Name:

Satire—Mr. Haflin

*Twelfth Night* Act III Play Review

Directions: In order to review Act III of *Twelfth Night*, students will break up into groups and act out parts of each act using contemporary vernacular and settings. Each group will have one person who provides background information on their part of the scene and other information indicated by the questions. Other members will act out the play. Work together to ensure that each scene is properly performed and choreographed.

Group One: III.i.1-69

1. Describe Viola’s interaction with the fool
2. What do they say about language?
3. What do they show about language?
4. How does Viola perceive the fool’s role?
5. What does Viola’s “layered meaning’ add to the scene?
6. Why do these characters get along so well?
7. How do YOU (as a group) perceive his role? What function does he perform in the play?
8. Rewrite this scene in contemporary English and perform it.

Group Two: III.iii.

1. How does this scene employ stereotypes?
2. What is the role of this scene in furthering the play’s themes?
3. How do the jokes in this scene function?
4. What does the scene say about attitudes towards homosexuality?
5. What does it say about friendships between men?
6. Rewrite the scene in contemporary English and perform it.

Group Three: III.iv.1-134

1. Why does Olivia imagine Malvolio is an appropriate person to have around given her mood? What misperception does this reveal?
2. How do you see the misrepresentation of signs functioning in this section of the scene?
3. What leads characters to misperceive the signs?
4. How are Olivia and Malvolio having two different conversations?
5. How do jokes function in this scene?
6. Rewrite the scene in contemporary English and perform it.

Group Four: III.iv.135-226

1. Why does Shakespeare call attention to the fact that this is a play?
2. How are signs again mixed in this section of the scene?
3. How do jokes function here?
4. How does Toby become the “corrupter of words”? What is the significance?
5. How do the love triangles and their playing our here add to the themes of the play?
6. Rewrite the scene in contemporary English and perform it

Group Five: III.iv.227-end

1. How does the duel add to the themes? What are the signifiers? What is being signified?
2. How does toby manipulate the scene?
3. How does Fabian deliberately misinterpret Andrew for Viola/Cesario?
4. What happens to Antonio?
5. How do Viola’s claims that she hates ingratitude reflect on the themes?
6. How do perception and reality play a role here?
7. Rewrite the scene in contemporary English and perform it.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Excellent (4) | Good (3) | Decent (2) | Poor (1) |
| Use of Class Time | All class time was used appropriately; no redirection necessary | Class time mostly used appropriately, only 1-2 redirections needed | Class time mostly used appropriately, 3-4 redirections needed | Group needed 5 or more redirections |
| Participation | All members participated equally | All members had some sort of part | One member of the group didn’t participate much | More than one group member didn’t participate |
| Enthusiasm | The performance was entertaining and lively | The performance was mostly entertaining, but could have been livelier | The performance was a little stale; spice it up! | Oof, that really stunk. I nearly felt asleep |
| Explanation | The context questions were effectively answered | The context questions were mostly correct | The context questions had a couple of issues | Did you guys even read the play? |