

## 11th Grade Theater *Twelfth Night* Lesson Plan

### Purpose/Big Ideas SOL

The purpose of this lesson is to introduce students to the topic of analyzing theatrical text. Students will be able to use the skills learned in this lesson to analyze other theatrical texts. Analyzing theatrical texts can help students understand literature, and analyze relationships between human beings. This can also help students with social-emotional learning as they study the emotions between characters in a play.

#### **TI3. The student will analyze, interpret, and evaluate theatre.**

- a. Define theatre and support that definition, using theatre arts vocabulary.
- b. Identify elements of character, conflict, setting, plot, theme, and dialogue in dramatic literature and examine the purpose and meaning of each element.
- c. Develop and apply evaluative criteria.
- d. Make observations about theatrical performances, projects, and plans, using theatre arts vocabulary.
- e. Identify elements of production (e.g. acting, directing, design) of live performances.
- f. Describe, analyze, and evaluate artistic choices

### Learning Goal/Objective

Students will be able to identify the characters, conflicts, settings, plot, theme, and dialogue in *Twelfth Night*. Students will be able to retell the story of *Twelfth Night* using both verbal and physical tactics.

### Today's Assessment/Evaluation A

In groups, the students will be able to recall the story of *Twelfth Night*, and create a summary of the story using verbal and physical tactics. Students will include at least 5 lines of dialogue, and at least 3 physical gestures when telling the story.

### Procedure

#### Introduction

**Estimated time: 15 minutes**

1. Turn-and-talk: What do you already know about *Twelfth Night*?
2. Class discussion with guided questions (throughout this section, introduce and define key [vocabulary](#) based on students' responses)
  - What is the central conflict of the play?
  - What language did you find the most challenging? Can we clarify anything as a class?
  - Is there anything that confused you?
  - Can we create a plot diagram for the play? (The teacher will use the whiteboard or SmartBoard to create the plot diagram with the class.)
  - Can we make any connections to other plays we've read, or any real-world connections?

**Development**  
**Estimated time: 15 minutes**

Split into groups and create a simple retelling of the story of *Twelfth Night*. Be sure to include at least 5 lines of dialogue and at least 3 physical gestures. You may utilize tableaux. You may use any furniture or items in this room as needed.

The teacher will walk around the room to [observe](#) as students are crafting their stories.

To meet the needs of diverse learners, the teacher will also give students the option of **drawing** their retelling, or **describing verbally** how their retelling would look, and what lines of dialogue/gestures they would include.

**Closure/ Summary**  
**Estimated time: 15 minutes**

Each group will share their retelling of *Twelfth Night*. After each group performs, two students will make a comment or ask a question. We will utilize the phrases “I liked” and “I wonder.”

**References/Materials (Teacher and Student)**

- Students may utilize any furniture and items in the classroom as props and set.
- Teacher will need a timer to ensure each performance is under 5 minutes.
- Students will need their school-provided copies of *Twelfth Night*.
- The teacher will utilize a whiteboard or smartboard to aid in the creation of the plot diagram.
- For students drawing their retelling: paper, colored pencils
- [Vocabulary Words List](#)
- [Group Work Checklist](#)

**Reflection/Evaluation B**

1) Did the students meet your objective, and how do you know?

2) Did your lesson address the needs of all learners?

3) What were the strengths of the lesson?

4) What were the weaknesses of this lesson?

5) How would you change the lesson if you could teach it again?

(Additional Questions/Reflections)