

**SHAKES
PEARE
FESTIVAL**

Twelfth Night 2018-19 Study Guide

ABOUT THIS STUDY GUIDE

The Colorado Shakespeare Festival will send actors to your school soon as part of a Shakespeare & Violence Prevention project. This study guide is a resource for you, whether you are an administrator, counselor, teacher, or student. Our program is most successful when schools have prepared in advance, so we encourage you to use this study guide to connect the material to your curriculum. Shakespeare offers a wonderful opportunity to explore meaningful questions, and we encourage you and your students to engage deeply with those questions.

Study guide written and edited by Isabel Smith-Bernstein, Dr. Amanda Giguere, and Dr. Heidi Schmidt.



ABOUT SHAKESPEARE & VIOLENCE PREVENTION

The Colorado Shakespeare Festival partners with CU Boulder’s Center for the Study and Prevention of Violence (CSPV) and the Department of Theatre & Dance to create a touring program that increases awareness of Shakespeare and violence prevention.

Our actors will visit your school to perform an abridged three-actor version of *Twelfth Night* that explores the cycle of violence, using research from the Center for the Study and Prevention of Violence. In this 30-minute performance, we draw parallels between Shakespeare’s world and our own. We recommend the performance for grades 3 through 5.



Theatre is about teamwork, empathy, and change. When your students watch the play, they will observe mistreatment, cruelty, humiliation, and reconciliation. They’ll see examples of unhealthy and destructive relationships, as well as characters who become “upstanders”—people who make the choice to help. This play is intended to open up the dialogue about the cycle of violence and mistreatment—and to remind us all that change is always possible.

CU★PRESENTS

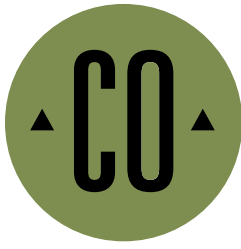
The post-show classroom workshops use theatre activities to increase your students’ ability to work as a team and be upstanders. We employ empathy-building and team-building activities, key elements in creating a positive school environment.



Our short visit to your school aims to inspire your students with live, professional theatre, but the work does not end when our actors depart. We encourage you to continue this conversation after our visit in order to create positive change in your own school setting.

VIOLENCE IN NUMBERS

- 5% of students in this country miss school each day because of bullying. That translates to 160,000 students missing school each day.
- 57% of the time, bullying stops in 10 seconds or less when a bystander becomes an upstander.



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ABOUT TWELFTH NIGHT

Why this play?

Twelfth Night shows characters mistreating each other and then retaliating with more mean-spirited behavior rather than finding a resolution. Using Shakespeare's play we can deepen our empathy for people different than us and look at how these instances of bullying could have been prevented by making different choices.

Three-Person Cast

Shakespeare's version of this play has 17 characters. We combined some roles and eliminated others but we still have 8 - which are all played by only 3 actors. The challenge becomes how we differentiate these characters--look out for different hats and costume pieces!

Gender-Swapping

In Shakespeare's time, only men were allowed to perform publicly, so Shakespeare's plays feature far more male than female characters. These restrictions don't make sense in today's world and our production features some male characters played by women and vice versa. By hiring women to play roles originally written for men, we hope to carve out new possibilities within these 400 year-old plays, and to allow the plays to reflect our own time.

Bilingual Shakespeare

In this production, one character (Orsino) speaks frequently in Spanish. Whether or not you speak Spanish, how does this choice impact the way you listen to the play? We hope it encourages you to lean in and hear these words afresh. Shakespeare belongs to all of us, and we hope that when you see a Spanish-speaking character, or a woman playing a role written for a man, this helps you see Shakespeare's ability to cross boundaries and connect people of all kinds.

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safe²tell™ Colorado

SAFE2TELL is an anonymous tip-line for reporting bullying and other inappropriate behavior. You can use your voice to make the life of someone else better. Sometimes if YOU don't speak up for someone, no one else will. You can make a difference. When you make a call or go online to report bullying, no one will ever be able to know that you are giving the tip. No names are asked, and phone calls to Safe2Tell cannot be traced. It is completely anonymous.

HOW TO REPORT:

(877) 542-7233 | safe2tell.org | [Download the mobile app](#)

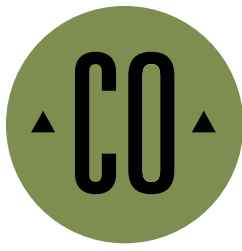
FOR MORE INFORMATION

Colorado Shakespeare Festival Education Programs

coloradoshakes.org/education | csfedout@colorado.edu | (303) 735-1181

Center for the Study and Prevention of Violence

colorado.edu/cspv | (303) 492-1032



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What Do I Do To Prepare?

TEACHER CHECKLIST

How do I prepare my students for the play?

- Watch the [CSF Upstander video](#) with your class.
- Review Meet the Characters (pg. 4-5) and Things to Look For (pg. 6) with your students. Print these pages as handouts, or [use this Prezi](#) in your classroom to familiarize your students with the characters, plot, and some themes of the play.
- Use the Mini-Lesson Plan (pg. 7) and the worksheet (pg. 8) to help your students think through some of the big questions presented in *Twelfth Night* in advance of the performance.
- Discuss appropriate theatre etiquette with your students. Our performance is frequently interactive (like Shakespeare's original performances). Students are encouraged to laugh and applaud when they enjoy the show, though we ask them not to have private conversations, use cell phones, eat during the performance, or otherwise distract the performers or their fellow students. Remind them that just as they can see and hear the actors, the actors can also see and hear the audience.

How do I prepare for post-show workshops?

- Be ready to participate and co-facilitate with our teaching artist. The more involved you are, the more your students learn!
- Talk with your class about the upcoming actor-led theatre workshop. Set expectations about trying new things and respecting one another.
- Push desks/chairs to the side of your classroom to create an open, movement-friendly space.
- At the end of the workshop, our teaching artist will step out of the room while you conduct an anonymous, 3-question survey with your students. Don't worry about preparing - they'll give you a card with the questions pre-printed. We just wanted to give you a heads up.

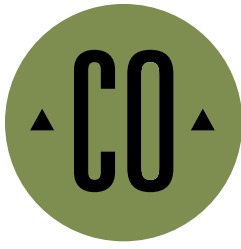
What should I do after the visit?

- [Take this 5-minute survey](#) to let us know what you thought.
- Use the Discussion Questions (pg. 7) to have a follow-up discussion with your students about the performance and the workshops.
- Look for ways to integrate the performance and workshop in your units throughout the year by tying your lesson plans back to the ideas and questions posed by the visit from the CSF actors.

Hyperlink Key:

Copy and paste if you have difficulty with any of the embedded links above.

- CSF UPSTANDER VIDEO: <https://www.youtube.com/watch?v=VhtwGqi9vdY&t=5s>
- PREZI: <https://prezi.com/view/vCuzbcyWYewrjk8DDQ2u/>
- SURVEY LINK: <https://www.surveymonkey.com/r/VW9F2CW>



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Meet the Characters



VIOLA

A young female shipwreck survivor who believes her twin brother has drowned. Viola dresses up as a boy, adopts the name Cesario, and gets a job with Orsino.



SEBASTIAN

Viola's twin brother. He was rescued from the shipwreck, and eventually finds himself in Illyria, where he is mistaken for Viola's fictional persona, "Cesario."



DUKE ORSINO

He thinks he is desperately in love with Olivia, but he is possibly more in love with love. He learns that true love is right under his nose.



COUNTESS OLIVIA

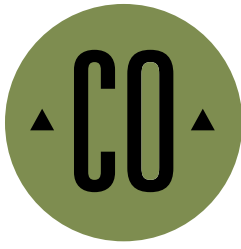
A countess in Illyria. She is in mourning for her brother and father, and has no interest in Orsino. However, she falls head over heels for Viola - still disguised as Cesario.

SHIPWRECKED IN ILLYRIA

Viola is shipwrecked on the unfamiliar shores of Illyria. She assumes that her twin brother, Sebastian, drowned in the wreck.

THE ILLYRIANS

Illyria has drama of its own. The Duke Orsino is in love with the Countess Olivia, but she doesn't love him back. Viola/Cesario gets a job with the Duke.



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Meet the Characters



MALVOLIO

Olivia's steward, or butler. He likes rules, and disapproves of Sir Toby and Sir Andrew. He secretly wants to marry his boss, Olivia.



SIR TOBY BELCH

Olivia's uncle, who loves to dance, party, and listen to music.



SIR ANDREW AGUECHEEK

Sir Toby's foolish friend. He wants to marry Olivia, though it quickly becomes clear that she's more interested in Cesario.



UNDERSTUDIES

If one of our actors gets sick, an "understudy" who has rehearsed and knows the role may perform in their place, or lead your classroom workshop.

TRICKS

Meanwhile at Olivia's house, her uncle Sir Toby Belch doesn't get along with her butler Malvolio, and it's becoming a problem.

Sir Toby and his friend Sir Andrew hatch a plot to trick Malvolio. They send a message to Malvolio, pretending to be Olivia, instructing him to smile a lot and to wear yellow stockings – Olivia's least favorite color!

GETTING OUT OF HAND

Malvolio believes the fake message, starts acting strangely in front of Olivia, and ends up locked in a dark room.

Sir Toby and Sir Andrew realize their prank has gone too far, but don't know how to fix it.

RESOLUTION?

Remember Viola's lost twin brother Sebastian? He shows up and Olivia mistakes him for Cesario (who is really Viola).

The characters sort out who is who.

Malvolio swears revenge on everyone.

NAME: _____

As you watch *Twelfth Night*, look for:

A POWER IMBALANCE

Example(s) _____

SOMEONE ASKING FOR HELP

Example(s) _____

A PRANK THAT GOES TOO FAR

Example(s) _____

A BYSTANDER WHO CHOOSES NOT TO HELP

Example(s) _____

AN ACT OF KINDNESS

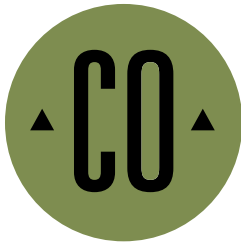
Example(s) _____

What is Bullying Behavior?

Before you see the play, review the definition of bullying:

1. There is an intention to harm (they MEAN to do it)
2. It is repeated over time (and often escalates)
3. There is a power imbalance (when one person has more power than another)

As a class, discuss what this means. How is bullying different from other kinds of conflicts? Could some bullying be prevented if we put ourselves in the shoes of others? What do you do when you see bullying behavior?



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Mini-Lesson Plan

INSTRUCTIONS FOR TEACHERS

Before the Performance

Rationale: This mini-lesson will introduce students to the plot of the Colorado Shakespeare Festival's touring production of *Twelfth Night*, some key ideas of this production, and prepare them to take part in a Shakespeare & Violence Prevention workshop with one of CSF's actors after the show.

Objective: Students will be able to articulate thoughts and feelings of two very different characters in *Twelfth Night* by practicing empathy and imagining character responses to multiple scenarios from the play.

Standards Specifically Addressed:

CCSS.ELA-LITERACY.W.3.3.B: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-LITERACY.W.4.3.B: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Introduction: Use any relevant information from the Study Guide or [this Prezi](#) to introduce characters, important plot points, and themes of *Twelfth Night* to your students.

Anticipation Guide: Hand out and explain the graphic organizer (pg. 8), which asks students to imagine the perspective of different characters in the play and share how the characters might feel in specific situations. Be available to assist students as they complete the graphic organizer. After the students have completed their work, allow them to share their answers in pairs or create a class brainstorming session on empathy.

After the Performance: Discussion Questions

- Why do you think actors are still performing the plays of Shakespeare? What do the stories have to teach us today?
- In Shakespeare's original play, all of the actors were male and they all spoke English. How do you think that gender-swapping some roles and making one role bilingual changes or enhances *Twelfth Night*?
- What is empathy? Why is it important? Was there ever a time when you "stepped into someone else's shoes"? What did it teach you?
- Actors use teamwork to trust one another when they are onstage. How is teamwork useful in school?
- How do the characters change from the beginning of the play to the end? What causes these changes?
- Malvolio's final line in the play is "I'll be revenged on the whole pack of you." When the other characters say they will "pursue him, and entreat him to a peace," what do you think that conversation looks like? What would **you** say to Malvolio to "entreat him to a peace"?

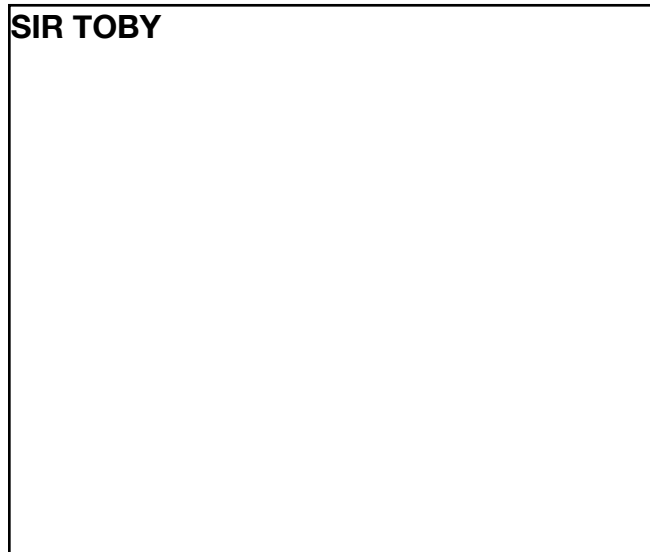
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Before you see *Twelfth Night*

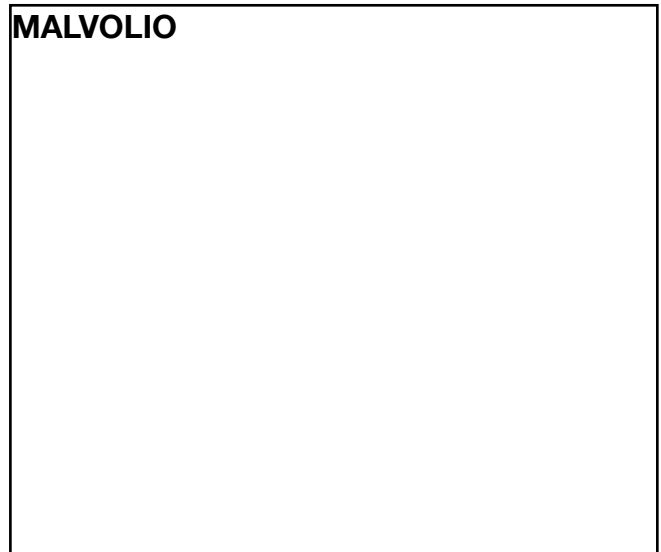
Actors from the Colorado Shakespeare Festival will be putting on a play for you called *Twelfth Night*. In the play, two characters named Malvolio and Sir Toby don't get along, partly because they are very different from one another. Malvolio is an overachiever who likes rules and order, while Sir Toby likes loud music, dancing, and partying late at night.

1. Draw a picture of what you think each character might look like based on these descriptions.

SIR TOBY



MALVOLIO



Sir Toby and his friend, Sir Andrew, send a fake message to Malvolio, pretending to be Malvolio's boss, Olivia. The message tells Malvolio that Olivia likes him, and he should wear yellow stockings if he likes her back. Sir Toby knows that yellow is Olivia's least favorite color - but Malvolio doesn't.

2a. How do you think **Sir Toby** feels when he sees Malvolio find, read, and believe the fake message?

2b. How do you think **Malvolio** feels when he finds and reads the message he believes is from Olivia?

Malvolio believes the fake message and starts acting strangely around Olivia. Olivia is confused and worried about Malvolio and asks Sir Toby to keep an eye on him. Sir Toby escalates the prank by locking Malvolio alone in a dark room.

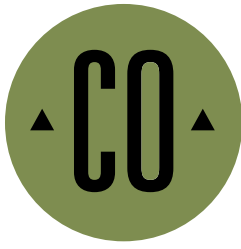
3a. How do you think **Sir Toby** feels when he sees Malvolio locked up as a result of his (Toby's) actions?

3b. How do you think **Malvolio** feels when he is locked up for following the message's instructions?

At the end of the play, Sir Toby's trick is revealed and Malvolio is released.

4a. How do you think **Sir Toby** feels once Malvolio is free and everyone knows what he's done?

4b. How do you think **Malvolio** feels once he is free and learns the whole thing was a trick?



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Tips from the Center for the Study & Prevention of Violence

HOW TO BE AN UPSTANDER

- Refuse to join in if someone tries to get you to taunt and torment another person.
- Get a teacher, parent, or other responsible adult to come help. This isn't snitching. You are saying that you don't think bullying is acceptable and don't want anyone to get hurt.
- Try to get the person being bullied to tell a trusted adult. Offer to go with them.
- Tell a trusted adult yourself if the person being bullied is unwilling to report it. Do not let the person behaving as a bully know so that they do not become aggressive toward you.

SCHOOL CLIMATE SURVEYS

One of the most important components of a safe school is a climate where youth feel secure and supported in their learning environment. The Center for the Study and Prevention of Violence has developed online student, staff, and parent school climate surveys that are free to any Colorado school. These assessment tools are anonymous and available free online, through a secure website. Using core questions on school climate, bullying, violence, alcohol, tobacco and drug use and protective factors, schools can gain a better understanding of their specific violence prevention and safety needs and develop a strategic plan to meet those needs. For more information, contact SafeSchools@colorado.edu

KINDNESS IS NEVER A SIGN OF WEAKNESS

Program Sponsors

"I can no other answer make but thanks, and thanks, and ever thanks." -*Twelfth Night*

The Colorado Shakespeare Festival is deeply grateful for the support of these generous sponsors, who make the Shakespeare & Violence Prevention program possible.

Dorothy & Anthony Riddle Foundation



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