opened and closed to change props for scenes.
6. Trapdoor – The actors playing ghosts or witches could descend or rise through this door. The space below was referred to as “hell.”
7. Open Yard – This is where the “groundlings” (also known as stinkards) stood. Audiences paid 1 cent to stand here. There was no cover so they were exposed to rain and heat. They would get involved in the action by throwing food and yelling at the actors.
8. Galleries – 3 tiers of covered wooden bench seating which cost additional money. The roof was thatched & kept out the rain and provided shelter from the sun. If the patrons paid an extra penny, they could have a cushion to sit on.
9. the “Heavens” – This was a canopy supported by wooden pillars that were painted to look like marble. There was a hut on top which was used for storage and additional sound effects. The canopy was for shade and protection of the actors. It also represented the sky and heavens and was painted with golden stars.

D. Procedures/Activities
1. Daily Oral Language bell ringer: 2 thematic Twelfth Night sentences to be corrected by students (same procedures and assessment as Lesson 2)
2. Handout the Diagram of the Globe Theater (Appendix D) and the Information Sheet on the Globe Theater (Appendix F)
3. Teacher reviews the informational facts about the Globe Theater and points out each section of the theater explaining its purpose for the actors and the play presentation
4. Afterwards, the students can work independently, in pairs, or in small groups of 3 to 4 to label and write a small explanation of each section of the theater.
5. However, each student needs to complete their own Diagram sheet to be turned in
6. After a sufficient amount of time to complete the labeling, review the answers with a pre-labeled teacher transparency (Appendix E)
7. Students take notes and make corrections on their own paper
8. Collect these for a participation grade

D. Assessment/Evaluation
1. Daily Oral Language – the same as Lesson 2
2. Globe Theater Diagram – check mark grade – check for completion
Lesson Four (one to two 50 minute class periods): Title Pre-teaching Relevant Historical Background

A. Daily Objectives
   1. Concept Objective(s)
      a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
      b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
      c. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS 8.11 & 8.15)

   2. Lesson Content
      a. Drama – Twelfth Night (William Shakespeare) pg. 185
         • Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience

   3. Skill Objective(s)
      a. Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (TEKS ELA 8c)
      b. Develop vocabulary by listening to selections read aloud (TEKS ELA 9a)
      c. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c)
      d. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a)

B. Materials
   1. Daily Oral Language sentences to be corrected -thematical centered on pertinent 12th Night historical background, characters, or key words (Appendix C)
   2. Handout on Historical background (Appendix G)

C. Key Vocabulary
   1. Same as Lesson One

D. Procedures/Activities
   1. Daily Oral Language bell ringer: 2 thematic Twelfth Night sentences to be corrected
   2. Review Handout on Historical Background together orally in class (Appendix G)
   3. Students take notes on their copy and ask questions throughout discussion for clarification and orally share their comments pertaining to the material
   4. If you have access to Unitedstreaming.com, this 26 minute video: Module I: Introduction to Shakespeare, includes good information on the Globe Theater, the Elizabethan period, and many other elements covered in this unit.
   5. You may want to show this right before the reading of the play, or you may want to add it on during the previous computer lab days so each student can view it at their own terminal.

E. Assessment/Evaluation
   1. Daily Oral Language – the same as Lesson 2
Lesson Five (one 50 minute class period) : Title Informal Group Dry Erase Board Game for Debriefing

A. Daily Objectives
   1. Concept Objective(s)
      a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
      b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
      c. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS 8.11 & 8.15)
   2. Lesson Content
      a. Drama – Twelfth Night (William Shakespeare) pg. 185
         • Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience
   3. Skill Objective(s)
      a. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c)
      b. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (TEKS ELA 11b)
      c. Write to express, discover, record, develop, reflect on ideas, and to problem solve (TEKS ELA 15a)
      d. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a)

B. Materials
   1. Daily Oral Language sentences to be corrected (Appendix C)
   2. Debriefing Game Questions, Rules, & Answer sheets (Appendix H)
   3. Enough dry erase boards and markers for groups of approximately 4 students
   4. If you have access to an electronic game buzzer, it works really well with this game but is not necessary

C. Key Vocabulary – all those from Lesson 1 and 3

D. Procedures/Activities
   1. Daily Oral Language bell ringer: 2 thematic Twelfth Night sentences to be corrected by students (same procedures and assessment as Lesson 2)
   2. Play a debriefing game to test for understanding of material covered thus far
   3. Put the students in groups of four (or whatever number works best for each class) or let them pick their own groups
   4. Each group should have their own dry erase board and marker
   5. While they are getting in their groups, prepare the board by marking off a number or name for each group
   6. After the groups are situated, assign each group an identification number or name to correlate with the numbers or names that you placed on the board
   7. Explain the rules first (you may do this orally or use a transparency):
      • Don’t yell out the answers, because it won’t count
      • One person writes for the group on the board
• After the group consensus answer is written, hold the dry erase board up high or if you have access to a buzzer system, the first three to buzz in – in order
• The teacher points to the first three groups that raise their boards (or buzzed in)
• The first group with the correct answer wins the point, if the first group to raise their board was wrong, you go on to the second, then the third if necessary
• NO groups may change their answer or add to an answer after the teacher has verified whether the first group was correct or not
• However, if the first three groups don’t get the answer correct, the teacher may ask the remaining groups if they know the answer
• Teachers may use any of the tie-breaker questions on the Question Sheet if necessary

8. Using the Debriefing Questions (Appendix H) ask one question at a time and place a tally mark under the name or number of the group that had the correct answer
9. After all questions have been asked, see which team has the most tally marks and offer a reward of your choosing (an extra 5 points for each group member on the next assignment is usually a crowd pleaser)

E. Assessment/Evaluation
1. Daily Oral Language – the same as Lesson 2
2. Debriefing Game – Participation and number of correct answers for each team

Lesson Six (one, possibly two 50 minute class): Title Introduce Characters & the Journal Writing Booklet
A. Daily Objectives
1. Concept Objective(s)
   a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
   b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
2. Lesson Content
   a. Drama – Twelfth Night (William Shakespeare) pg. 185
      • Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience
3. Skill Objective(s)
   a. Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (TEKS ELA 8c)
   b. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c)
   c. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (TEKS ELA 11b)

B. Materials
1. List of Characters Handout (Appendix I, pages 1 & 2)
2. Transparency (Appendix I-pages 1-9)
3. Journal Entry Criteria Sheet (Appendix J)
4. Rubric to grade Journal Entry Writing (Appendix K)
5. Example of Journal Writing (Appendix L)
C. **Key Vocabulary** – The synopsis of each character with emphasis on what their names actually mean (Appendix I)

D. **Procedures/Activities**
   1. Pass out the List of Characters Synopsis Sheet (Appendix I) and review each character orally
   2. The students follow along on their Character List as the teacher explains each character and what their name means to emphasize that Shakespeare chose most of the names to fit the characters’ personalities or insinuate something about them or the Queen and her court (parody)
   3. Using the Cast of Characters Picture Transparency, display a picture of each character as you go along
   4. Pass out the criteria sheet on writing the journal entries and read and explain it to the class (Appendix J)
   5. If you have time, make one yourself as an example to show the students and write a journal entry on a different scene other than one of the ones the students will write (Appendix L)
   6. If there is time left in class after completing the list of characters and introducing the criteria for the journal writing, you may want to go ahead and assign parts to be read
   7. There are 20 parts
      - 9 major parts: Viola, Orsino, Olivia, Maria, Feste, Malvolio, Sir Toby Belch, and Sir Andrew Aguecheek
      - 5 lesser parts: Sebastian, Captain, Antonio, Curio, Fabian
      - 6 very minimal parts: A servant, a priest, sailors, attendants, musicians, officers
      - 1 narrator to read scene descriptions and stage directions – this reader could be changed each day without adversely affecting the flow of the reading
      - 1 student could also be assigned the reading of the scene summaries making it 21 reading parts

E. **Assessment/Evaluation** –
   1. Teacher observation of student participation
   2. Periodic checking of the journals to see that students are on task and complying with directions
   3. Rubric for Journal entries (Appendix K)

**Lesson Seven (about 10 days of 50 minutes classes to thoroughly read the entire play) Title
FINALLY Ready to Read!**

A. **Daily Objectives**
   1. Concept Objective(s)
      a. The student will better comprehend and appreciate Shakespeare (TEKS ELA 8.10)
      b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
      c. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS 8.11 & 8.15)

2. Lesson Content
   a. Speaking & Listening – p.181
      • Participate civilly & productively in group discussions
      • Give a short speech to the class that is well-organized & well-supported
• Demonstrate an ability to use standard pronunciation when speaking to large groups

b. Drama – *Twelfth Night* (William Shakespeare) pg. 185  
   • Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience


d. Sentence variety – p. 182  
   • Simple, compound, complex, compound-complex  
   • Varying sentence length & structure to avoid monotony  
   • Varying sentence openings

3. **Skill Objective(s)**

a. Listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (TEKS ELA 3a)

b. Present dramatic interpretations of experiences, stories, poems, or plays to communicate (TEKS ELA 5c)

c. Read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (TEKS ELA 9a)

d. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c)

e. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (TEKS ELA 11b)

f. Write to express, discover, record, develop, reflect on ideas, and to problem solve (TEKS ELA 15a)

g. Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (TEKS ELA 15h)

h. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a)

B. **Materials**

1. Daily Oral Language (dol) sentences to be corrected (Appendix C)  
   • The dol’s are always optional; you might want to focus on the reading and just use the journal writing to continue grammar and punctuation skills

2. The book *Twelfth Night*

3. **Props** for each character: such as a wine glass for Sir Toby Belch, an apron for Maria, a silly hat or bowtie for Sir Andrew, a cape for Duke Orsino, a tiara for Lady Olivia, a man’s hat for Viola when she is being Cesario and a flower for her hair as Viola, the same type of man’s hat for the twin brother Sebastian as the one used for Viola, a plastic sword for Antonio, a jester hat for Feste, a sailor hat for the Sea Captain, and a suit jacket for Malvolio, others may be added for minor characters or you may find others that suit you better

4. Handout on Group Scene Presentations Criteria Sheet (Appendix M)

C. **Key Vocabulary** – the vocabulary of the play is difficult throughout and will need to be addressed during the reading and the summary of each act and scene. The book will provide definitions of the difficult words and sayings in the margins.

D. **Procedures/Activities**
1. Daily Oral Language bell ringer: 2 thematic *Twelfth Night* sentences to be corrected by students (same procedures and assessment as Lesson 2) (optional)
2. You may choose to continue with the same students reading the same parts all of this week and change assigned parts the second week of reading in order to include as many students as possible
3. Remember there are 20 parts.
4. Pass out the props that you’ve chosen to the corresponding students/characters
5. Place the desks in a large circle and have the students that will be reading stand in the center of the circle and read/act out their parts
6. As the students read, interrupt as needed to explain words, figures of speech, and pronunciations utilizing the side notes provided by the book
7. Save enough time towards the end of class to be able to summarize and clarify the events covered in the day’s reading
8. There is a summary of each scene at the front of the book
   - You may choose to read this first for clarification before the students begin to read their parts aloud
   - Or, you may save the scene summary for after the students read during the discussion period
   - Or, you might want to do a before and after scene summary
   - Also, if you do not want to use the scene summaries the book provides, there a number of *Twelfth Night* summaries on line (you might want to check the bibliography for some on-line choices)
9. Some teachers prefer to read the summary first, then have the students read, then summarize again after the students read.
10. Before, during, and after reading remember to draw upon the pre-teaching background for better understanding
11. Have students tally mark an index card during the class discussion each time they participate in the summary discussion
   - Give each student an index card and have them place their name (heading) on the card and the dates of reading aloud and class discussion
   - After the discussion at the end of the class period, pick up the cards to use for assessment
   - These will be returned to the student the next day of class to repeat the process
12. The journal writing can be done during class time at the beginning of class in lieu of or in addition to the dol’s or at the end of class after summarization and discussion or as homework
   - The teacher can check these periodically and have specific due dates or have them turn in the completed journal after the reading
   - If the teacher collects the journals after the reading of the play is complete, the teacher can utilize the two to three days assigned to the students to work in their groups to create their scene presentation to grade them
13. After the reading is complete or towards the end of the play, the teacher should pass out and review the criteria sheet for the group scene presentation (Appendix M)

**E Assessment/Evaluation**
1. Daily Oral Language – the same as Lesson 2
2. Participation through comments and questions during the daily summary – index card tally marks made by students

**Lesson 8 (about 3 days) Title** Group Work on Creating Scene

**A. Daily Objectives**
1. Concept Objective(s)
   a. The student will better comprehend and appreciate Shakespeare
b. The student will acquire a more extensive vocabulary and confidence for oral reading and performing (TEKS ELA 8.9 & 8.3)
c. The student will develop a variety of writing skills for a variety of audiences and purposes (TEKS 8.11 & 8.15)

2. Lesson Content
   a. Speaking & Listening – p.181
      • Participate civilly & productively in group discussions
      • Give a short speech to the class that is well-organized & well-supported
      • Demonstrate an ability to use standard pronunciation when speaking to large groups
   b. Drama – Twelfth Night (William Shakespeare) pg. 185
      • Elements of Drama (review) tragedy & comedy, aspects of conflict, suspense, characterization, soliloquies & asides, farce & satire, aspects of performance & staging, costumes & props, presence of an audience
   d. Sentence variety – p. 182
      • Simple, compound, complex, compound-complex
      • Varying sentence length & structure to avoid monotony
      • Varying sentence openings

3. Skill Objective(s)
   a. Present dramatic interpretations of experiences, stories, poems, or plays to communicate (TEKS ELA 5c)
   b. Monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (TEKS ELA 10c)
   c. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media (TEKS ELA 11b)
   d. Write to express, discover, record, develop, reflect on ideas, and to problem solve (TEKS ELA 15a)
   e. Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (TEKS ELA 15h)
   f. Write in complete sentences, varying the types such as compound and complex sentences, and use appropriately punctuated independent and dependent clauses (TEKS ELA 17a)
   g. Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (TEKS ELA 21a)

B. Materials
   1. Daily Oral Language (dol) sentences to be corrected (Appendix C)
      • optional
   2. The book Twelfth Night
   3. Handout on Group Scene Presentations Criteria Sheet (Appendix M)
   4. Rubric for grading the journal writing (Appendix K)
   5. Self and Group Evaluation handout (Appendix N)
   6. Simple True/False Quiz (Appendix P)

C. Key Vocabulary – as addressed in previous lessons.
D. **Procedures/Activities**
1. Daily Oral Language bell ringer: 2 thematic *Twelfth Night* sentences to be corrected by students (same procedures and assessment as Lesson 2) (optional)
2. Students work in the pre-arranged groups
3. The teacher has the choice to let the students pick their own groups or assign groups
4. The teacher has the choice to pick the scene for the groups or let them draw them out of a hat in order that no groups in the same class present the same scene
5. The students will follow the directions and guidelines on the scene presentation criteria sheet (Appendix M) to rewrite their scene in modern day vernacular, decide on who will play which characters, determine props and costuming, and design a group evaluation to hand out to the audience
6. While the students are working in their groups, the teacher may utilize this time to grade the students’ journals using the journal rubric (Appendix K)
7. During these 3 days OR after the scene presentations are over, you may choose to give the simple True/False Quiz (Appendix P)

E. **Assessment/Evaluation**
1. Daily Oral Language – the same as Lesson 2
2. Participation - staying on task during group work and actively participating
3. Individual self evaluations and peer evaluations after group work is completed
4. Rubric for grading Journal Writing Booklet (Appendix K)
5. Simple True/False Quiz (Appendix P)

VI. **CULMINATING ACTIVITY** (approximately 2 days to complete all groups’ presentations)
A. Scene Re-Write Group Presentation (Appendix M)
1. As per the criteria sheet, each group will present a different event from the play *12th Night* which they have re-written in modern day vernacular.
   - Each group member will have a speaking part
   - The group will need to provide their own props and costumes
   - The group will have a time limit
   - The group will create their own evaluation sheet to pass out to the audience to critique their performance
   - This presentation evaluation must be pre-approved by the teacher

B. **Assessment/Evaluation**
1. Teacher Rubric to grade Group Scene Play Presentation (Appendix O)
2. Student initiated peer evaluation handed out to audience

**HANDOUTS/WORKSHEETS**
1. Appendix A – Partner Computer Research Assignment for Shakespeare’s *Twelfth Night*
2. Appendix B – Partner Computer Research Answer Sheet
3. Appendix C – Daily Oral Language Sentences
4. Appendix D – Globe Theater Diagram handout for students
5. Appendix E – Answer sheet for Globe Theater Diagram
6. Appendix F – Globe Theater Information Handout for students
7. Appendix G – Pre-teaching Historical background information handout
8. Appendix H – Debriefing Questions for whiteboard game and rules of game
9. Appendix I - List of Characters summary transparency
10. Appendix J – Journal Writing Assignment Criteria Handout
11. Appendix K – Teacher’s rubric for grading Journal Writing Assignment
12. Appendix L – Sample journal entry
13. Appendix M – Group Scene Presentations Criteria handout
14. Appendix N – Self and Group Evaluation form handout
15. Appendix O – Teacher’s rubric to grade play presentations
16. Appendix P – True/false, matching, and fill in the blank Quiz
Appendix A

#_____  Name:_________________________________ period ____  assigned:________ due:_______

Partner Computer Research Assignment for Shakespeare’s Twelfth Night Study

Your partner’s name: ________________________________

I. Directions:
A. Working together with your partner, find the required pictures and information listed below.
B. Immediately open a Word document and put your name and your partner’s name in a proper heading at the top of the page
   1. Name and **immediately save** the document as Shakespeare’s 12 Night
C. As you locate the required material, copy, paste, & save to this folder ONLY information you need
   1. Do not save or print directly from the net
C. Print off 2 copies from the Word document so that you and your partner each have a copy of what BOTH of you did in computer lab to share with each other
D. While compiling the information, periodically save the information to your folder to avoid losing your material.
E. Before you begin researching, discuss with your partner the best way to beneficially split up the assignment – each taking ½ of the material to locate

II. Helpful sites:
A. www.answers.com/topic/henry-viii
B. condor.depaul.edu/~dsimpson/tlove/comic-tragic.html
C. global.cscc.edu/eng1/264/ComedyLex.htm
D. dictionary.com (then use the Encyclopedia search if necessary)
E. If you find a really good site that is different from those listed above, share it with the class!

III. What you must find:
1 A picture of each of the following historical figures: Henry VIII, Queen Anne Boleyn, Queen Elizabeth I, and William Shakespeare
   a. Each picture should be about the size of a wallet size photo (1/4 the size of the page)
   b. Place the name of the figure under their picture along with a **brief biographical description**
2. In detail, define the following words **strictly as they would apply to a Shakespearean play**
   • The difference between a **tragedy** and a **comedy**
   • Soliloquy, Aside, Farce, Satire, Staging (as a verb), Parody
   • Pun – in addition to the definition of this word, locate a minimum of 3 puns that contain acceptable language and content

IV. Bonus Points (worth ____ point(s) each)
A. Only after all above information has been located, using the same criteria as listed for the previous pictures, find a picture of the characters from Shakespeare’s Twelfth Night:
   **Lady Olivia, Duke Orsino, Viola/Cesario, Sir Toby Belch, Sir Andrew Aguecheeck, Maria, Feste, & Malvolio.**
1. **King Henry VIII**,
   - **Born**: 28 June 1491
   - **Birthplace**: Greenwich, England
   - **Died**: 28 January 1547
   - **Best Known As**: The king with six wives

Henry VIII is one of the most famous and controversial kings of England. His fickle passions and demand for a male heir led him to marry six different women. (Two of those wives, Anne Boleyn and Katharine Howard, were executed on his order.) Henry's divorce from his first wife, Catherine of Aragon, led to his split with the Catholic Church and set the stage for the English Reformation and for religious battles which lasted for centuries. (It also led to his famous clash with Sir Thomas More, who was tried for treason and executed.) Henry VIII was the father of Elizabeth I, who became one of England's most powerful and longest-reigning monarchs. Henry is also known for his great girth; his obesity probably contributed to his death at age 56. He was succeeded by his son, Edward VI, born to Jane Seymour. The king's life story was told by William Shakespeare in his play *Henry VIII*.

2. **Anne Boleyn**
   - **Born**: c. 1507
   - **Birthplace**: England
   - **Died**: 19 May 1536 (execution by beheading)
   - **Best Known As**: The beheaded wife of Henry VIII

Anne Boleyn was the second wife of Henry VIII and mother of the future Queen Elizabeth I. A former lady-in-waiting for Henry's sister Mary Tudor, Boleyn married the king in 1533 after his first marriage to Catherine of Aragon was annulled. Princess Elizabeth was born later that year. By 1536 the king had grown disenchanted with Boleyn; she was charged with adultery and treason, imprisoned in the Tower of London, and then beheaded on 19 May 1536. (Shortly before dying she made a now-famous quip: "I heard say the executioner was very good, and I have a little neck.") Boleyn's date of birth is unknown, but generally agreed to be sometime between 1501 and 1507.
3. Elizabeth I, **Royalty**

- **Born:** 7 September 1533
- **Birthplace:** Greenwich, England
- **Died:** 24 March 1603
- **Best Known As:** "The Virgin Queen" of England, 1558-1603

Queen Elizabeth I

The daughter of King Henry VIII and Anne Boleyn, Elizabeth succeeded Mary I in 1558. Dedicated to her position as ruler, Elizabeth fought off rivals (such as heir to the throne Mary, Queen of Scots, imprisoned for 19 years and executed in 1587) and expanded England's power overseas, eventually succeeding in defeating the Spanish Armada in 1588. Her nearly 45-year reign is considered one of England's high points: it featured luminaries such as Sir Walter Raleigh, Sir Francis Drake and William Shakespeare, and it was the birth of England's global expansion and colonization. Elizabeth never married (she was known as "the Virgin Queen") and her cousin, James I, ascended the English throne after her death.

4. William Shakespeare, **Writer / Poet**

- **Born:** 23 April 1564
- **Birthplace:** Stratford-upon-Avon, England
- **Died:** 23 April 1616
- **Best Known As:** The famed author of *Romeo and Juliet*

Queen Elizabeth I

William Shakespeare is the grand literary figure of the Western world. During England's Elizabethan period he wrote dozens of plays which continue to dominate world theater 400 years later. Shakespeare handled high drama, romance and slapstick comedy with equal ease, and so famous are his words that his quotes, from "To be or not to be" to "Parting is such sweet sorrow," take up more than 70 pages in the latest editions of *Bartlett's Familiar Quotations*. His works rival the King James Bible (also produced in the 1600s) as a source of oft-quoted English phrases. Shakespeare is known as "the Bard of Avon," a nod to his birthplace, and many of his plays were originally performed in the famous Globe Theater in London. Among his best-known plays are *Romeo and Juliet, Hamlet,* and *MacBeth.* He is also known for his poetry, especially his sonnets.

Above information and pictures comprised from ww.answers.com/topic/henry-viii
Appendix B – 3 of 3 pages

Information below adapted from: dictionary.com & condor.depaul.edu/~dsimpson/tlove/comic-tragic.html

4. Shakespearean definition of comedy:
   **Short definition:** A comedy is a story of the rise in fortune of a sympathetic central character
   **Detailed definition:** Shakespearean comedies are on the the three (sometimes four) genres of plays by William Shakespeare. Traditionally, his works have been grouped into: tragedies, comedies, and histories, with some scholars adding a fourth category, romances.
   “Comedy” in its medieval usage had a very different meaning from modern comedy. A **Shakespearean comedy is one that has:**
   a. A happy ending, usually involving marriage for all the unmarried characters
   b. A more lighthearted style and tone.
   c. A struggle of young lovers to overcome difficulty that is often presented by elders
   d. Separation and unification
   e. Mistaken identities
   f. Male friendship
   g. A clever servant
   h. Heightened tensions, often within a family
   i. Multiple plots

5. Shakespearean definition of tragedy:
   **Short definition:** Shakespearean tragedy usually involves the following:
   a. A seemingly admirable protagonist who falls from grace and into doom due to a fatal flaw in his/her character
   b. A fair majority of the main characters die
   **Detailed definition:** The downfall of a once prominent and powerful hero, or the downfall of a basically good person through some fatal error or misjudgment, producing suffering and insight (epiphany) on the part of the protagonist which arouses pity and fear on the part of the audience.

6. **soliloquy:** as a theatrical device, an actor speaks aloud allowing the character’s thoughts and ideas to be conveyed to the audience.

7. **aside:** A piece of dialogue intended for the audience, spoken directly to the audience, and supposedly not heard by the other actors on stage.

8. **satire:** Irony, sarcasm, or caustic wit used to attack or expose folly, vice, or stupidity.

9. **staging:** arranging the stage with props and/or producing or directing a theatrical performance

10. **parody:** imitating somebody’s style or another work in a humorous or satirical mimicry; to make fun of.

11. **pun** A play on words, i.e. Oh dear! The deer is dead! Type of slick word play for which Shakespeare was known.
Daily Oral Language (dol)
1. sentences to be used for grammar and punctuation practice as mini grammar lessons
2. considered “bell ringers” to focus students as they come into the room and infuse Shakespeare and
   Twelfth Night information in another area
3. You may want to use the sentences strictly for punctuation and spelling concepts, but you may
   expound as far as your grade level and TEKS direct

First Week
Day 1
Incorrect sentences:
1. its beleived that many of the character’s in Twelfth Night including malvolio and orsino was parodys of real people in queen elizabeths court
2. Shakespeare borrowed plots from other published works made them uniquely his own and created a spectacle captivateing audiences on all Social levels
Corrections:
1. It’s believed that many of the characters in Twelfth Night, including Malvolio and Orsino, were parodies of real people in Queen Elizabeth’s court.
2. Shakespeare borrowed plots from other published works, made them uniquely his own, and created a spectacle captivating audiences on all social levels.

Day 2
Incorrect sentences:
1. built in 1599 the famous globe theater had as many as 20 sides to give it a circular appearance, and was referred to by shakespeare as the wooden O said the teacher
2. the globe theater also had 3 levels a variety of stages and could hold up to 3 thousand spectators she further explained
Correct sentences:
1. “Built in 1599, the famous Globe Theater had as many as 20 sides to give it a circular appearance and was referred to by Shakespeare as the ‘woodneO’,” said the teacher.
2. “The Globe Theater also had three levels, a variety of stages, and could hold up to three thousand spectators,” she further explained.

Day 3
Incorrect sentences:
1. king henry viii was most noteable for having 6 wifes beheading some of them and being the father to the Famous queen elizabeth 1 said the teacher
2. After her mothers beheading added the teacher elizabeth saw her Father dancing at a ball in a fashion style of yellow cross-garters which shakespeare incorporated into the play twelfth night
Correct answers:
1. “King Henry VIII was most notable for having six wives, beheading some of them, and being the father to the famous Queen Elizabeth I,” said the teacher.
2. “After her mother’s beheading,” added the teacher, “Elizabeth saw her father dancing at a ball in a fashion style of yellow cross-garters which Shakespeare incorporated into the play ‘Twelfth Night.’”
Appendix C – page 2 of 3

Day 4
Incorrect sentences:
1. the teacher said queen elizabeth I was the reigning monarch of England for most of shakespeares life
2. she continued as one of the wealthiest people of his time Shakespeare made his living as a
   playwright theater manager actor and shareholder in the globe theater

Correct sentences:
1. The teacher said, “Queen Elizabeth I was the reigning monarch of England for most of Shakespeare’s life.”
2. She continued, “As one of the wealthiest people of his time, Shakespeare made his living as a playwright, theater manager, actor, and shareholder in the Globe Theater.”

Day 5
Incorrect sentences:
1. in twelfth night said the teacher the character viola also known as Cesario is seperated from her twin
   brother in a shipwreck, and disguises herself as a boy for most of the play
2. the primary love triangle in twelfth night involves the following characters viola/cesario duke orsino
   and lady olivia she further explained

Correct sentences:
1. “In ‘Twelfth Night,’” said the teacher, “the character Viola, also known as Cesario, is separated from her twin brother in a shipwreck and disguises herself as a boy for most of the play.”

Second Week
Day 1
Incorrect sentences:
1. sir toby belch displays inconsiderat behaveior throughout twelfth night disrespecting his neice lady
   olivia with his late hours noisy merrymaking and uninvited houseguests proclaimed the teacher
2. in a detailed explanation she further added maria lady olivias personal maid organizes the plot  against
   malvolio the housemanager and falls in love with sir toby belch

Correct sentences:
1. “Sir Toby Belch displays inconsiderate behavior throughout ‘Twelfth Night’ disrespecting his niece, Lady Olivia, with his late hours, noisy merrymaking, and uninvited houseguests,” proclaimed the teacher.
2. In a detailed explanation, she further added, “Maria, Lady Olivia’s personal maid, organizes the plot against Malvolio, the housemanager, and falls in love with Sir Toby Belch.

Day 2
Incorrect sentences:
1. the 1st 3 scenes in twelfth night explain the different situations faced by the following characters viola
   duke orsino sir toby and sir andrew she told the class
2. she also said in scene 3 we see the foolish sir andrew aguecheek clumsily attempt to perform a few
   dance steps that were popular during the elizabethan period

Correct sentences:
1. “The first three scenes in ‘Twelfth Night’ explain the different situations faced by the following characters: Viola, Duke Orsino, Sir Toby, and Sir Andrew,” she told the class.
2. She also said, “In scene three, we see the foolish Sir Andrew aguecheek clumsily attempt to perform a few dance steps that were popular during the Elizabethan period.”
Day 3
Incorrect sentences:
1. the History teacher said sir andrew aguecheeks name is taken after a illness of the elizabethan era called the ague it was a malarial fever in which the victim would have shivers and become very pale
2. he continued there is a character named viola whom is a woman disguised as a man a viola is an instrument with a deeper tone than a violin, and is a double bass thus representing her dual roles

Correct sentences:
1. The history teacher said, “Sir Andrew Aguecheek’s name is taken after an illness of the Elizabethan era called the ague. It was a malarial fever in which the victim would have shivers and become very pale.”
2. He continued, “There is a character named viola who is a woman disguised as a man. A viola is an instrument with a deeper tone than a violin and is a double bass, thus representing her dual roles.”

Day 4
Incorrect sentences:
1. as he continued he stated sir toby belch has a tendency to drink to much therefore it is apparent why shakespeare choose his name
2. the name malvolio he continued is a name shakespeare made up as a derivative of malevolent meaning ill will in italian

Correct sentences:
1. As he continued, he stated, “Sir Toby Belch has a tendency to drink too much, therefore, it is apparent why Shakespeare chose his name.”
2. “The name Malvolio,” he continued, “is a name Shakespeare made up as a derivative of malevolent, meaning ‘ill will’ in Italian.”

Day 5
Incorrect sentences:
1. in the play twelfth night shakespeare included current events of the court and it is believed that the dukes character is based on a real duke orsino that had visited at queen elizabeths court said the teacher
2. the teacher said he also included a reference about the queen being tricked by a relative dr bullein in a incident in which she wants the doctors dog he seems to agree, but ends up with the dog after all

Correct sentences:
1. “In the play ‘Twelfth Night,” Shakespeare included current events of the court, and it is believed that the Duke’s character is based on a real Duke Orsino that had visited at Queen Elizabeth’s court,” said the teacher.
2. The teacher said, “He also included a reference about the queen being tricked by a relative, Dr. Bullein, in an incident in which she wants the doctor’s dog. He seems to agree but ends up with the dog after all.”

Adapted from information in the introduction and background provided by the book Twelfth Night and www.everreader.com/twelft2.htm
Appendix D

Number: _______ Name: _________________________ Period: _______

Directions: Using the Globe Theater Facts sheet, fill in the boxes with the correct information and draw an arrow to the part of the diagram the box describes. You may work with a partner, but you must both fill in your own separate sheets.

1. Flag-

2. Upper Stage-

3. Tiring House-

4. Main Stage-

5. Inner Stage-

6. Trapdoor-

7. Open Yard-

8. Galleries-

9. Heavens

Adapted from a picture on line at World Book on Line awp 0303
www.tesd.k12.pa.us/tems/library/shakespeare.htm
Appendix E – page 1 of 2

Number: _______  Name: _________________________  Period: _______

1. **Flag**-signified type of play to be performed: black-tragedy, white-comedy, red-history.

2. **Upper Stage**- used mostly for bedroom & balcony scenes. & the balcony above housed musicians and created sound effects – also known as the “chamber.”

3. **Tiring House**- Actors rested between scenes and changed costumes here. The doors to the tiring house enabled the actors to “enter and exit” the stage. The lavish costumes made up for the lack of props & scenery.

4. **Main Stage**-Used for outdoor scenes: battles, forests, cities, etc. Most of the action of the plays happened here. The stage was 5 ft. high so people couldn’t jump onto it. It was positioned so the sun didn’t shine in the actors’ eyes.

5. **Inner Stage**-The indoor scenes were performed here. This stage had a curtain that could be opened and closed to change props for scenes.

6. **Trapdoor**-The actors playing ghosts or witches could descend or rise through this door. The space bellow was referred to as “hell.”

7. **Open Yard**- This is where the “groundlings” (also known as stinkards) stood. Audiences paid 1 cent to stand here. There was no cover so they were exposed to rain and heat. They would get involved in the action by throwing snacks & yelling at the actors.

8. **Galleries**-This was 3 tiers of covered wooden bench seating which cost more. The roof was thatched and kept out the rain and provided shelter from the sun. If the patron paid an extra penny, they could have a cushion to sit on.

9. **Heavens**- This was a canopy supported by wooden pillars that were painted to look like marble. There was a hut on top which was used for storage and additional sound effects. The canopy was for shade and protection of the actors. It also represented the sky and heavens and was painted with golden stars.

Adapted from a picture on line at World Book on Line awp 03/03
www.tesd.k12.pa.us/tems/library/shakespeare.htm & information from The Usborne World of Shakespeare published by Scholastic Inc.
This illustration shows the general appearance of an Elizabethan public theater.

The buildings were round, square, or many-sided. All were open at the top.

Spectators stood in the pit or sat in the galleries. Actors performed on the main stage, in the discovery space, and on the upper stage.

The hut atop the roof contained machinery to produce sound effects and various special effects.

From World Book on Line awp 03/03
Globe Theatre Facts

1. The Globe Theater had a 1500 plus audience capacity. Up to 3000 people would flock to the theatre and its grounds.
2. There was no heating in the Globe theatre. Plays were performed in the summer months and transferred to the indoor playhouses during the winter.
3. The Upper Stage called the “chamber” was used for most bedroom and balcony scenes. The balcony above was used for musicians and sound effects.
4. The Globe was built in a similar style to the Coliseum, but on a smaller scale - other Elizabethan Theatres followed this style of architecture - they were called amphitheatres.
5. Elizabethan theatres were also used for bear baiting and gambling – bear baiting was when a bear would be tied to a chain by its neck or leg; then dogs would be set on it as the crowd looked on – it was a favorite of both King Henry and his daughter Elizabeth.
6. Shakespeare and his company built TWO Globe Theatres!
7. The Globe theatre was built by a carpenter called Peter Smith together with his workforce. They started building in 1597 and it was finished in 1598.
8. Many Londoners were strict Protestants - Puritans in fact, who abhorred the theatres and many of the people they attracted and in 1596 London's authorities banned the public presentation of plays and all theatres within the city limits of London. All theaters located in the City were forced to move to the South side of the River Thames.
9. At the start of the play after collecting money from the audience, the admission collectors put the boxes in a room backstage - the box office.
10. The Galleries were seating sections which the audience paid more to sit on these tiered wooden benches under a thatched roof which kept out the rain. If these patrons paid an extra penny, they could have a cushion to sit on.
11. All theaters located in the city were forced to move to the South side of the River Thames leading to the building of the Globe theatre.
12. Music was an extra effect added in the 1600's. The musicians would also reside in the Lords’ rooms.
13. Advertising - Flags were erected on the day of the performance which sometimes displayed a picture advertising the next play to be performed.
14. Color coding was used to advertise the type of play to be performed - a black flag meant a tragedy, white a comedy and red a history.
15. A trumpet was sounded to announce to people that the play was about to begin at the Globe Theatre in order for people to take their final places.
16. During the height of the summer, the groundlings were also referred to as 'stinkards' for obvious reasons.
17. The stage was 5 feet high so the groundlings could not jump up onto the stage.
18. The Trapdoor built into the floor of the main stage was used by actors playing ghosts or witches. They could rise or descend through the door; the space below the stage was referred to as “hell.”
19. The Open Yard is where the groundlings stood and there was no protection from the rain or the hot sun.
20. In Shakespeare’s time copyright did not exist! Rival theater companies would send their members to attend plays to produce unauthorized copies of plays - notes were made and copied as quickly as possible.

21. The Globe would have particularly attracted young people and there were many complaints of apprentices avoiding work in order to go to the theater.

22. A crest displaying Hercules bearing the globe on his shoulders together with the motto "Totus mundus agit histrionem" (the whole world is a playhouse) was displayed above the main entrance of the Globe Theater. This phrase was slightly re-worded in the William Shakespeare play As You Like It - "All the world’s a stage" which was performed at the Globe Theater.

23. Special effects at the Globe were also a spectacular addition at the theater allowing for smoke effects, the firing of a real canon, fireworks (for dramatic battle scenes) and spectacular ‘flying’ entrances from the rigging in the ‘heavens’.

24. The “Heavens” consisted of a canopy supported by pillars and a hut on top which shaded and protected actors from too much sun or rain. It also represented the sky & heavens and was painted with golden stars. The hut above was used for storage.

25. On the Main Stage the outdoor scenes took place: battle scenes and forest and city scenes.

26. In just two weeks Elizabethan theaters could often present “eleven performances of ten different plays”.

27. There were no actresses. Female characters had to be played by young boys. The acting profession was not a credible one and it was unthinkable that any woman would appear in a play.

28. In the Tiring House behind the stage, served as and entrance and exit for the actors from the stage. It was a dressing and storage room. Actors also rested here between scenes and changed into lavish costumes.

29. The lavish costumes made up for the lack of props and scenery.

30. Many of the boy actors died of poisoning due to the vast quantities of lead in the make-up.

31. Shakespeare’s first biographer, Nicholas Rowe, referred to a role performed by William Shakespeare at the Globe theatre as "the Ghost in his own Hamlet" in which he was at "the top of his performance."

32. The Inner Stage was the curtain behind the main stage. This was mostly for indoor scenes. The curtain could be opened and closed for scene changes.

33. Published plays required a license, which provided a form of censorship by the Elizabethan state.

34. Fire at the Globe Theatre broke out in June 29 1613.

35. The second Globe Theatre was built shortly after in 1614.


37. The site of the old Globe theatre was rediscovered in the 20th century and a reconstruction of a New Globe Theatre has been built near the spot.

This information was adapted from “Globe Theater Facts,” www.elizabethan-era.org.uk/globe-theater.htm and World Book on Line awp 03/03 and en.wikipedia.org/wiki/Bear-baiting
Appendix G – 1 of 2 pages

#_____ Name:_______________________________ period:______

**Historical Background Relevant to understanding Twelfth Night**

**Shakespeare**

1. As one of the wealthiest people of his times, Shakespeare earned his living as a playwright, theater manager, actor, and shareholder in the Globe Theater.
2. He worked tirelessly to entertain. He rebelled against the contemporary theatrical standards (the neo-classical principles that limited dramatic structure throughout France and Italy).
3. He took plots from other published works (making them uniquely his own), and he created a spectacle (without the use of elaborate scenery) to captivate audiences of all social levels.
4. He is the most often quoted writer in history next to the Bible.

**The Theater**

1. Theaters presented a new play every day and the average new play had a total of only ten performances over an entire season.
2. Imagine the challenge in quieting a crowd of three thousand in a theater where vendors sell wine, beer, ale, nuts, and cards; where there is no intermission; where birds fly overhead; and where audience members stand near performers. Such was the setting which Shakespeare’s plays were originally staged.
3. There are two excellent reasons the theaters rarely used much scenery when staging Shakespeare’s works:
   a. The first is related to the number of changes required. If the audience has to wait every five to ten minutes to watch scenery struck and set up, they end up watching a play about moving lumber.
   b. The second reason is that the audience loses sight of what the play is about. Audiences need a couple of minutes to adjust to the new scenic look of a dazzling waterfall and lush forest. By the time they take it all in and start paying attention to what the actors are saying, it is time to set up the next scene and the audience is lost.

**Historical Significance**

1. “Twelfth Night” is a name commonly given to the Christian Feast of the Epiphany which is celebrated on January 6 (twelve days after Christmas Day).
2. It commemorates the coming of the Magi—the three wise men— to the stable in Bethlehem.
   a. These 3 rules brought gifts of gold, frankincense, and myrrh—appropriate gifts for an infant king.
3. Almost all societies and cultures find it necessary to have some kind of holiday in the middle of winter:
   a. Ancient Romans used to hold an annual “Saturnalia” for a week in the middle of December in which all forms of public order were suspended.
   b. Law courts and schools were closed, trading ceased, no criminals were executed, and the riotous merry-making was unrestrained.
4. The medieval church throughout Europe adopted this festival, transferring it to the days immediately following Christmas Day (Dec. 26 through 28).
   a. It became known as the “Feast of Fools.”
   b. The clergy would elect a boy chorister to be their “king for the day” while they feasted and made a mockery of those things that they normally held sacred.
5. In England, this celebration ceased with the reformation of the church in the 16th century and was replaced by the Twelfth Night festivities on January 6.
6. The day would go forth as follows:
   a. The Queen, accompanied by the entire court and her guests, attended church where she made a token offering of the Epiphany gifts.
The Play

1. Shakespeare adapted *Twelfth Night* from the 1581 play “Apollonius & Silla” by Barnabe Riche who took his idea from the 1571 translation of “Novelle 11,36” by Bandello which was based on an Italian farce Gl’ingannati (“the deceived ones”) from 1531.
2. Even though the play is supposed to take place in a fictional place called Illyria.
   a. there was a real Illyria in the Balkans which was an archaic name for Croatia with its shore across the gulf of Venice in the Adriatic sea from Italy
3. The audiences were probably persons of exceptional wit and understanding: much of the comedy comes from allusions to an intellectual culture of remarkable complexity
4. The humor is not all of the same kind:
   a. Sir Andrew’s near-duel is farce
   b. Feste, the clown, uses slick word-play
   c. Shakespeare writes with a sharp wit
   d. He includes parodies of people and events of the Queen’s court and uses puns
5. The play also contains songs which are happy (Toby’s drinking songs) and sad love songs
6. The play also deals with subjects that are hard to understand for today’s reader because they are current events about the politics and current events of the time and the Queen and her court.
7. The character Malvolio in the play, very unpopular with all of the other characters, is possibly a caricature of 2 different people based on the real persons Sir William Knollys, who was the Controller of Her Majesty’s household, also very unpopular with the court
   a. Malvolio could also be based on Sir Christopher Hatton, Elizabeth’s steward, who tried to “woo” her (flirt with her in an attempt to get her to marry him)
   b. He was so fawning and obsequious – the queen called him her “Sheep” or “Mutton”
   c. He had caught her Majesty’s eye by “displaying a well-turned calf in a galliard” (looked good doing an Elizabethan dance step)
   d. In the play a “leg of mutton” is referred to by the character Sir Toby as he encourages the silly character Sir Andrew Aguecheek to dance his way into Olivia’s heart
   e. A letter the character Maria writes to fool Malvolio is signed “The Fortunate Unhappy” which was also a reference that had been made about Sir Christopher Hatton in regards to Queen Elizabeth
   f. There is a current event reference in the play to Malvolio’s smiling face being creased into “more lines than is in the new map with the augmentation of the Indies” (lines 71-2).
8. Don Virgilio Orsino, Duke of Braciano, was a visitor at the court of Queen Elizabeth in the winter of 1600-1 whom Shakespeare used for his character Duke Orsino
9. The character Fabian makes a cryptic comment, “This is to give a dog, and in recompense desire my dog again” (5, 1, 5-6) doesn’t seem to make much sense unless you know the story behind it:
   a. Queen Elizabeth asked a relative, Dr. Bullein, who was extremely fond of his dog, to give her his dog and she would grant him anything he wanted afterwards. Knowing he could not possibly refuse a request by the queen, Dr. Bullein gave the Queen his dog. Then when it was his turn to get whatever he wanted as she had promised, he asked for his dog back.
10. There is also the matter of tricking the character Malvolio into wearing yellow cross-garters:
    a. This parody refers to Queen Elizabeth hating this style of clothing because King Henry VIII, her father who had beheaded her mother, would wear this fashion to balls to celebrate with his next new wife after beheading or divorcing the wife before.

This information was adapted from the introduction & Background provided in the book *Twelfth Night* and [www.everreader.com/twelft2.htm](http://www.everreader.com/twelft2.htm) and scalpel_blade@yahoo.com
1. Who was King Henry’s beheaded wife that was also Queen Elizabeth’s mother? Answer: Anne Boleyn
2. What is the name of the section of the stage that was used for bedroom scenes? Answer: The Upper Stage
3. What does Malvolio’s name mean in Italian? Answer: “ill will”
4. Name as many titles (jobs) that Shakespeare had as you can. Answer: playwright, theater manager, actor, and shareholder in the Globe Theater
5. Why is this play called Twelfth Night? Answer: Because it was probably written to be performed as entertainment for the Christian Feast of the Epiphany which is on January 6 (12 days after Christmas Day)
6. What was the “This is to give a dog, and in recompense desire my dog again” line from the play referring to? Answer: Queen Elizabeth promised Dr. Buellin anything he wanted if he would give her his dog. Since she was the queen he knew not to refuse and gave her the dog. Keeping her promise she asked what he wanted and he asked for his dog back.
7. This is the definition of which word: depicting the downfall of a basically good person through fatal error producing suffering and an epiphany for the protagonist? Answer: tragedy
8. Name the part of the stage in the Globe Theater that was 3 tiers of covered wooden bench seating: Answer: Galleries
9. What did a red flag mean at the Globe? Answer: A “historical” play
10. What was the name of the area where the groundlings stood to see the play? Answer: the Open Yard
11. What was another name the groundlings were called? Answer: stinkards
12. What did a white flag mean at the Globe? Answer: A comedy
13. What was the name of the people that hated the theater and were able to get the plays banned? Answer: Puritans
14. How did other theaters get Shakespeare’s plays? Answer: Rival theaters would send their members to watch Shakespeare’s plays and take notes.
15. What else were the theaters used for? Answer: bear baiting and gambling
16. What did a black flag mean? Answer: A tragedy would be performed
17. This is the definition for which word – the rise in fortune of a sympathetic central character? Answer: a comedy
18. How did people know when the play was about to begin? Answer: a trumpet was sounded
19. How many people could the Globe Theater hold at one time? Answer: 1500
20. This is the definition for which word – talking alone allowing a character’s thought and ideas to be conveyed to the audience? Answer: soliloquy
21. What piece of the door allowed ghosts or witches to rise or descend? Answer: Trapdoor
22. This is the definition for which word – the use of wit, irony, or exaggeration to attack & expose someone or something? Answer: satire
Appendix H – 2 of 3 pages

23. When Malvolio smiles, what is his face compared to? Answer: the new map that has added the Indies
24. Why did Queen Elizabeth hate the fashion style known as cross-gartering?
   Answer: Because her father would wear this style after divorcing or beheading a wife while dancing at a ball with the next wife.
25. What is an aside? An actor speaks a line directly to the audience
26. What was the inner stage used for? Indoor scenes
27. What type of scenes would the Main Stage be used for? Answer: outdoor ones such as battles, forest and city scenes
28. This is the definition of which word – a style of comedy with no intellectual pretensions usually coming from physical humor? Answer: farce
29. What was the Upper Stage used for? Answer: Bedroom and balcony scenes.
30. This is the definition of which word – imitating somebody’s style in a humorous way to mimic? Answer: parody
31. Why were plays performed in the summer months? Answer: there was no heating in the Globe
32. What style of architecture was the Globe modeled after? Answer: the Coliseum
33. What was the crest displayed over the main entrance of the Globe? Answer: Hercules bearing the globe on his shoulders
34. What did the motto “Totus mundus agit histrionem” mean? Answer: The whole world is a playhouse
35. What happened to some of the boys that had to play female roles? Answer: They died from the lead in the makeup

BONUS QUESTIONS FOR TIE BREAKERS

1. What could a person sitting in the gallery at the Globe get for an extra penny?
   Answer: A seat cushion
2. What was the “hut” used for at the Globe? Answer: storage and additional sound effects.
3. This is the definition of which word – to arrange the props on the stage?
   Answer: staging
Appendix H – page 3 of 3

Debriefing Game Rules

1. Don’t yell out the answers because it won’t count!

2. One person writes for the group on the board.

3. After the group consensus answer is written, quickly hold the dry erase board up high
   a. if using a buzzer, buzz in quickly

4. The teacher will point to the first 3 groups that raise their boards (or buzzed in)

5. The first group with the correct answer wins the point which will be placed on the board under
   their group name or number

6. If the first group called on has the wrong answer, the teacher will ask the second group to put their
   hand up

7. If the second group also has the wrong answer, the teacher will ask the third, and so on.

8. If no one has the correct answer, the teacher will give the answer and move on to the next
   question.

9. There will be tie breaker questions

10. The teacher will determine if your answer is correct or not depending on how much of the
    material written on the white board is correct.
List of Leading Characters in Shakespeare’s *Twelfth Night*

1. **Viola/Cesario**: A noblewoman, twin sister separated from her twin brother in a shipwreck who washes ashore in Illyria (real place but not located here where play takes place). She believes her twin brother, Sebastian, was killed in the shipwreck. Calling herself Cesario now, Viola disguises herself as an adolescent boy, imitating her brother’s clothing and behavior. She goes to work as a page (servant, errand boy) for Duke Orsino. She loves Orsino unselfishly enough to woo another woman on his behalf. She is intelligent, brave, warm-hearted and self-aware – her adventures as a result of her disguise make up the main plot of the play.  
*Symbolism of name*: A viola is a musical instrument with a deeper tone than a violin – and is a double bass – hence the voice of a man and the voice of a woman because she has to be both.

2. **Duke Orsino**: The Governor of Illyria can only think about his love for his neighbor, Lady Olivia, but has trouble gaining her attention. He is a nobleman, fond of music, who expresses himself very seriously, at great length, and in very lyrical (and often-quoted) phrases. He has a good reputation and is known to be fair but is moody & irritable because of Olivia’s rejections.  
*Symbolism of name*: There was a real Due Orsino that visited Queen Elizabeth’s court

3. **Lady Olivia**: Also a noblewoman, she is a rich countess, who rejects Orsino’s love. She says it is because she is grieving over the recent death of her beloved brother. Her father had also died shortly before that. She is supposed to be a rare beauty. It is believed that she is a caricature of Queen Elizabeth.  
*Symbolism of name*: Olivia comes from “olive branch” which is a sign of peace, as in the old saying “offering an olive branch.” She does seem to be the one to try to always keep the peace between the other characters.

4. **Malvolio**: He is the puritanical steward that is in charge of Lady Olivia’s household. He thinks he is too good to be a mere servant and aspires to marry his mistress, Olivia (much as Queen Elizabeth’s steward had grand dreams of marrying her too!)  
*Symbolism of name*: Malvolio is Italian meaning “ill will.” It is a parody to show the dislike all of the characters have for him just as Queen Elizabeth’s court disliked her steward. He could also represent Shakespeare’s dislike for the Puritans and their attitude towards the theater.

5. **Feste**: He is a professional jester (fool) who serves Lady Olivia as an official fool. He had originally worked for her father. He also moves freely between her house and the Duke’s palace receiving payment for songs and companionship from the people of both houses. He interprets the characters and seems to comment on the action rather than being a part of it. He seems to have a dark side for a joker, “Many a good hanging prevents a bad marriage.” He offers serious advice.  
*Symbolism of name*: Feste sounds like festive which means to celebrate, to have fun. It is believed he is a parody of Oxford who was known as a great wit, a poet and patron of the players during the reign of Elizabeth and was considered the Queen’s favorite courtier. He got away with a great deal more than the Queen would have allowed others just as Olivia allows Feste to say things she would not tolerate in others.

6. **Sir Toby Belch**: He is the drunken parasitical uncle of Lady Olivia. He likes to eat, drink, dance, and sing and does none of it very well. Sir Toby also likes to play practical jokes and flirt. He disrupts his niece’s household.  
*Symbolism of name*: Belch denotes his heavy drinking, therefore, prolific belching.
7. **Sir Andrew Aguecheek**: He is a foolish, silly knight. He is rich and idle. He is Sir Toby’s patsy and is used by Toby. He believes he has a chance at wooing Lady Olivia, who never even notices him. While he is waiting to be noticed, he has his share of fun hanging around with Toby and Maria. He is vain, cowardly, and stupid.  
*Symbolism of name*: The ague was a form of malaria that made people pale and pasty looking. So Ague + cheek would mean a pasty, pale looking sickly guy.

8. **Maria**: She is Lady Olivia’s lady-in-waiting who is in love with Sir Toby, the drunken uncle. She is the one who organizes the plot against Malvolio. Her wit and her spirit make her a good comrade for Sir Toby. She is good at standing up for herself and for her employer. She says what she thinks, misses nothing, and can hold her own against anybody.  
*Symbolism of name*: Maria literally means “bitter.” This could possibly represent the character’s life is bitter in tricking Toby into marriage. No real connection seems apparent for Shakespeare choosing this name other than it was popular at that time.

9. **Sebastian**: He is Viola’s twin brother. He is a man of action and strong feeling, loving his sister, ready to fight, and a good friend to the man that pulled him from the sea, Antonio. He is clear-headed even when nothing seems to make sense, and he welcomes the happiness that Olivia offers. Actually, everything about both twins is likeable.  
*Symbolism of name*: In Latin, it mean “revered one” possibly because Viola thought her brother was dead, therefore, now revered.

10. **Antonio**: He is the sea captain and friend to Sebastian that helps Sebastian recover after the shipwreck. He lends Sebastian money and helps him get to Illyria. He is passionate in nature. He risks his life for political ideals and for the love of his young friend.  
*Symbolism of name*: In Spanish it means “worthy of praise” and in Latin it means “first born. He could be worthy of praise for being such a good friend to Sebastian.

11. **Fabian**: A minor character in Olivia’s household whose relationship to Olivia is never explained. Malvolio got Fabian into trouble over a bear-baiting at Olivia’s house. He provides an extra to take part in the merriment and handle the business of getting Viola together with Andrew.  
*Symbolism of name*: In Latin it literally means “bean grower.” It could show his lower station in the household as a servant more than an equal to those with whom he cavorts.

This information was compiled and adapted from the following sources: The book *Twelfth Night*, and these web sites:  web.mit.edu/mitcp/12night_char.html and scalpel_blade@yahoo.com and everreader.com/twelft2.htm
Recovering from the shipwreck, the Sea Captain & Viola discuss their future.

Maria shows Andrew the buttery-bar, while Toby looks on in amusement.
Orsino sends Viola to Olivia

Feste the Jester
Viola pleads Orsino’s love for Olivia

Toby, Andrew, & Fabian hide in the garden to listen in on Malvolio
Malvolio cross-gartered

Toby reads over Andrew’s challenge to Viola with approval
Viola as Cesario and Andrew’s duel is interrupted by Antonio and Toby

Olivia summons the priest so she can marry an unsuspecting Sebastian
Feste fools another coin out of Duke Orsino

Olivia’s servant fusses with a wounded Sir Andrew
Feste reads Malvolio’s plea for help
Twelfth Night Character Journal Criteria Sheet

Journal Cover
1. Make a folder with construction paper or tag board or buy a plain folder with brads to hold paper.
2. Completely decorate the front cover depicting an Elizabethan theme – either the time frame itself, Shakespeare, or the Twelfth Night.
   a. You may draw the cover, use pictures from magazines or the computer, paint, etc.
3. You will need to have at least ten sheets of notebook paper in your folder or stapled behind your construction paper cover.
4. Your name and period should be clearly legible in the right hand corner and your number in the left.
5. This criteria sheet should be glued to the inside cover of your newly made journal for reference.

Journal Writing Requirements:
1. Using the 6 scenes listed below, you will write a journal entry from the point of view of a character NOT in that scene or an immediate part of that scene.
   a. you will write as if you are that character commenting on what has taken place in the scene between the other characters trying to show what you believe they would have been thinking and feeling about the events/situations.
   b. at the end of each journal entry, make sure to sign the name of the character whose point of view your response is supposed to depict
   c. each response should be well developed - no less than 8 sentences & no more than 20.
2. You will use modern day vernacular – not Shakespeare’s Old English.
3. Use blue or black ink, cursive, and skip lines
4. No typing
5. Utilize grammar, spelling, and punctuation conventions
6. Do not use the same character for each entry – you will write from a different character’s point of view each time.
7. Write the response as soon as the scene has been read in class and while it is still fresh in your mind.
8. Journals will be picked up periodically and checked for grading purposes (staying on task, following directions, length, and conventions being adhered to) and then turned in at the end of the reading of the play for a final grade

Scenes to which you will respond:
1. Olivia in the veil meeting/flirting with Cesario/Viola in her parlor
2. Duke Orsino explaining women to Cesario/Viola
3. Malvolio wooing Lady Olivia in the yellow cross-garters
4. Malvolio locked in the prison
5. The confusion at the arrest of Antonio
6. Lady Olivia thinking that Sebastian is Cesario
## Appendix K

### Rubric to Grade Journal Writing for Shakespeare’s Twelfth Night

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<td><strong>Journal Cover</strong></td>
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<tr>
<td>*Used creative Elizabethan, 12th Night or Shakespearean art theme. *Placed name, period, &amp; #, correctly on front cover, glued criteria sheet on inside of front cover, *very neatly put together</td>
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<td>*Used Elizabethan, 12th Night or Shakespeare theme. *Placed most required information on front cover, glued criteria sheet inside of front cover, neatly put together</td>
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<td>*Theme of Elizabethan period, 12th Night or Shakespeare less apparent. *Some required information missing or in wrong place, Criteria sheet missing or in wrong place, Less neatly put together</td>
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<td>Theme of decoration not apparent. Missing most or all of the required information on the front cover or criteria sheet not glued to inside front cover, not very neatly completed</td>
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<td>Followed all directions: Cursive, ink, skipped lines, NO typing. required length: from 8 to 20 sentences long, signed it as the character whose point of view was used. Attractive hand writing</td>
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<td>Followed most directions. Had required length. Signed it as the character whose point of view was used. Good hand writing.</td>
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<td>Did not follow most of the directions. Had required length. Did not sign writing as the character. Hand writing isn’t as neat as it should be.</td>
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<td>Did not follow most of the directions. Was not the required length. Did not sign writing as the character. Hand writing is poor.</td>
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<td><strong>Scene representation</strong></td>
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<td>Writing shows exceptional understanding of the scene. The character’s observations, reactions, and statements are believable for this character</td>
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<td>Writing shows good understanding of scene. The character’s observations, reactions, and statements are mostly believable for this character</td>
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<td>Writing shows some understanding of scene. The character’s observations, reactions, and statements are not as believable for this character</td>
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<tr>
<td>Writing shows little understanding of scene. The character’s observations, reactions, and statements are not believable for this character</td>
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<td><strong>Writing application</strong></td>
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<td>Extremely clear, visual, &amp; accurate vocabulary. Excellent spelling, sentence structure, punctuation, and grammar. Very enjoyable to read.</td>
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<td>Good clear, visual, &amp; accurate vocabulary. Most words spelled correctly. Good sentence structure, most punctuation &amp; grammar is correct. Nice to read.</td>
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<td>Moderate vocabulary. Too many words spelled wrong. Average sentence structure, some incorrect punctuation &amp; grammar. Not as interesting to read.</td>
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<tr>
<td>Moderate vocabulary. Too many words spelled wrong. Poor sentence structure, some incorrect punctuation &amp; grammar. Not as interesting to read.</td>
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Appendix L

EXAMPLE of Journal Writing

I cannot believe what an unusual day this has all turned out to be. I’m perplexed as to what I saw with my own eyes. It is funny that neither the loathsome, puritanical Malvolio nor that fresh, young messenger from the Duke were able to see me resting on the bench as they had their rather heated exchange. I guess when you are merely the great lady’s servant, people tend not to notice your existence. It was hard to make out all of what their exchange of words was actually pertaining to. At first, I thought Malvolio had launched Duke Orsino’s beautiful ring at that cute little page. Then I realized the poor lad seemed to be just as confused as I was.

However, when the boy snatched the ring from the dirt, I immediately realized that the young man was right. He had not left a gift of a ring for my Lady from the Duke. I have seen that very ring on her finger before. I had to clap my hand over my mouth to keep from screaming out with laughter. I immediately realized she was just using the ring to get the boy to come back again. It was excruciating to sit there trying to keep myself contained until they both left.

What a wonderful, exciting mess this is all going to be to watch! This must mean that my Lady is falling for the page of the Duke and not Mr. Powerful Handsome Hunk Duke! Then there is that ridiculous dimwit and klutz Sir Andrew who thinks he’ll dance his way into her heart! This gives me a wonderful mischievous idea! If I can just get Malvolio to believe he has a chance at my Lady, I’ll have a regular entertaining three ring circus to watch until it plays itself out. Maybe it will even make Sir Toby notice me again.

When you’re only the hired help, you have to find ways to have a good time at the expense of the idle and silly rich masters!

Deviously yours,

Maria, my Lady’s servant

20 sentences

Remember, your entries may not be typed.
Appendix M

# ______ Name: _______________________ period: ____ assigned: ______ due:_____

Twelfth Night Group Scene Presentation

Objective: Working with a group, the students will present a specific scene from Shakespeare’s play *Twelfth Night* by rewriting the scene in modern day language and then performing it for the class.

**Scene Choices:**

1. Sir Toby, Sir Andrew, Maria, and Fabian plotting their revenge on Malvolio together and Malvolio finding the letter (Act 2, Scene 5).
2. Malvolio trying to woo Lady Olivia while wearing the yellow cross-garters. (you’ll have to add characters/parts) (Act 3, Scene 4)
3. The plot to get Cesario/Viola and Sir Andrew to dual & the dual itself (Act 3, Scene 4)
4. The incident & the exchange between Cesario/Viola & Antonio when Antonio is arrested (Act 3, Scene 4)
5. Malvolio in the fake jail blindfolded and visited by Feste (you’ll have to add characters/parts)(Act 4, Scene 2)
6. The unraveling of the plot or the fairytale ending (Act 5, Scene 1)

**Group Work (you will have approximately 3 class periods to put this together)**

1. After your group has ascertained which of the scenes you will be doing, the group will need to translate the events in the scene into modern day terminology
   a. give your scene a new title
2. Make sure everyone in the group has as equal a speaking part as possible
   a. you may choose to memorize your lines or use index cards
3. The group will need to decide on minimal props and costumes
4. Create your own evaluation sheet to pass out to each audience member so that they can critique your presentation
   a. this will need to be approved in advance by the teacher prior to the day of performance
   b. you will need to include the name of you presentation and each group member’s name
   c. then create categories in which you are rated as excellent, good, fair, poor

**Requirements:**

1. The presentation must be between 10 to 15 minutes long (not shorter & not longer)
2. Each person must have a speaking part and a costume
3. Stay true to Shakespeare’s original intent of the scene
4. Pass out a peer-evaluation to each audience member before your presentation begins

**Grading**

1. Using a rubric, your grade will be based on the following
   a. skillful interpretation of scene (script, staying true to Shakespeare’s original intent)
   b. props and costumes
   c. speaking voice – projection and enunciation
   d. performance skills – eye contact and awareness of audience
   d. time allotment
### Evaluation of Group Members for Twelfth Night Scene Presentation

**My Name:** ______________________

1. Helped to re-write the scene into modern language  
   - excellent  
   - good  
   - fair  
   - poor
2. Listened effectively to other group members  
   - excellent  
   - good  
   - fair  
   - poor
3. Contributed ideas for characters  
   - excellent  
   - good  
   - fair  
   - poor
4. Contributed ideas for props and costumes  
   - excellent  
   - good  
   - fair  
   - poor
5. Contributed props or costumes  
   - Yes  
   - No
   a. Which ones: ___________________________________________________________
6. Stayed on task during planning time  
   - excellent  
   - good  
   - fair  
   - poor
7. Stayed on task during practice time  
   - excellent  
   - good  
   - fair  
   - poor
8. Rate your overall effectiveness as a group member on a scale from 1 to 10,  
   10 being the best: _____

**Group member’s name:** ______________________

1. Helped to re-write the scene into modern language  
   - excellent  
   - good  
   - fair  
   - poor
2. Listened effectively to other group members  
   - excellent  
   - good  
   - fair  
   - poor
3. Contributed ideas for characters  
   - excellent  
   - good  
   - fair  
   - poor
4. Contributed ideas for props and costumes  
   - excellent  
   - good  
   - fair  
   - poor
5. Contributed props or costumes  
   - Yes  
   - No
   a. Which ones: ___________________________________________________________
6. Stayed on task during planning time  
   - excellent  
   - good  
   - fair  
   - poor
7. Stayed on task during practice time  
   - excellent  
   - good  
   - fair  
   - poor
8. Would you work with this group member again?  
   - Yes  
   - No
   a. Why or why not?___________________________________________________________________  
   ____________________________________________________________________________  
   ____________________________________________________________________________

**Group member’s name:** ______________________

1. Helped to re-write the scene into modern language  
   - excellent  
   - good  
   - fair  
   - poor
2. Listened effectively to other group members  
   - excellent  
   - good  
   - fair  
   - poor
3. Contributed ideas for characters  
   - excellent  
   - good  
   - fair  
   - poor
4. Contributed ideas for props and costumes  
   - excellent  
   - good  
   - fair  
   - poor
5. Contributed props or costumes  
   - Yes  
   - No
   a. Which ones: ___________________________________________________________
6. Stayed on task during planning time  
   - excellent  
   - good  
   - fair  
   - poor
7. Stayed on task during practice time  
   - excellent  
   - good  
   - fair  
   - poor
8. Would you work with this group member again?  
   - Yes  
   - No
   a. Why or why not?___________________________________________________________________  
   ____________________________________________________________________________  
   ____________________________________________________________________________

(you should be able to get four to a page when printed off)
## Appendix O

### Rubric for Grading *Twelfth Night* Scene Presentation

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
<td>Audience has difficulty following presentation because presenters jump around.</td>
<td>Students present information in logical sequence which audience can follow.</td>
<td>Students present information in logical sequence which audience can follow.</td>
<td></td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Students do not have grasp of scene; student cannot express Shakespeare's original intent</td>
<td>Students are uncomfortable with expressing the intent of scene</td>
<td>Students are at ease with expressing Shakespeare’s intent for this scene.</td>
<td>Students demonstrate full knowledge (more than required) by thorough interpretation.</td>
<td></td>
</tr>
<tr>
<td><strong>Public Speaking</strong></td>
<td>Students mumble, incorrectly pronounce terms, and speak too quietly for students in the back of class to hear.</td>
<td>Students' voices are low. Students incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td>Students' voice are clear. Students pronounce most words correctly. Most audience members can hear presentation.</td>
<td>Students use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td>One person in the group did the entire presentation.</td>
<td>Two people in the group participated in the presentation.</td>
<td>Three people in the group participated in the presentation.</td>
<td>Everyone in the group participated in the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Graphics and/or Props</strong></td>
<td>Students use unnecessary graphics and/or props or no graphics and/or props.</td>
<td>Students occasionally use graphics and/or props that rarely support text and presentation.</td>
<td>Students' graphics and/or props relate to text and presentation.</td>
<td>Students' graphics and/or props explain and support presentation.</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from www.gritsonline.org
# Shakespeare’s "Twelfth Night" QUIZ

**Directions:** Circle true if the statement is **completely true** or circle false if the statement is at all false.

**Each answer will be worth 3 points each**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>truth</th>
<th>falsity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shakespeare was a famous playwright during the reign of King Henry VIII</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>2.</td>
<td>During the 1600s, Queen Elizabeth instituted freedom of religion</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>3.</td>
<td>Shakespeare called his Globe Theater a &quot;wooden O&quot;</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>4.</td>
<td>The Globe actors didn’t use much scenery because the theater couldn’t afford it</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>5.</td>
<td>&quot;Twelfth Night&quot; was an original play by Shakespeare</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>6.</td>
<td>Bear Baiting is a form of gambling that the Globe was used for also</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>7.</td>
<td>The &quot;groundlings&quot; enjoyed sitting on the second floor under the canopy during the plays</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>8.</td>
<td>During the hot summer, the groundlings were also referred to as stinkards</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>9.</td>
<td>The type of play that would be shown was signified by the color of the flag flying</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>10.</td>
<td>In order to have the audience more completely enjoy the play, no food was allowed during the performance</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>11.</td>
<td>At the Globe Theater, the musicians were ensconced in the orchestra pit</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>12.</td>
<td>Shakespeare’s plays were written for the common man</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>13.</td>
<td>&quot;Twelfth night&quot; is a name commonly given to a Christian celebration to Commemorate the coming of the three wise men</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>14.</td>
<td>The trapdoor built into the stage floor of the Globe let the “ghosts &amp; witches” ascend or descend to and from “hell.”</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>15.</td>
<td>Queen Elizabeth refused to give a dog back to Dr. Bullein, a relative, when he tried to trick her into having to keep a promise</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>16.</td>
<td>One way the time frame of this play can be determined is by the reference to the new map that included the West Indies</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>17.</td>
<td>Malvolio’s name means a male that plays the viola</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>18.</td>
<td>Viola’s name symbolizes the dual role she plays because a viola instrument has a deeper tone to it than a violin - and is a double bass</td>
<td>true</td>
<td>false</td>
</tr>
<tr>
<td>19.</td>
<td>Feste’s name is to symbolize the &quot;festive&quot; clown</td>
<td>true</td>
<td>false</td>
</tr>
</tbody>
</table>
20. Shakespeare symbolized Queen Elizabeth through the character of Lady Olivia  true  false
21. Malvolio's character is based on a man that Queen Elizabeth once loved  true  false
22. Because of the wonderful copyright rules, Shakespeare was able to protect his work  true  false
23. Sir Toby doesn't want his niece Olivia to marry Sir Andrew  true  false
24. Viola disguises herself because she is a spy for her own country & they are at war with Illyria  true  false
25. It was considered unseemly for a woman to act, therefore boys played all the female roles  true  false
26. The Puritans were very fond of theater and helped Shakespeare rebuild the Globe after a fire  true  false
27. Queen Elizabeth’s parents were King Henry VIII & Anne Boleyn  true  false
28. Farce is generally physical humor - visual effects - & not considered intellectual humor  true  false
29. a soliloquy is a duet with another signer  true  false
30. parody is to imitate another person or an event in a humorous way  true  false
31. An aside is a piece of dialogue intended for the audience and supposedly not heard by the other actors on stage  true  false

Extra Credit:

Answer the question below COMPLETELY correct and earn +5 bonus points added onto your rest grade:

List all of the colors of the different flags that flew over the Globe Theater and state what each flag represented
ANSWERS

Shakespeare's Twelfth Night QUIZ

Directions: Circle true if the statement is completely true or circle false if the statement is at all false.

Each answer will be worth 3 points each

1. Shakespeare was a famous play write during the reign of King Henry VIII– false– during Queen Eliz. I
2. During the 1600s, Queen Elizabeth instituted freedom of religion – false– everyone had to be Church of Eng.
3. Shakespeare called his Globe Theater a "wooden O" - true
4. The Globe actors didn’t use much scenery because the theater couldn’t afford it – false – it detracted from dialogue
5. "Twelfth Night" was an original play by Shakespeare – false – he probably took the idea from Barnabe Riche in Riche his Farewell to Militarie Profession (1581) who in turn took the idea from elsewhere
6. Bear Baiting is a form of gambling that the Globe was used for also – false – tied a bear to a pole and watched dogs tear it apart
7. The "groundlings" enjoyed sitting on the second floor under the canopy during the plays – false – they stood in the open yard in front of the stage
8. During the hot summer, the groundlings were also referred to as stinkards - true
9. The type of play that would be shown was signified by the color of the flag flying - true
10. In order to have the audience more completely enjoy the play, no food was allowed during the performance - false – vendors sold beer, nuts, and ale and even threw it at the actors
11. At the Globe Theater, the musicians were ensconced in the orchestra pit – false – there was no such thing yet – they were in the upper stage – the balcony above
12. Shakespeare's plays were written for the common man – false – since they were full of wit and political goings on at the court – only the upper class of educated people would have appreciated Shakespeare's use of language and court gossip
13. "Twelfth night" is a name commonly given to a Christian celebration to commemorate the coming of the three wise men - true
14. The trapdoor built into the stage floor of the Globe let the “ghosts & witches” ascend or Descend to and from “hell.” - true
15. Queen Elizabeth refused to give a dog back to Dr. Bullein, a relative, when he tried to trick her into having to keep a promise – false – she did give the dog back because she promised she would give Dr. Bullein whatever he desired, and he desired his dog back
16. One way they know what time frame this play was probably written is the reference to the new map that included the West Indies - true
17. Malvolio’s name means a male that plays the viola - false – it is Italian for “ill will”
18. Viola's name symbolizes the dual role she plays because a viola instrument has a deeper tone to it than a violin - and is a double bass - true
19. Feste's name is to symbolize the "festive" clown - true
20. Shakespeare symbolized Queen Elizabeth through the character of Lady Olivia - true
21. Malvolio's character is based on a man that Queen Elizabeth once loved – false – her steward did want to woo her but she was completely uninterested and even made fun of him and even refereed to him as her sheep or mutton
22. Because of the wonderful copyright rules, Shakespeare was able to protect his work – false – competitors from other theaters would come to the Globe presentations and take notes on the plays and present them at their theaters
23. Sir Toby doesn't want his niece Olivia to marry Sir Andrew – **false** – *that is exactly why he brought him there*

24. Viola disguises herself because she is a spy for her own country, and enemy of Illyria - **false** – *it was dangerous and unseemly for a any woman much less an noblewoman to travel alone – she did it for her own safety*

25. It was considered unseemly for a woman to act, therefore boys played all the female roles – **true** – *and sometimes they died from the lead in the paint*

26. The Puritans were very fond of theater and helped Shakespeare rebuild the Globe after a fire – **false** – *they did everything they could to get the theaters closed down*

27. Queen Elizabeth’s parents were King Henry VIII & Anne Boleyn - **true**

28. Farce is generally physical humor - visual effects - & not considered intellectual humor - **true**

29. a soliloquy is a duet with another signer – **false** – *it is the act of speaking while alone, especially when used as a theatrical device that allows a character’s thoughts and ideas to be conveyed to the audience.*

30. parody is to imitate another person or an event in a humorous way - **true**

31. An aside is a piece of dialogue intended for the audience and supposedly not heard by the other actors on stage - **true**

------------------------------------------------------------------------------------------------------------------------

**Extra Credit:**

**Answer the question below COMPLETELY correct and earn +5 bonus points added onto your rest grade:**

List all of the colors of the different flags that flew over the Globe Theater and state what each flag represented

1. A red flag symbolized that a historical play would be performed
2. A white flag symbolized that a comedy would be performed
3. A black flag symbolized that a tragedy would be performed.
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