



# ELA Virtual Learning

## English 218 Introduction to Literature

Lesson: May 20, 2020



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## Objective/Learning Target:

- Read and comprehend literature, including drama, independently and proficiently.
- Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.



## Bell Ringer:

Did reading *Twelfth Night* encourage you to read more of Shakespeare's work; why or why not?

**\*\*Start a document to record your response to this and the work which follows on later slides.**

# Learn

In your reading *Twelfth Night*, we have discussed many of the elements of literature common to other types of literature, such as characterization and theme. In addition, we have looked at some of the more Shakespearean elements, such as the use of iambic pentameter and soliloquies.

Today, I want you to reflect on your reading experience in light of these and other elements, which will also review the reading for a final quiz on this play and the elements of literature, which is tomorrow's assignment.

Reflecting on literature after reading will help you identify what you like and dislike about an author's style or the style of a certain type of writing (such as rhyming couplets versus prose). A critical review of the literature will deepen that reflection, leading to more understanding of the writing and why you feel the way you do about it.

# Reflect - Shakespeare's *Twelfth Night*

Respond to each of the following, in full sentences. You may use first-person for this. For each question, please explain the reasoning for your answer, using literary terms as much as possible.

1. Did you enjoy the opening/exposition of the play?
2. Which of the characters did you like the most?
3. Which of the characters did you think Shakespeare developed the best?
4. Were there any of the stock players (flat background characters) you think were not important to the play at all?
5. Which character experienced the most personal growth and in what way?

# Reflect - Shakespeare's *Twelfth Night*

Respond to each of the following, in full sentences. You may use first-person for this. For each question, please explain the reasoning for your answer, using literary terms as much as possible.

6. Which of the themes you identified in the play “spoke to” you the most (a theme is something the author wants you to think about - which one made you think)?
7. Did you find Shakespeare’s use of figurative language to add to your ability to visualize the play?
8. Does the use of rhyming couplets and iambic pentameter add to your enjoyment when reading the play?

# Reflect - Shakespeare's *Twelfth Night*

Respond to each of the following, in full sentences. You may use first-person for this. For each question, please explain the reasoning for your answer, using literary terms as much as possible.

9. Does the use of mix-ups and confusion add to your enjoyment of *Twelfth Night*?

10. Do you have any “advice” for Shakespeare as to how this play could be better?

E.C. - Pick a line or two from the play as an example of something you really enjoyed reading, with a brief explanation of why you find it interesting.

# Review

Tomorrow will be a quiz covering this play and any/all terms we have covered this semester. The following is a list of terms you should be quite comfortable with, in addition to specifics from *Twelfth Night*.

Tone vs. Mood - Diction - Direct and indirect characterization - POV

Round vs. flat character - Static vs. dynamic character - Theme

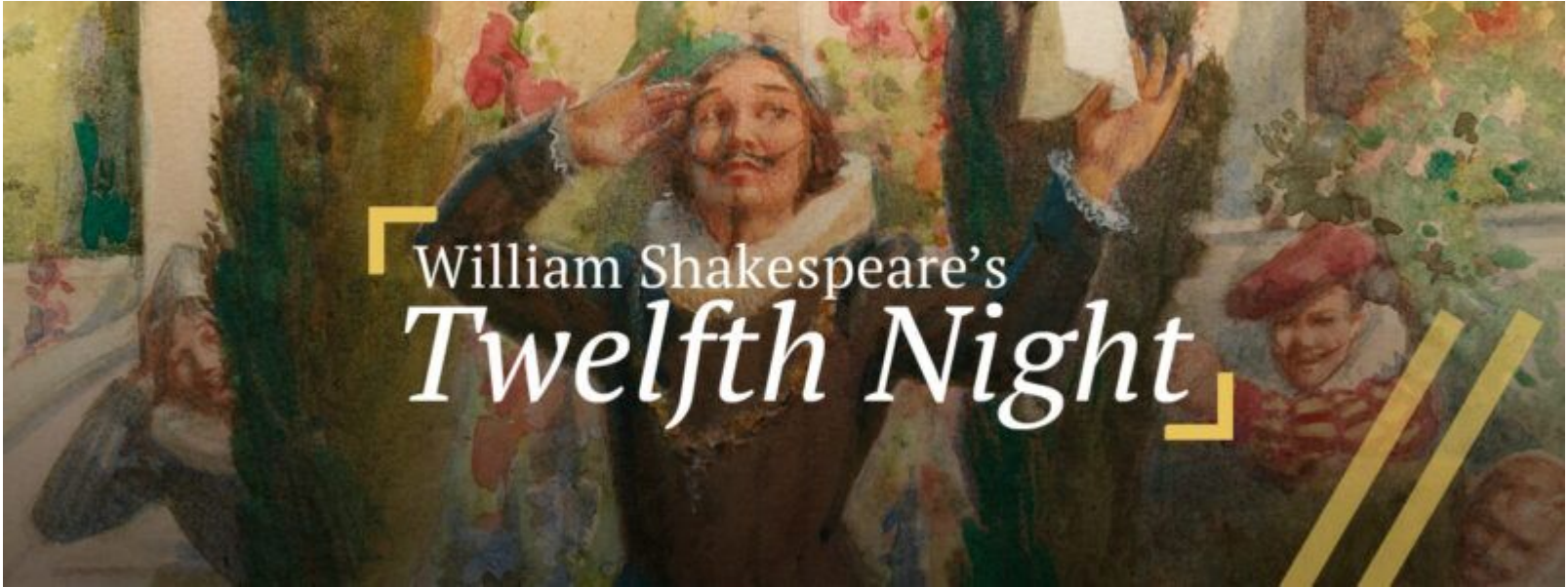
Figurative language - Author's style - Sentence structure - Symbolism

Use of dialogue - Graphics and other visual elements - Imagery

Monologue - Soliloquy - Recurring characters - Motifs - Allusion

Types of conflicts - Plot structure (e.g. exposition, etc.) - Allegory





You have finished your reading of *Twelfth Night*. Use this to respond to the reflection questions.

# Response Criteria

*(Answers will Vary)*

- Check your written response to make sure it meets the following criteria:
  - Did you write in complete sentences?
  - Did you use standard conventions (spelling, punctuation, grammar)?
  - Did you answer the questions?
  - Did you use MLA formatting in all things, including a proper MLA header?

*Sample Appropriate Response:*

*Bellringer - Responses will vary, but should provide a response about further reading of Shakespeare.*

*Practice: Responses are personal reflections and will be different for each student.*

## Example of quality response:

This assignment consists of only personal reflections, so each one will be different. Each response, though, needs to be written in good quality, full sentences and use literary terms. Here are a couple of examples.

2. I like the character of Olivia. She is a strong, independent woman who is able to live her life her way, in a time and world run by men. Her character is fairly round, as the reader knows a lot about her as a person - her background, her motivations and reasons for what she does and the way she thinks. I also like that, when she thought the “right” man had come along, she was ready to come out of her mourning period and openly declare her feelings. Olivia is a round, dynamic character whom I really enjoyed.

## Example of quality response:

8. The use of rhyming couplets, in particular, really adds to the reading of this play. I enjoy poetry in most forms, and when reading (or watching), hearing the rhythm and rhyme of the lines adds to the tone of the play and also alerts me to the presence of something significant, since Shakespeare tends to use those in places of emotion or intensity in the plot. I would not want the entire play to be rhyming, because then those lines would not be special, but I do like them as special elements, interspersed in the prose.

# Why we reflect

“Our reflections are the making of deeper meaning and richer understandings. Our reflections are our dreams, our ideas, our questions, our initiatives, our visions - our journeys of lifelong learning and teaching.” - unknown

# REFLECTION.

Looking back so  
that the view  
looking forward  
is even clearer

- Unknown

