

Shakespeare on Tour  
Teacher's Handbook and Curriculum

*Twelfth Night,  
or What You Will*

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*Twelfth Night, or What You Will*

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Thanks to  
Kristin Clippard, Daniel Holloway, Carl Holvick

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## *Preface*

Thank you for booking the Shakespeare on Tour production of *Twelfth Night, or What You Will*, directed by Education Director Carl Holvick. I originally developed this curriculum for our 2007 production. Carl has made some alterations to keep it current for his production.

There's a melancholy about this play, a sense of loss, that evolves into a love story perhaps the richest and most satisfying of any in Shakespeare. Human folly in all its many forms is on display, provoking both our laughter and our sympathy. Music pervades the play -- sad songs, love songs, and drunken songs sung in the middle of the night. Younger audiences will enjoy the antics of Sir Toby Belch and his sidekick Sir Andrew Aguecheek as they torture the vain and deluded Malvolio, while teens may relate more to the self-absorbed lovers as they learn that love is not just a pleasantly gloomy feeling, but a relationship with another person. The play touches on issues of identity, gender, and bullying, very current issues for students in 2016.

We suggest using an annotated text such as the Arden, Folger, or Riverside in the classroom. You do not need to read the play beginning to end, but choose meaningful sections to read aloud or assign for homework. We don't recommend any of the side-by-side "translations" of the text, such as No-Fear Shakespeare. It's better to ask the students themselves to paraphrase the text and make it their own. Showing scenes from a good film version of the play, such as the 1996 version with Ben Kingsley, will also help comprehension. Shakespeare's plays were meant to be performed and heard, so asking students to read the whole play at home on their own can be very counter-productive.

Teachers using this curriculum will also want to have access to a white board and a good lexicon or glossary for any words not defined in the annotated text. I suggest writing the Words of the Day on the board at the beginning of every class, so you can refer back to them as you go along.

Obviously not one curriculum can serve all different grade levels. We encourage you to pick and choose from each lesson or from the curriculum as a whole to best serve your classroom. We have provided study questions and activities throughout for further exploration.

Happy teaching! We look forward to visiting you on tour.

Rebecca J Ennals  
Artistic Director, San Francisco Shakespeare Festival

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**Rebecca J. Ennals** is an Artistic Associate of the San Francisco Shakespeare Festival, where she manages the Festival's three educational programs -- Shakespeare on Tour, Midnight Shakespeare, and the Bay Area Shakespeare Camps. She holds an MFA in performance from U.C. Davis and a B.A. from Scripps College. An experienced educator, she has worked as an Artist in Residence in Napa County, and piloted several at-risk youth programs. She has directed and acted in numerous Shakespeare productions with the Napa Valley Shakespeare Festival, Shakespeare at Stinson Beach, and the San Francisco Shakespeare Festival. She is also an award-winning playwright and poet -- her play "Sonnets for W.H.," based on Shakespeare's sonnets, was a finalist for the Samuel Goldwyn Award and Midwestern Playwrights' Award. A self-described "theatre geek" in high school, Ennals believes that arts education can inspire children and teens to achieve at every level.

**San Francisco Shakespeare Festival**, one of the Bay Area's leading providers of arts education for youth, is currently celebrating its 35<sup>th</sup> anniversary season. Its flagship program, **Free Shakespeare in the Park**, travels to five Bay Area communities every summer, bringing Shakespeare's plays to approximately 20,000 people, many of whom are seeing them for the first time. Over 800 children and teens attend **Bay Area Shakespeare Camps** every summer in locations from San Jose to San Francisco, Pacifica to Pleasanton. **Midnight Shakespeare**, the Festival's after-school program for at-risk youth, works with children and teens in low-income areas of San Jose, Oakland, San Francisco, and the Peninsula. **Shakespeare on Tour** brings its acclaimed productions to classrooms all over the state, performing in front of 120,000 children every school year. In addition, SF Shakes provides ongoing classroom residencies, Saturday classes for teens, and adult education programs. For more information about San Francisco Shakespeare Festival and its programs, please visit [www.sfshakes.org](http://www.sfshakes.org).

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*Day One*  
*Introduction to the world of the play*

**Goal:** To introduce Shakespeare's world and how it influenced his writing. To introduce the play by its title and discuss what the title might mean.

**Words of the Day:**

Renaissance  
Puritans  
sub-title  
character  
love triangle

**Content Standards:**

Performing Arts:

Grade 3: 1.1 (character)

Grade 7: 3.2 (Elizabethan theatre), 4.2 (cultural context)

Language Arts:

Grade 7: 3.4 (setting)

Grades 9-10: 3.12 (historical period)

Grades 11-12: 3.7 (influences of the historical period)

**Materials:** Worksheet 1, 2

Models or photographs of Shakespeare's World (optional)

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**Step 1: Shakespeare and the Renaissance (30 minutes)**

TEACHER introduces the life of Shakespeare as follows:

William Shakespeare was born in the small town of Stratford, England in April of 1564, the son of a glovemaking and a wealthy landowner's daughter, and traveled to London to eventually join the Lord Chamberlain's Men, a company of actors, and become their principal playwright. In all he wrote nearly 40 plays, numerous epic poems, and 154 sonnets before his death in 1616. Shakespeare is generally held to be the greatest Western playwright of all time, and his plays continue to be performed regularly around the world.

While Shakespeare was writing his plays, England was enjoying a **Renaissance** of art and culture after decades of religious turmoil and political strife.

"Renaissance" is a French word that means "re-birth." Queen Elizabeth ruled

England for most of Shakespeare's life, from 1558 to her death in 1603. Her reign was a period of relative stability, followed by the reign of James I, her chosen successor. Both monarchs loved plays and entertainment, and encouraged live performance. Occasionally, during times of plague, the theatres would be shut down -- the **Puritans**, a powerful religious faction, believed that theatre-going, which they thought sinful, resulted in God punishing man with disease. (More likely, the gatherings of many people simply led to the spread of viruses and infections.) Remember the Puritans -- they'll come up again later while we're studying the play.

Shakespeare spent much of his life living in London away from his wife and children, although he provided for them financially. Although he went to school in Stratford, he never went to the University, like most of the other playwrights he knew. It's likely that he became an actor first and then a playwright, later helping in the management of his theatre company. He was actually a quite successful businessman, and left his family members comfortably off when he died.

TEACHER may choose to share additional materials, such as models of Elizabethan theatres, pictures of Shakespeare, Queen Elizabeth, and King James, or perhaps an excerpt of Shakespeare biography on video or DVD.

TEACHER asks the class to consider the following:

Is it important to know something about a person before you've read his or her writing? Why or why not? Do you think that knowing something about the playwright will help you to better understand the play?

STUDENTS respond with thoughts. TEACHER engages them in further thought by asking what plays, books, or movies they've most enjoyed. Did they know anything about the writer when they saw or read it? Did they find out anything later? How did that affect their enjoyment or appreciation?

**Study question 1 (grades 6-12):** What else would you like to know about Shakespeare? Take a moment to write down a question to which you'd like to find the answers. Share your question with the class and find out if anyone else knows the answers, or look the answers up in Shakespeare biographies or reference books available (see suggested reading list for some ideas.) Write a one-page paper explaining what you've discovered.

**Study question 2 (grades 2-8):** Pretend you're an actor at the Globe Theatre. Write a journal entry about what it's like to perform there. What Renaissance people can you talk about in your journal entry?

**Activity 1 (grades 2-5):** As a class or in smaller groups, build a paper model of the Globe (kits are available from some bookstores, or you can do a simple one with cardboard and construction paper). What does the model tell you about the way the plays were performed? What kind of scenery, lights, and costumes do you think they used? Where did the audience sit or stand?

### **Step 2: Shakespeare Quiz (20 minutes)**

TEACHER divides students up into groups of about 3 students, and hands out the Shakespeare Quiz (Worksheet 1).

TEACHER continues: Take about ten minutes to complete this quiz as a team. If you don't know the answers, that's okay, just make a guess. Then we'll see which team got the most correct answers.

When finished, TEACHER goes through the quiz question by question, using the teacher's key. TEACHER awards points to each team. Some answers can even get points for creativity! Applause for the group with the most right answers.

TEACHER engages the group in discussion: Were there things in the quiz you had heard of before, or were you just guessing? Did it help to have other people in your group to share ideas with?

You can see that even though we're just beginning, there are a lot of things you might know about Shakespeare already, just from hearing other people talk about him. He has influenced our language more than almost any other writer, and because the United States was founded by colonists from England, the Renaissance had a lot of influence on the way we think and behave even now.

### **Step 3: Sub-titles (15 minutes)**

TEACHER continues: The play we're going to study for the next three weeks was probably written in about 1601 or 1602, after Shakespeare had been with his theatre company for some time, and after he had already enjoyed some success. His father died in 1601, and his son Hamnet had died in 1596.

The play is called *Twelfth Night, or What You Will*. It's the only play Shakespeare wrote that has a **sub-title** or alternative title.

TEACHER writes the title on the board.

Has anyone ever heard of the holiday of Twelfth Night before? What do you know about this holiday?

STUDENTS respond (some of them might know that it happens around Christmas, but I'd be surprised by much more than that!).

TEACHER continues: Think of the song "The Twelve Days of Christmas." Twelfth Night is the last night; in Christian tradition it is the night the magi visited the baby Jesus. In Tudor England, Twelfth Night marked the end of the traditional winter festivals and was called the Epiphany. This night ended the Feast of Fools and other pagan celebrations that were still popular at the time, restoring order after a time of celebration and chaos. This holiday would have been much more familiar to Shakespeare's audience than it is to us today, and was even more important than Christmas.

Why do you think Shakespeare used this as his title?

STUDENTS suggest that the play might have to do with a holiday time, or a festival. Perhaps order is restored after a chaotic time.

TEACHER continues: Look at the sub-title. What do you think it means?

STUDENTS suggest that perhaps Shakespeare was letting the audience re-name the play if they liked!

TEACHER says that this is certainly possible -- perhaps he wasn't sure about the original title. "Will," however, was an important concept to the Elizabethans. It might not have just meant, as it does now, one's "wish" or "preference" but a more passionate, uncontrollable desire.

If you combine the idea of a Festival season, plus uncontrollable passion, what kind of play do you think this is going to be?

STUDENTS may guess a comedy, a romance, a play in which people will behave strangely and foolishly.

TEACHER continues: William Shakespeare had a nickname -- what do you think it was? Will! So he's also making a pun on his own name.

**Study Question 3 (Grades 2-8):** Think of the titles of three books, plays, or movies that you like, and come up with alternative titles for them. Why did you choose each alternative title? Share your ideas with the class. Did anyone else use the same book, play, or movie? Were there alternative titles similar to yours?

**Study Question 4 (Grades 2-8):** Write down as many words as you can think of that sound the same but mean different things (and sometimes are spelled

differently). Can you think of any jokes that involve puns? Can you make up a joke?

**Activity 2 (Grades 2-8):** Plan your own Twelfth Night celebration for one of your class periods. This might be a little like a Carnival or Mardi Gras. Look up Twelfth Night (holiday) on-line for ideas and links. Decorate masks, give gifts, perhaps bring in treats. Learn about what the Elizabethans might have eaten and worn at this kind of feast. This works especially well as a holiday party or New Year's celebration!

**Step 4:** TEACHER writes all the characters' names on the board. The characters are:

**Duke Orsino**  
**Countess Olivia**  
**Viola**  
**Sebastian**  
**Sir Toby Belch**  
**Sir Andrew Aguecheek**  
**Maria**  
**Malvolio**  
**Feste**  
**Fabian**  
**Antonio**  
**Valentine**  
**Curio**  
**Sea Captain**  
**Priest**  
**Officers**

TEACHER continues: Here is a list of all the **characters** in the play. Which characters do you think have the most power in the play? How can you tell?

STUDENTS guess Duke Orsino and Countess Olivia, since they have titles, and maybe Sir Toby and Sir Andrew, since they are "sirs." They might also guess the priest and the officers, who have important-sounding jobs.

TEACHER continues: If those are the most powerful people, who are the people with the least power?

STUDENTS guess the characters with single names, also possibly the female characters.

TEACHER passes out Worksheet 2 and explains: We just talked about the holiday of Twelfth Night restoring order after a time of chaos. For the characters in *Twelfth Night*, the chaos is all about love. Many of them fall in love with someone who

isn't the right person for them. Keep this worksheet as we read the play and draw lines between the characters who are in love. When multiple characters are in love with the same person, or a character is in love with someone who in turn loves someone else, these lines will make triangles on the paper. You may have heard the term "**love triangle**" before -- *Twelfth Night* has one of the most famous love triangles in all of literature.

**Study Question 5 (Grades 2-4):** Make a list of the main characters in your favorite movie or book. List them in order of the most powerful person down to the least powerful. Who is your favorite character? Write a sentence or two explaining why.

**Study Question 6 (Grades 5-8):** Think of a play or movie you've seen recently that includes a love story. Write the names of the main characters on a piece of paper and join the ones who are in love with lines. Are multiple people in love with the same person? Do you see any triangles?

**Conclusion (5 minutes):**

TEACHER concludes: We now know a little about the time when Shakespeare wrote this play, as well as the title and the characters. Tomorrow we'll find out more about the story of the play, also called the plot.

**Homework:** Write down a few sentences of what would happen in the plot if you were writing a play with these characters. Who will be in love with whom? Will there be a happy ending?

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*Worksheet One*  
*Shakespeare Quiz*

1. What is the difference between a **comedy** and a **tragedy**?

2. Which of the following were written by Shakespeare (circle them)?

Romeo and Juliet

Alice in Wonderland

The Lord of the Rings

A Midsummer Night's Dream

Hamlet

Macbeth

Oliver Twist

As You Like It

3. True or False: In Shakespeare's time, boys played the women's parts.

4. True or False: Shakespeare's plays have never been translated into other languages.

5. True or False: Performances at the Globe only took place during the day, not at night.

6. Which of the following expressions come from Shakespeare's plays?

"Parting is such sweet sorrow."

"Nothing to fear but fear itself."

"An eye for an eye."

"To be or not to be."

"Brave new world."

"Lend me your ears."

"Neither a borrower nor a lender be."

"Show me the money."

7. Which of the following things were invented during the Renaissance?

Telescope

Printing

Electric lights

Astrolabe

Flush Toilets

Smallpox vaccine

*Worksheet One*  
*Shakespeare Quiz - Teacher's Key*

1. What is the difference between a **comedy** and a **tragedy**? Comedies end happily, usually with marriage. Tragedies end unhappily, with the death of the main character.

2. Which of the following were written by Shakespeare (in bold)?

**Romeo and Juliet**

Alice in Wonderland

The Lord of the Rings

**A Midsummer Night's Dream**

**Hamlet**

**Macbeth**

Oliver Twist

**As You Like It**

3. True or False: In Shakespeare's time, boys played the women's parts. True, women were not allowed to appear on the stage.

4. True or False: Shakespeare's plays have never been translated into other languages. False, they have been translated into hundreds of languages.

5. True or False: Performances at the Globe only took place during the day, not at night. True, there was no way of lighting the stage artificially.

6. Which of the following expressions come from Shakespeare's plays?

**"Parting is such sweet sorrow."**

"Nothing to fear but fear itself."

"An eye for an eye."

**"To be or not to be."**

**"Brave new world."**

**"Lend me your ears."**

**"Neither a borrower nor a lender be."**

"Show me the money."

7. Which of the following things were invented during the Renaissance?

**Telescope**

**Printing**

Electric lights

**Astrolabe**

Flush Toilets

**Smallpox vaccine**

*Worksheet Two*  
*Love Triangles*

Duke Orsino

Countess Olivia

Sebastian

Viola

Sir Toby Belch

Maria

Sir Andrew Aguecheek

Malvolio

Feste (Clown)

Fabian

Antonio

Valentine

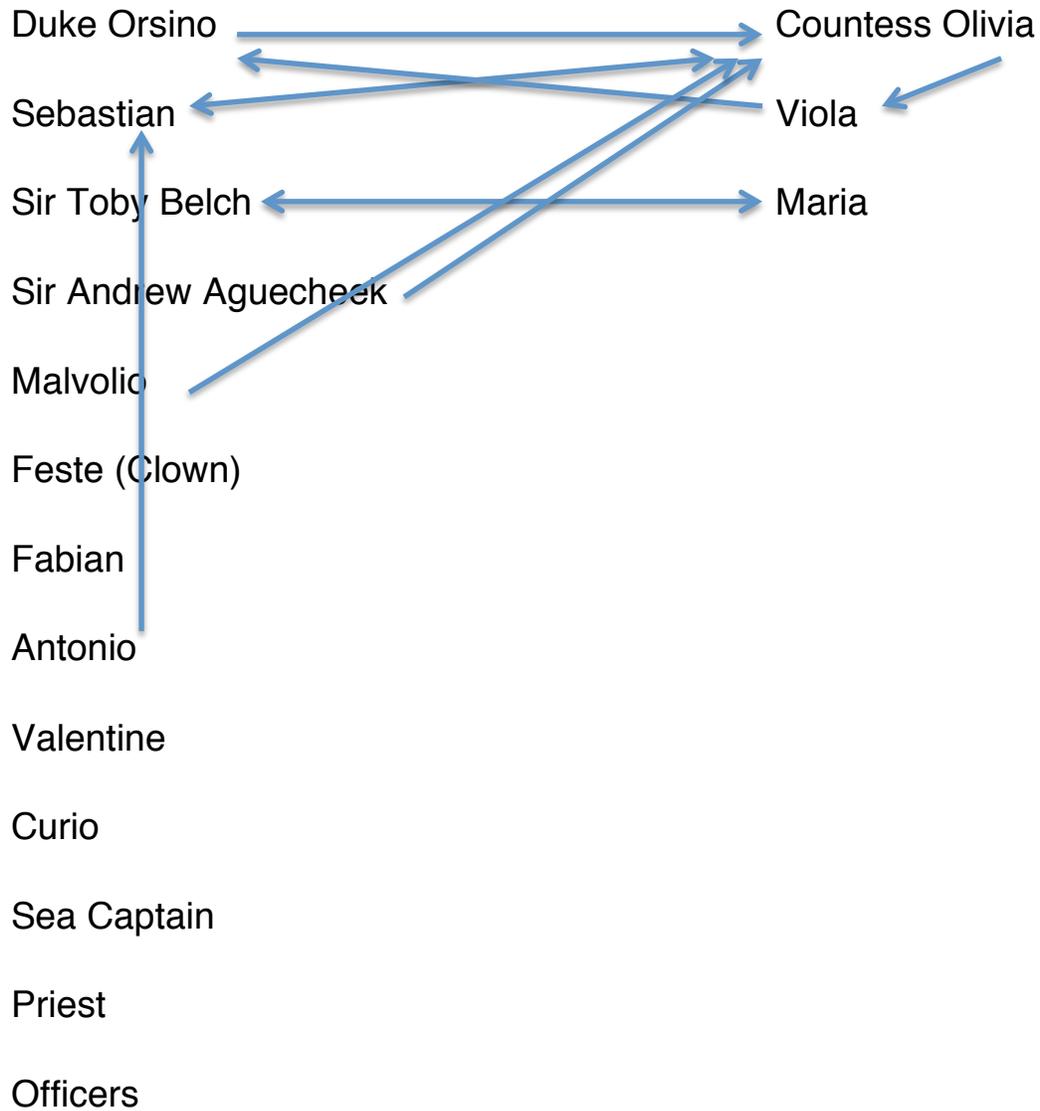
Curio

Sea Captain

Priest

Officers

*Worksheet Two*  
*Love Triangles – Teacher's Key*



## *Day Two*

### *The story of the play*

**Goal:** To introduce the idea of genre and decide whether the play is a comedy or tragedy. To outline the basic plot of a comedy.

#### **Words of the Day:**

genre

comedy

tragedy

plot:

    exposition

    complication

    crisis

    climax

    resolution

improvisation

#### **Content Standards:**

##### Performing Arts:

Grade 2: 1.1 (plot), 2.1, 2.2 (improvisation)

Grade 3: 2.1 (improvisation)

Grade 4: 1.1 (plot, climax, resolution)

Grade 5: 1.2 (analyzing plot)

Grade 7: 1.2 (rising action, crisis, denouement)

Grades 9-12: 1.1 (genre)

##### Language Arts:

Grade 4: 3.2 (plot)

Grade 7: 3.2 (climax)

Grades 9-10: (comedy, tragedy)

Grades 11-12: 3.1 (genre)

**Materials:** Worksheet 3

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#### **Step 1: Review homework (20 minutes)**

TEACHER asks for volunteers to read aloud some ideas about where the story could go based on yesterday's discussion.

Three or four STUDENTS read aloud from their homework assignments.

## **Step 2: TEACHER introduces genre (15 minutes)**

TEACHER asks: What did you notice about some of these ideas? Were they funny? Sad? Romantic? Violent? Happy?

STUDENTS respond.

TEACHER continues: Without even realizing it, you've all come up with ideas that fall into certain genres. By genre, I mean a general category of story. All stories can be placed into one or more genres. Everything you read, see on TV, or see at the movies falls into a genre. Can you think of some examples of genres?

STUDENTS suggest genres, which TEACHER writes on the board. Some examples might be:

**comedy**  
**tragedy**  
**history**  
**romantic comedy**  
**farce**  
**mystery**  
**thriller**  
**action**  
**musical**  
**sitcom**  
**police procedural**  
**science fiction**  
**fantasy**  
**western**  
**animé**

...and so on.

## **Step 3: A genre for *Twelfth Night* (15 minutes)**

TEACHER continues: Can anyone guess, based on our discussion of the title and characters yesterday, what genre *Twelfth Night* will fall into? There can be more than one.

STUDENTS guess comedy, romantic comedy, musical, fantasy, etc.

TEACHER continues: Like many plays, *Twelfth Night* can fall into many genres. As we've noted in our list, today we recognize that there are many different ones. In Shakespeare's time, there were just a few recognized genres.