

*Imaginative Ways to Approach the Text*

**Twelfth Night - Love, Crush or Obsession (Act I, scene 1)**

**Overview**

Students will analyse Duke Orsino's soliloquy to decipher whether he is truly a man in love or infatuated.

Grade Level	Subject Area	Curriculum Expectations and Learning Outcome			Time Needed	Space	Materials
4-12	English, Drama	Develop and explain interpretations of the text using the language of the text and oral and visual cues to support their interpretations;	Use a variety of expressive voice and movement techniques to support the depiction of the character;	Evaluate the effectiveness of a variety of presentation strategies used in the oral text, and suggest other strategies that could be used effectively.	1-2 class Periods	Desks moved to the sides, use open spaces for exploring the text	Attached handouts of Activities

## ***Twelfth Night* – Love, Crush or Obsession?**

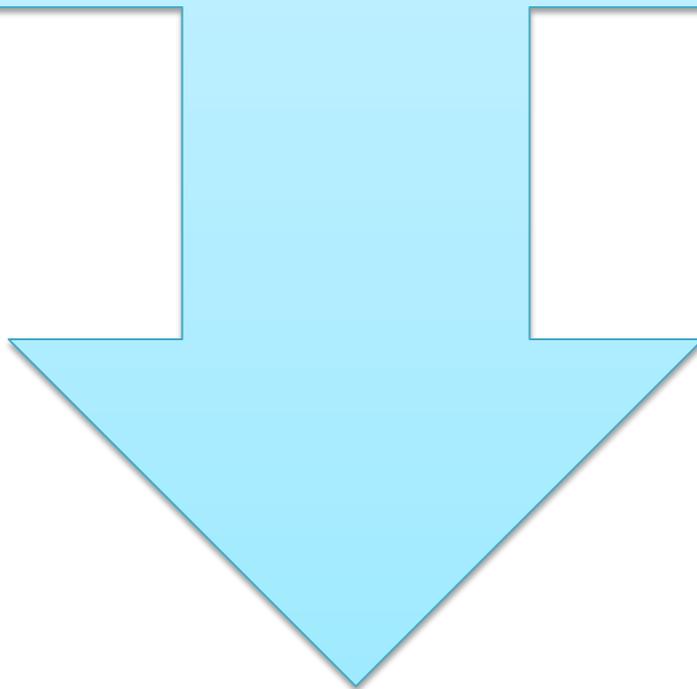
*Your task is to discover if Duke Orsino is truly in love or is simply infatuated.*

### **ACTIVITY**

- ◇ Divide the class into 3-4 groups.
- ◇ Read the speech several times together aloud.
- ◇ Assign a line or two to each person and create three different versions of reading the text (for example, you may want to read it as if you are giddily happy, or in a thoughtful, reflective manner, or depressingly, sarcastically, in a snobbish conceited manner, or in a silly way, etc. – you choose and create your own interpretation – be imaginative!).
- ◇ After trying out the different versions with your group, which interpretation seemed to work for you? Why?
- ◇ How would your version of Duke Orsino move about the space?
- ◇ Perform your selected version to the rest of the class.

### **For Discussion:**

- ◇ What is it about the language Orsino uses, makes you believe he's either in love, has a crush or is simply infatuated?
- ⇒ **What's in a name?**
- Did you know that the name "Orsino" is Italian for "bear-cub"?
    - Discuss what that suggests about this character and his emotional temperament.



## Twelfth Night – Love, Crush or Obsession?

### Act I, scene 1 (excerpt)

While calling for and listening to music, Duke Orsino reflects on love.

Each student will take a line and read the following speech in three different ways (for example, in a giddily happy way, or thoughtful, reflective manner, depressingly, sarcastically, in a snobbish or conceited manner, or in a silly way, etc. – be imaginative!).

#### DUKE ORSINO

1. If music be the food of love, play on;
2. Give me excess of it, that, surfeiting, *over-indulging (in food or sex)*
3. The appetite may sicken, and so die. *hunger, sexual craving*
4. That strain again! it had a dying fall: *play that again /fading rhythm, cadence*
5. O, it came o'er my ear like the sweet sound, *of a breeze*
6. That breathes upon a bank of violets,
7. Stealing and giving odour! Enough; no more:
8. 'Tis not so sweet now as it was before.
9. O spirit of love! how quick and fresh art thou, *alive and vigorous, hungry*
10. That, notwithstanding thy capacity *small size, ability to contain*
11. Receiveth as the sea, nought enters there, *without limit*
12. Of what validity and pitch soe'er, *high value*
13. But falls into abatement and low price, *is lessened*
14. Even in a minute: so full of shapes is fancy *imaginary forms /love, desire*
15. That it alone is high fantastical. *Intensely imaginative*