

Shakespeare

Grade Level: 8

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Length of unit: 10 lessons (approximately 20 days)

I. ABSTRACT

British drama has long been a staple for American students of all ages. In order for students to thoroughly appreciate the various forms of irony within such dramas, students will delve into the world of Shakespeare through reading *Twelfth Night*, writing, and participating in thought-provoking class discussions. Throughout the unit students will have an opportunity to improve their understanding of drama and master knowledge of sentence structure. Students will sharpen their ability to ask open-ended questions within class discussion as well as acquire knowledge of the components of a play. The students' knowledge of plays as a whole will contribute to the creation of an original scene as a culminating activity for the unit.

II. OVERVIEW

- A. Identify concept objectives:
 - 1. Understand that Shakespearean drama contains comedy as well as complexity.
 - 2. Appreciate how words are formulated in British drama to create meaning.
 - 3. Apply understanding of relationships within *Twelfth Night* to present-day relationships in students' world.
- B. List specific content:
 - 1. *Twelfth Night*
 - 2. Grammar—sentence construction (review)
 - 3. Literary Terms
- C. List skills to be taught:
 - 1. Interpreting terminology in Shakespeare's play.
 - 2. Sentence construction
 - 3. Memorization
 - 4. Identifying relationships
 - 5. Characterization
 - 6. Context Clues as a means of finding word meaning
 - 7. Recognizing metaphor/simile
 - 8. Making inferences
 - 9. Use of couplets
 - 10. Writing a play with stage directions and dialogue.
 - 11. Summarization

III. BACKGROUND KNOWLEDGE

- A. For teachers:
 - 1. "Keys to Success" levels of questions
 - 2. Memorization (of monologue within *Twelfth Night*)
- B. For students:
 - 1. Elements of Fiction – Grades 7-8
 - 2. Shakespearean plays, Grades 5-6

IV. RESOURCES:

- A. Watson, Pat. Twelfth Night Teacher Guide. San Antonio: Novel Units, INC, 1999.

- B. Foster, Cass. Sixty-Minute Shakespeare: Twelfth Night. Scottsdale: Five Star Publications, 1990.
- C. Arriaga, Biren, Coburn-Marshall, et al. "Building Success." The College Board, 1998.
- D. New Line Home Video. Twelfth Night. 1997.

V. LESSONS

Lesson One: Introducing students to Shakespeare:

- A. Write daily objectives for lesson:
 - 1. Lesson Content: Historical background of Shakespeare
 - 2. Concept Objective: Understand that Shakespearean drama contains comedy as well as complexity.
 - 3. Skill Objectives:
 - a. TLW (The Learner Will) review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW understand Shakespeare's background by engaging in jigsaw activity.
 - c. TLW understand the characters within *Twelfth Night* by receiving student character replica presentations.
- B. List materials:
 - 1. Four separate packets of information on Shakespeare (See background notes)
 - a. Background of William Shakespeare
 - b. Professional Information on Shakespeare
 - c. Shakespeare play productions
 - d. Extra Shakespeare information
 - 2. Overhead projector
 - 3. Transparency of Grammar Connection sentence (Appendix A)
 - 4. Student character replicas (created in art class through team teaching lessons).
 - 5. Manila folders for each student
 - 6. Character Descriptions Chart (see background notes)
 - 7. Shakespeare Jigsaw Questions sheet for every student (Appendix B)
- C. Prepare background notes:
 - 1. The grammar connection will be used every day as the introductory activity. Place transparency on overhead, covering the label and re-write. Have students copy the string of words, label it (fragment, run-on, sentence, or two sentences that need to be combined). Then, re-write the sentence. When they have done this, show students the correct label and the re-write. Discuss reasons for label.
 - 2. The packets of notes and character descriptions can be obtained from Twelfth Night Teacher Guide.
 - 3. Coordinate with your art teacher to create a mini-lesson on Shakespeare, the Globe Theater, and characterization. The students in his/her class will then be in charge of presenting information for the class on the first day of Shakespeare unit.
 - 4. You may wish to use the discussion questions in Twelfth Night: Teacher Guide to facilitate discussion in class.
- D. Key Vocabulary: (as it pertains to Shakespearean plays)
 - 1. Structure
 - 2. Admission
 - 3. Staging
 - 4. Costuming
 - 5. Sound Effects
 - 6. Acting companies

7. Audience

- E. Procedures/Activities:
1. Begin with the Grammar Connection. (See background notes)
 2. Pass out manila folder to each student. Have them write their last name, first name and the number of the class period. Explain that this folder will contain everything used in the Shakespeare unit. Students will be allowed to use their folder during the unit exam.
 3. Introduce the Shakespeare unit by asking students what they think of when they hear the name "Shakespeare." Write student responses on the board.
 4. Lead into jigsaw activity. Count the students off from 1-4. Assign each group number an area of the room. Each group will have one of four packages.
 5. Give groups ten to fifteen minutes to read their information sheets.
 6. Students will answer questions over their reading. Each student in the group will be responsible for telling the class the answer to one question from their group reading.
 7. Students return to their desks.
 8. Start with question number one. Have student one from group one answer the question. Other students write the answer.
 9. Once all questions have been answered, introduce student presentations from art class.
 10. Start with the globe theater models.
 11. Pass out character description charts.
 12. Art students present character replica models to the class. (This will give students an understanding of the characters in the play before they begin reading it).
 13. Wrap up the discussion of Shakespeare, *Twelfth Night*, and the character replicas.
 14. Students place all work in folder and turn in folder. (Keep folders in class and pass them out daily).
- F. Evaluation/Assessment: Students will be assessed on understanding of readings through their oral responses to information sheet questions.

Lesson Two: Seeing Shakespeare's play

- A. Write daily objectives:
1. Lesson Content: *Twelfth Night* (video version)
 2. Concept Objectives: Understand that Shakespearean drama contains comedy as well as complexity.
 3. Skill objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW be able to memorize a monologue from the play for later recitation.
- B. List materials:
1. Overhead projector
 2. Transparency of Grammar Connection Sentence
 3. Copy of *Twelfth Night* video
 4. TV and VCR
- C. Prepare background notes: Students need to see the play acted out in order to have a chance at understanding the written text. It is important that students are aware that they will be performing a monologue from the play so that they may pay attention to the video.

- D. Key Vocabulary:
 - 1. Monologue
- E. Procedures/Activities:
 - 1. Grammar Connection.
 - 2. Explain that students will be memorizing a monologue of their choosing to be recited in front of the class by the end of the unit. Give guidelines of assignment. (Appendix C)
 - 3. Begin video. (If you are reading the Cass Foster adaptation of the play, you may wish to forward through certain parts of the video to contain the viewing to no more than two class days).
 - 4. Stop the video periodically to identify characters and to have students summarize events.
- F. Evaluation/Assessment:
 - 1. Assess student accuracy of grammar connection by glancing at student work before reviewing answer.
 - 2. Assess student understanding of the play during paused moments in the video through question and answer.

Lesson Three: Beginning to read and understand the play

- A. Write daily objectives:
 - 1. Lesson Content: Act One, Scenes one through three.
 - 2. Concept Objectives: Understand that Shakespearean drama contains comedy as well as complexity.
 - 3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW review knowledge of summarization by writing summaries at the end of each scene.
 - c. TLW use context clues to determine word meaning.
- B. List materials:
 - 1. Overhead projector
 - 2. Transparency of Grammar Connection
 - 3. Class set of *The Sixty-Minute Shakespeare: Twelfth Night*
 - 4. Strips of butcher paper (for each class period) 3x5 feet.
 - 5. Markers
- C. Prepare background notes: Students will be picking words from the play that are unfamiliar to them. You might want to make a list beforehand of words the students might select. Tape the butcher paper to the board before class starts.
- D. Key Vocabulary:
 - 1. Student-selected words
- E. Procedures/Activities:
 - 1. Grammar Connection.
 - 2. Pass out student folders.
 - 3. Assign book numbers and pass them to students.
 - 4. Assign students to read parts.
 - 5. Explain to students that they will be selecting words from the play that they are not familiar with. They should write these words on a sheet of paper to keep in their folders.
 - 6. Begin reading Act One, Scene one.

7. Ask students to contribute words they have found. Write them on the butcher paper.
 8. Help students come up with meanings. Write them on the paper as well.
 9. Students take out a sheet of paper and write “Summaries” at the top. Below the title, write Act One, Scene one. Come up with a one-sentence summary as a class for scene one. Students will be expected to write summaries for future scenes without assistance.
 10. Pass out one-inch strips of paper for students to write one-sentence summaries on. Students write their name, the act and scene, and the summary.
 11. Read Act One, Scene two and three repeating procedures for scene one.
 12. Students turn in summaries.
- F. Evaluation/Assessment:
1. Student-solicited definitions of unfamiliar words.
 2. Summaries of scenes two and three.

Lesson Four: Relationships

- A. Write daily objectives:
1. Lesson Content: Act One, Scenes four and five
 2. Concept Objective: Apply understanding of relationships within *Twelfth Night* to present-day relationships in students’ world.
 3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW understand relationships between characters within the play by completing a sociogram.
- B. List materials:
1. Overhead projector
 2. Transparency of Grammar Connection
 3. Class copies of play
 4. Sociogram (see Twelfth Night Teacher Guide)
 5. “Blow Pop” suckers
- C. Prepare background knowledge: Complete a sample of the sociogram in order to help students with theirs. Read over student summaries turned in during the previous lesson. Choose the best summary for scene two and the same for scene three.
- D. Key Vocabulary:
1. Relationship
- E. Procedures/Activities:
1. Grammar Connection
 2. Pass out folders and copies of play.
 3. Review what we have read so far.
 4. Read the best summary for each scene and explain what makes it the best. Encourage students to write summaries much like the examples.
 5. Give the students whose summary you read a sucker as reward for good work.
 6. Discuss the relationships that have been established so far in the play.
 7. Read Act one, Scene four.
 8. Pass out summary slips. Students write original summaries and share with the class.
 9. Students vote on the best summary. Winner receives a sucker.
 10. Read act one, scene five.
 11. Pass out sociogram.
 12. Have students work in pairs to complete sociogram.

13. Students place maps in their folders and turn in folders.

F. Evaluation/Assessment:

1. Summaries
2. Sociogram

Lesson Five: On to Act Two

A. Write daily objectives:

1. Lesson Content: Act Two, Scenes one through three
2. Concept Objectives: Appreciate how words are formulated in British drama to create meaning.
3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW understand how to draw inferences from the complex words of Shakespeare's play.

B. List Materials:

1. Overhead projector
2. Transparency of Grammar Connection
3. Class set of play

C. Prepare background notes: Students will be identifying examples of metaphor/simile within the play. You may wish to identify examples yourself first in order to help students. Also, make a list of statements within the play that have double meaning.

D. Key Vocabulary:

1. Metaphor
2. Simile
3. Inference

E. Procedures/Activities:

1. Grammar Connection
2. Discuss the meanings of metaphor and simile. Give examples from the play.
3. Define inference as well.
4. Discuss some inferences that could be drawn from the events of the play so far.
5. Have students come up with predictions of what is to come in the play. Have them support those predictions with evidence from the play.
6. Pass out one-inch strips of paper for students to write summaries.
7. Read Act Two, Scenes one through three.
8. Discuss whether any predictions have come true. Do any students come up with new predictions based on the events of the first scenes of Act Two? Discuss.

F. Evaluation/Assessment:

1. Student predictions.
2. Summaries

Lesson Six: Characterization

A. Write daily objectives:

1. Lesson Content: Act Two, Scenes four and five
2. Concept Objectives: Apply understanding of relationships within *Twelfth Night* to present-day relationships in students' world.
3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.

- b. TLW understand the development of character within a play by creating a character chart.
 - c. TLW apply understanding of characterization to the development of characters in an original creation later in the unit.
- B. List Materials:
 - 1. Overhead projector
 - 2. Transparency of Grammar Connection
 - 3. Class set of play
- C. Prepare background notes: It will be important to stress all the ingredients in developing a character within a story/play in order for students to later create a round character within their original compositions.
- D. Key Vocabulary:
 - 1. Characterization
 - 2. Round character
 - 3. Flat character
- E. Procedures/Activities:
 - 1. Grammar Connection
 - 2. Discuss characterization. Pick one character in the play and ask students to give words to describe that character. Tell students they will be picking one character to describe in a character chart.
 - 3. Character Chart: On the overhead write “character’s name” in the middle of the transparency and draw a circle around the name. Draw lines stemming from four “corners” of the circle. Attach boxes to the end of each line. In the box at the top left write “How the character acts and feels.” Top Right: “How others feel about the character.” Bottom left: “How the character looks” Bottom right: “Where the character lives.”
 - 4. Have students draw the diagram without the words in it. Have them fill out the diagram for one selected character. Share information with the rest of the class.
 - 5. Pass out one-inch strips of paper for summaries.
 - 6. Read Act Two, Scenes four and five.
- F. *Evaluation/Assessment:*
 - 1. Character charts
 - 2. Summaries

Lesson Seven: Couplets

- A. Write daily objectives:
 - 1. Lesson Content: Act Three, scenes one through three.
 - 2. Concept Objectives: Appreciate how words are formulated in British drama to create meaning.
 - 3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW understand Shakespeare’s use of couplets to convey emotional intensity and create closure when characters leave the stage.
- B. List materials:
 - 1. Overhead projector
 - 2. Transparency of Grammar Connection
 - 3. Class set of play
 - 4. Transparency of sample couplets from the play.
- C. Prepare background notes: Remind students that they will be reciting monologues soon. Create a transparency of sample couplets to show students the pattern.

- D. Key Vocabulary:
 1. Couplet
 2. Iambic pentameter
- E. Procedures/Activities:
 1. Grammar Connection
 2. Place transparency of couplets on overhead. Ask students to read them and identify the pattern. Can students tell what is similar in each set of two lines?
 3. Explain couplets.
 4. Ask students to keep an eye (or ear) out for couplets during reading.
 5. Pass out play.
 6. Pass out one-inch summary strips.
 7. Read Act Three, Scenes one through three.
 8. Ask students to periodically point out couplets within the scenes.
 9. Ask students to identify the reason Shakespeare might have written a couplet there.
 10. Students hand in summaries.
- F. Evaluation/Assessment:
 1. Summaries
 2. Student examples of couplets

Lesson Eight: Writing an original scene

- A. Write daily objectives:
 1. Lesson Content: Act Three, Scenes four and five.
 2. Concept Objective:
 - a. Understand that Shakespearean drama contains comedy as well as complexity.
 - b. Appreciate how words are formulated in British drama to create meaning.
 - c. Apply understanding of relationships within *Twelfth Night* to present-day relationships in students' world.
 3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW apply understanding of components of writing scenes to the creation of an original scene.
- B. List Materials:
 1. Overhead projector
 2. Transparency of grammar connection
 3. Copies of "Components of Scene Writing" (Appendix D).
- C. Prepare background notes: It might help students if you create an original scene as an example to work from.
- D. Key vocabulary:
 1. Stage directions
 2. Dialogue
- E. Procedures/Activities:
 1. Grammar Connection
 2. Discuss the components of writing a scene.
 3. Pass out Guidelines for assignment.
 4. Students will pick a scene from the play and re-write it as a modern-day encounter.
 5. Review: relationships, metaphor, characterization, and couplets.

6. Explain to students that they will have an opportunity to act out their scenes in class as part of the culminating activity for the unit.
 7. Pass out play.
 8. Pass out one-inch strips of paper for summaries.
 9. Read Act Three, Scenes four and five.
 10. Review Act Three.
- F. Evaluation/Assessment:
1. Summaries
 2. Original Scene

Lesson Nine: Wrapping It Up!

- A. Write daily objectives:
1. Lesson Content: Acts Four and Five
 2. Concept Objectives:
 - a. Understand that Shakespearean drama contains comedy as well as complexity.
 - b. Appreciate how words are formulated in British drama to create meaning.
 - c. Apply understanding of relationships within *Twelfth Night* to present-day relationships in students' world.
 3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW apply understanding of the play as a whole to creating level questions.
- B. List materials:
1. Overhead projector
 2. Transparency of Grammar Connection
 3. Class set of play
- C. Prepare background notes: Read "Keys to Success" to understand the levels of questions.
- D. Key Vocabulary:
1. Level one question
 2. Level two question
 3. Level three question
- E. Procedures/Activities:
1. Grammar Connection
 2. Review the play so far.
 3. Remind students they will be reciting their monologues tomorrow.
 4. Pass out play.
 5. Pass out summary slips.
 6. Read Acts Four and Five.
 7. Discuss student reactions to the play.
 8. Review understanding of level questions.
 9. Have students write examples of each level from the play.
- F. Evaluation/Assessment:
1. Summaries
 2. Level questions

Lesson Ten: Memorization Work

- A. Write daily objectives:

1. Lesson Content: Student-selected monologues
 2. Concept Objective: Appreciate how words are formulated in British drama to create meaning.
 3. Skill Objectives:
 - a. TLW review knowledge of sentence construction through grammar connection introductory activity.
 - b. TLW apply knowledge of Shakespeare's *Twelfth Night* to the recitation of a monologue from the play.
- B. List Materials:
1. Overhead projector
 2. Transparency of Grammar Connection
- C. Prepare background notes: It would be ideal if you recited a monologue first in full dress to get students into the spirit of the assignment.
- D. Key Vocabulary: none
- E. Procedures/Activities:
1. Grammar Connection
 2. Student recitations.
 3. When students have finished monologues, review the contents of the student folder. Remind students that they will take a test (Appendix E) tomorrow and will be allowed to use contents of the folder for the test.
 4. Encourage students to complete their folders if they are not already complete.
- F. Evaluation/Assessment:
1. Monologues

VI. CULMINATING ACTIVITY

A. Lesson eight--Writing a scene. Students will perform their scenes on the day after the exam for the unit as the culminating activity to show what they have learned about relationships, characterization, and stage direction.

VII. HANDOUTS/WORKSHEETS

- A. Grammar Connection (for overhead)--Appendix A
- B. Shakespeare Jigsaw Questions--Appendix B
- C. Memorization assignment Guidelines--Appendix C
- D. Components of Scene Writing--Appendix D
- E. Unit Exam--Appendix E

VIII. BIBLIOGRAPHY

Arriaga, Biren, Coburn-Marshall, et al. "Building Success." The College Board, 1998.

Foster, Cass. Sixty-Minute Shakespeare: Twelfth Night. Scottsdale: Five Star Publications, 1990.

Nesbit, E. Shakespeare: Retelling of 10 Classic Plays. New York: Oxford University Press, 1997.

New Line Cinema. Twelfth Night. 1997.

Watson, Pat. Twelfth Night Teacher Guide. San Antonio: Novel Units, INC, 1999.

Appendix A – Shakespeare Grammar Connection Sentences

****Write the following on your sheet of paper and label it: run-on, fragment, sentence, or two sentences that need to be combined. Re-write it correctly.**

1. Although Duke Orsino has professed his love for Olivia. She will not agree to see him.

Label: Fragment

Correction: Although Duke Orsino has professed his love for Olivia, she will not agree to see him.

2. Olivia is derived from the word olive. It is the symbol of peace.

Label: Two sentences to be combined

Correction: Olivia is derived from the word olive, the symbol of peace.

3. Sir Toby's last name, Belch, symbolizes his delight in food and drink and his obese stature.

Label: sentence

Correction: N/A

4. Sir Toby encourages Andrew's courtship to Olivia, Andrew keeps supplying Toby the money for his drinking.

Label: Run-on

Correction: Sir Toby encourages Andrew's courtship to Olivia because Andrew keeps supplying Toby the money for his drinking.

5. Malvolio fantasizes that Lady Olivia will marry him some day and this makes him an easy object for the tricks of Toby and the others.

Label: Run-on

Correction: Malvolio fantasizes that Lady Olivia will marry him some day. This makes him an easy object for the tricks of Toby and the others.

Appendix A - Shakespeare
Grammar Connection Sentences (page 2)

6. Feste, the clown, is able to tell truths about other characters. By hiding behind his foolish behavior.

Label: Fragment

Correction: Feste, the clown, is able to tell truths about other characters, by hiding behind his foolish behavior.

7. Viola, disguised as Cesario, is secretly in love with Duke Orsino but the Duke is in love with Olivia, who is in love with Cesario.

Label: Run-on

Correction: Viola, disguised as Cesario, is secretly in love with Duke Orsino; but, the Duke is in love with Olivia who is in love with Cesario.

8. Sebastian secretly marries Olivia. Because she thinks he is Cesario.

Label: Fragment

Correction: Sebastian secretly marries Olivia because she thinks he is Cesario.

9. Antonio becomes angry with Viola. When he mistakes her for Sebastian.

Label: Fragment

Correction: Antonio becomes angry with Viola when he mistakes her for Sebastian.

Appendix B – Shakespeare Shakespeare Unit Jigsaw Questions

William Shakespeare’s Personal Background:

1. When was Shakespeare presumed to be born?
2. Where was he born?
3. What were typical studies for students in Shakespeare’s time?
4. To whom was Shakespeare married? When?
5. What is carved over Shakespeare’s grave?

Professional Information:

6. Where did Shakespeare go in order to work in the theater?
7. When did Shakespeare write his first play? What was the title?
7. What was the name of the theatrical company to which he belonged?
8. How many plays did Shakespeare write in his lifetime?
9. Where did the acting group give most of their performances?
10. During what time period was *Twelfth Night* written?

Appendix B (Page 2)
Shakespeare Unit Jigsaw Questions

Shakespeare's productions:

11. Describe the structure of the Globe Theater.
12. For what was the trap door in the stage used?
13. Where was sound effect machinery located?
14. How did the underside of the roof appear?
15. Explain the admission prices for plays at the Globe Theater.

Extra Information:

16. Why were there no pauses between scenes in Shakespeare's plays?
17. What are some examples of things costumes were used to represent?
18. What was music used for in the plays?
19. What group of people were not allowed to perform on Elizabethan stages until 1660?
20. Describe the audience of Elizabethan plays.

Appendix C - Shakespeare Monologue Assignment Guidelines

You will memorize one monologue from the play *Twelfth Night* to be recited in front of the class during the tenth lesson. You must turn in to me in writing by the third lesson which speech you plan to recite. You will be graded as follows:

Length of monologue:	5	lines= 70 points
	6-10	lines= 80 points
	11-15	lines= 90 points
	16-20	lines= 100 points

Bonus Points will be given for any of the following:

1. Dressing as the character you portray=25
2. Adding musical background to the performance=15
3. Expressing emotion in your recitation=25

Appendix D - Shakespeare Components of Scene Writing

The requirements of your scene: Each of the following accounts for 20 % of your grade:

1. **Characterization**—you must represent the character from the play just as he/she was presented in the play. (Do not portray Viola as being in love with Toby)
2. **Relationships**—Create a Sociogram to show all the relationships within your scene.
3. **Metaphor/Simile**—you should incorporate at least one of each within your scene.
4. **Couplets**—Use couplets in the same way Shakespeare used them.
5. **Stage directions**—In parentheses, let the audience know when characters are exiting/entering the stage.

Bonus:

You may choose to perform your scene with a partner in front of the class. If so, you must let me know by the eighth lesson so that we may schedule time for the performance. You may receive up to two extra grades for this extra credit activity.

Appendix E

Shakespeare Unit Test

Section I: Grammar (5 points each)

**Label the following strings of words as: sentence, fragment, run-on, or needs to be combined. Then, select the accurate answer choice from the list provided.

¹In the play *Twelfth Night*, disguise is used as a method of comedy. As well as deception. Viola becomes Cesario, the Duke's servant, deceiving the Duke. ²The Duke sends her to profess his love for the countess Olivia, she falls in love with Cesario. Viola's one disguise creates quite a bazaar love triangle between the three. ³To add to the complexity of the plot, Sebastian arrives in Illyria. Being Viola's twin, he is mistaken to be Cesario. ⁴Olivia marries Sebastian, thinking he is Cesario and the Duke then marries Viola. Shakespeare often used the scenario of twins to add to the complexity of a play. ⁵In *A Comedy of Errors* he used two sets of twins. Adding even more confusion to the already complex plot.

1.
 - a. In the play *Twelfth Night*, disguise is used as a method of comedy as well as deception.
 - b. Disguise is used as a method of comedy in the play *Twelfth Night* as well as in deception.
 - c. As a method of comedy and deception. Disguise is used in *Twelfth Night*.
 - d. Correct as is.

2.
 - a. The Duke sends her to profess his love for the countess Olivia. Falling in love with Cesario.
 - b. The Duke sends her to profess his love for the countess Olivia who falls in love with Cesario.
 - c. The Duke sends her to profess his love for the countess Olivia. Who falls in love with Cesario.
 - d. Correct as is.

3.
 - a. Sebastian adds to the complexity of the plot arriving in Illyria.
 - b. Adding to Illyria, Sebastian arrives in the plot.
 - c. To add to the complexity of the plot. Sebastian arrives in Illyria.
 - d. Correct as is.

4.
 - a. Olivia marries Sebastian. Thinking he is Cesario. The Duke then marries Viola.
 - b. Olivia marries Sebastian, thinking he is Cesario; the Duke then marries Viola.
 - c. Olivia marries Sebastian thinking he is Cesario, and the Duke then Marries Viola.
 - d. Correct as is.

