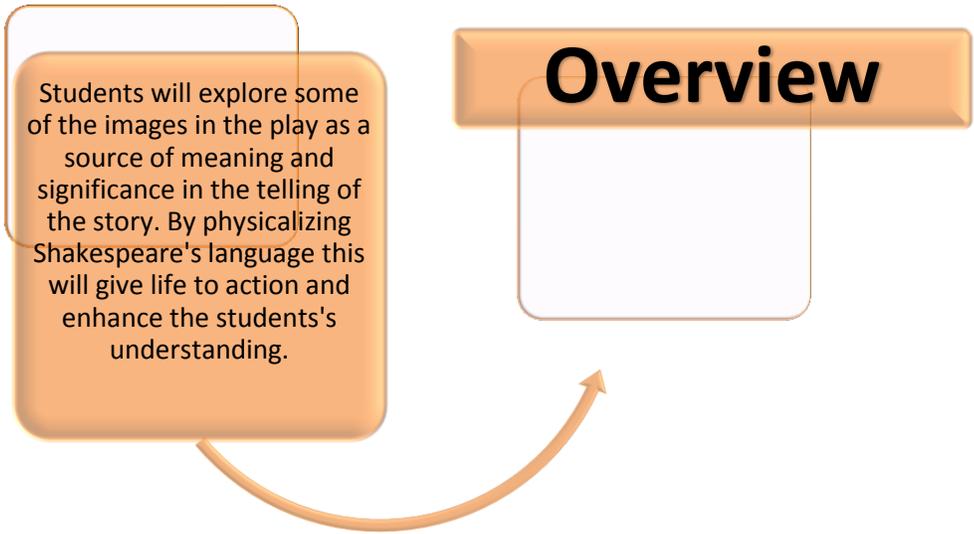


**Imaginative Ways to Approach the Text**

**Twelfth Night - Creating the Images**



Grade Level	Subject Area	Curriculum Expectations and Learning Outcome			Time Needed	Space	Materials
4-12	English, Drama	Analyse the text, focusing on the ways in which it communicates info, ideas, and themes and influences the listener's / viewer's response;	Use tableau to explore, develop and represent themes, ideas, characters and feelings in dramatic works;	Make and explain inferences about the text, supporting their explanations with well-chosen, stated and implied ideas from the text.	1 class Period	Desks moved to the sides, use open spaces for exploring the text	Attached handouts of Activities

## CREATING THE IMAGES

This activity allows students to participate in understanding the images in the play. Once students can enjoy exploring the images, they're then free to focus on the characters and the language of the play. This activity can be done at the beginning of the unit, as a way of introducing the play, and may be repeated at the end, as a way of recapping the story.

- Tell students they are now going to explore some of the images of the play they will be studying.
- Define "tableau" (a frozen picture that tells the story – no moving, no talking).

### The Activity

- Divide students into five groups. There should be five to eight students per group.
- Hand out tableau cards, two or three per group.
- Groups work independently to tableau the quotation on the cards for 10 minutes. **NOTE:** everybody in the group must be in the tableaux (they may play a person or an object).
- Travel around the room and coach. Remind the students of things like:
  - deciding where the "front" is
  - levels
  - choosing a freeze they can maintain for a while
  - Remember there are no wrong interpretations, just use your imagination!
- After 10 minutes, call the students back. Have them sit facing the playing area.
- Students present their tableaux in chronological order. The teacher reads the card while the students take the freeze.
- Ask the students to hold the freeze while you discuss it.
  - Ask students in the "audience" to discuss what images they see and why.
  - Ask them to infer what this might tell you about the story of the play.
- **NOTE:** After you finish reading the play or when you come across the various lines while reading the play, ask the students to recall their earlier tableaux:
  - Would they revise their images after reading the play?
  - What surprised them after reading the line in the play?
  - Did the meaning of the line change?

*Below are lines from the play. Cut them up as individual cards to hand out to the students in groups.*

Act I, scene 1  If music be the food of love, play on.	Act I, scene 1  'Tis not so sweet now as it was before.
Act I, scene 1  Courage and hope both teaching him the practice.	Act I, scene 1  When my tongue blabs, then let mine eyes not see.
Act I, scene 2  Conceal me what I am.	Act I, scene 4  I have unclasped to thee the book even of my secret soul.
Act I, scene 5  Better a witty fool than a foolish wit.	Act II, scene 2  Poor lady, she were better love a dream.
Act II, scene 2  O time, thou must untangle this, not I.	Act II, scene 3  My masters, are you mad?
Act II, scene 4  It gives a very echo to the seat where love is throned.	Act II, scene 4  She sat like Patience on a monument, smiling at grief.

*Below are lines from the play. Cut them up as individual cards to hand out to the students in groups.*

Act II, scene 5  What dish o' poison has she dressed him.	Act II, scene 5  Some are born great, some achieve greatness, and some have greatness thrust upon 'em.
Act III, scene 1  This fellow is wise enough to play the fool.	Act III, scene 1  The clock <u>upbraids</u> <sup>1</sup> me with the waste of time.
Act III, scene 1  O what a deal of scorn looks beautiful in the contempt and anger of his lip!	Act III, scene 2  This was a great argument of love in her toward you.
Act III, scene 4  He does nothing but smile.	Act IV, scene 2  Maintain no words with him, good fellow.
Act V, scene 1  How have you made division of yourself?	Act V, scene 1  Alas, poor fool, how have they <u>baffled</u> <sup>2</sup> thee!
Act V, scene 1  I'll be revenged on the whole pack of you!	<b>Glossary:</b>  1. <i>upbraids</i> ~ find fault 2. <i>baffled</i> ~ badly treated