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EASY MARKING™ ANSWER KEY

GRAPHIC ORGANIZERS

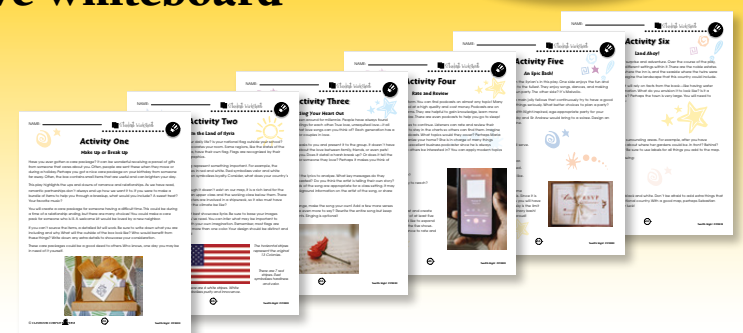
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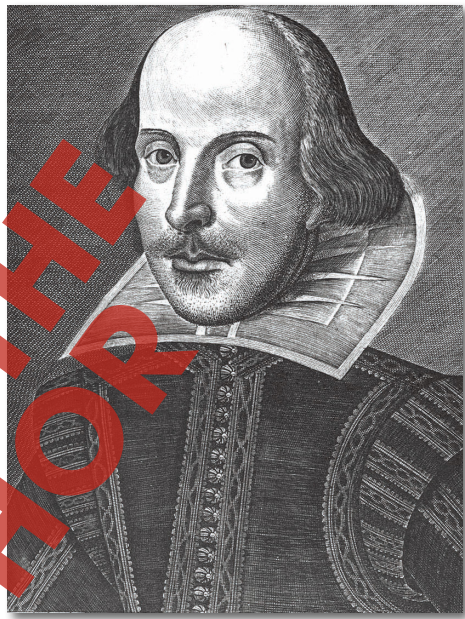
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William Shakespeare

William Shakespeare is known as one of the most influential English writers who ever has lived. His plays, poetry, and sonnets have shaped the modern English language and created a literary standard for writing. He was born in England in 1564 and died in 1616. Scholars have been learning more about his life. It is believed that he went to school in Stratford-upon-Avon, even though no records of William Shakespeare exist from the school.



When he was 18, he moved to London and married Anne Hathaway. They had two children, Judith and Hamnet, but he wasn't working as a playwright yet. It is not known how he provided for his family in the early years of their time in London.

During the plague, when all theaters in England were shut down to avoid contagion, Shakespeare wrote and published narrative poems. These included *Venus and Adonis* and *The Rape of Lucrece*. After the plague, Shakespeare became a member of an acting group called "The King's Men." Shakespeare would also go on to build his own theatre, The Globe, on the river Thames in London. It burned down in 1613, when stage cannons set fire to the thatched roof.

Shakespeare's works have been studied around the world. They have been translated in different languages and performed on millions of stages. Shakespeare's work has shaped the literary world that we study today.

Did You Know?

- The popular movie, *She's the Man*, is a modern retelling of this play.
- In Shakespearean times, women roles were always played by male actors.
- Historically, the "Twelfth Night" is the twelfth day after Christmas when all the festivities must end.



Act 1, Scenes 1-2

Answer the questions in complete sentences.

1. This story starts with two siblings. Do you think they will get along?

2. In your opinion, what is most important in a partner?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

strain	capacity	abatement	sovereign
provident	beauteous	prattle	abjured

1. He renounced all association with her when he found she was stealing.
2. Your painting is exquisite.
3. The explorer's thought it was their supreme right to set up a new town.
4. We were always prudent with our money since it was hard to find a job.
5. Our gym had limited space for the holiday show.
6. I felt a lot of pressure on me to score a goal for the team.
7. All they do is blabber at lunch about their dates.
8. We needed a cut to the budget this year.



Act 1, Scene 5

1. Fill in each blank with the correct word from this Scene.

- a) Feste is Olivia's _____.
- b) Malvolio is the _____ of Olivia's household.
- c) Cesario _____ to leave Olivia until he can deliver his message.
- d) It is true that Cesario's (Viola's) family was _____.
- e) Feste makes a joke that claims he believes Olivia's brother is in _____.

2. Complete each sentence with a word from the list.

heaven	lechery	overture	flint	peevish
--------	---------	----------	-------	---------

- a) I bring no _____ of war, no taxation of homage.
- b) Love make his heart of _____ that you shall love.
- c) The more fool, madonna, to mourn for your brother's soul, being in _____.
- d) Run after that same _____ messenger.
- e) I defy _____.



Act 2, Scenes 3-4

Answer each question with a complete sentence.

1. What does Orsino instantly notice about Cesario? Why is this ironic?

2. What does Viola suggest to Orsino?

3. Why does Maria not like Malvolio? How do you know?

4. Viola's lies keep creating bigger problems for her. What other lie does she add to her story?

5. What does Orsino believe about men and women in love?

6. How does Cesario describe her sister as dealing with her love?

Journaling Prompt

Maria is planning a prank on Malvolio. She wants to create a blow to his ego and put him in his place. Sir Toby and Sir Andrew agree, since Malvolio has been harsh to them. Sometimes, pranks can be fun and harmless. We often play pranks on each other during April Fool's Day. Has someone ever played a prank on you? Or perhaps you created the prank? How was it received? Did it go according to plan?



Act 2, Scene 5

A Note from an Admirer

Maria devised a plan to fool Malvolio. She wrote a letter pretending she was Olivia and had feelings for him. Write a letter to someone you admire. It does not have to be romantic. It can be for someone who is kind to you or helps you out. Recognize someone at school for doing a good job. Any good deed deserves to be noticed! Just like Maria, don't sign your name. It's a note from a secret admirer!



Act 3, Scenes 1-2

Missed Connections

Back in the era of community newspapers and message boards, there was a section called "Missed Connections". Readers would write short descriptions of someone special they had bumped into. Often, they were hoping to meet them again or say thanks for a good deed. They usually had few details, often the post would describe the appearance and when they were spotted. Try writing your own "Missed Connection" for one of the characters. They are always avoiding and bumping into each other at the wrong times!



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

amend	humble	rogue	tainted
commodity	knave	sanctify	uncivil
concur	mellifluous	skittish	virtue
contagion	pangs	slough	
entreat	prospect	solicit	
feigning	rave	taint	

M	E	L	L	I	F	L	U	O	U	S	C	S	L	W	A	T
A	U	O	U	V	H	L	N	T	S	L	O	U	G	H	B	A
P	L	L	F	C	U	E	C	R	A	A	N	U	B	E	A	I
R	L	L	G	O	M	R	I	A	F	T	T	A	I	L	S	N
O	A	B	A	M	B	C	V	N	K	N	A	V	E	P	O	T
S	G	V	R	M	L	O	I	S	T	U	G	I	T	E	L	E
P	A	I	E	O	E	N	L	G	C	N	I	O	N	D	I	D
E	T	R	T	D	C	M	R	X	C	O	M	M	T	C	D	
C	Y	T	F	I	L	U	I	D	E	N	N	S	D	D	I	P
T	N	U	E	T	E	R	V	R	A	G	Q	G	R	K	T	A
A	G	E	A	V	T	S	Y	J	M	U	I	Y	G	I	Y	N
V	F	E	I	G	N	I	N	G	E	N	T	R	E	A	T	G
S	K	I	T	T	I	S	H	N	N	R	E	R	O	N	Y	S
J	M	E	A	S	C	E	N	D	D	E	R	O	G	U	E	O
S	A	N	C	T	I	T	Y	T	R	A	N	S	F	T	L	N



Comprehension Quiz

- What is an underlying reason for Sir Toby and Sir Andrew's friendship? 2
- What does Orsino's men refer Antonio as? 1
- Why does Feste need a costume of a clergy man? 1
- What does Orsino keep calling Viola after she reveals her identity? Why? 3
- What is *Twelfth Night's* other title? What does it mean? 2
- Who is the last character on stage? What is the significance of this? 2
- Which character(s) do not get a happy ending? Explain why. 2

SUBTOTAL: /13

A Tangled Web

Many of the characters have tangled their lives with each other. Some are romantic, some are family, and some are just friends! They all intersect with each other as identities get mixed and their disguises fail. Write the names of the key characters below, in a circle. Connect names to show a relationship. Follow the legend to determine what color the line should be based on the nature of their relationship. Draw an arrow to indicate where feelings land.

- | | |
|-----------|---------------|
| ORSINO | VIOLA/CESARIO |
| SEBASTIAN | ANTONIO |
| OLIVIA | MARIA |
| SIR TOBY | SIR ANDREW |
| MALVOLIO | FESTE |

- Romantic
- Family
- Enemy
- Friend
- Employee

NAME: _____

After You Read 



Act 1, Scenes 1-2

Answer each question with a complete sentence or short paragraph.

- How is Duke Orsino dealing with Olivia's rejection?

- Why is Olivia covering her face?

- Orsino refers to a "rich golden shaft" that has killed the rest of Olivia's feelings. What could he be referring to?

- How does Viola feel about her brother's survival chances?

- Why does Viola decide to disguise herself?

- In both scenes, the sea is mentioned. How are they referenced and by which characters?

Journaling Prompt

As this play begins, we are met with a young man who has an unrequited love. He desperately wants Olivia to have feelings for him. Sometimes, we have friendships or romantic interests that don't reciprocate our feelings. Has this happened to you? Describe some ways in which you can get through that difficult time.

1.
Duke Orsino is dealing with Olivia's rejection by refusing to do anything, like hunt.

2.
Olivia is covering her face because she is wearing a veil in mourning of her brother.

3.
Orsino could be referring to Cupid's arrow.

4.
Viola is feeling hopeful that her brother was rescued like she was.

5.
Viola decides to disguise herself because she needs to get money and survive.

6.
Orsino compares love to an angry sea that devours everything. Viola's brother, Sebastian, is believed to be lost at sea. In both scenes, there are men "lost at sea".

1.
Answers will vary.

2.
Answers will vary.

Vocabulary

1. I

2. H

3. D

4. E

5. B

6. C

7. A

8. F

9. J

10. G

14

1.
a) **F**

b) **T**

c) **F**

d) **T**

e) **F**

f) **T**

2.

a) 2

b) 4

c) 1

d) 5

e) 3

f) 6

15

1.
Maria feels annoyed with Sir Toby by his drinking and that he has brought a suitor for Olivia.

2.
Sir Andrew is involved with the arts.

3.
Sir Toby thinks Olivia will not marry above her station.

4.
Viola implies that she is in love with Orsino and would want to be his wife.

5.
Orsino believes Cesario is a trusted employee and is beautiful like a woman.

6.
Sir Toby Belch and Sir Andrew Aguecheek's names tell the readers that they are silly, comedic characters.

16



Twelfth Night

- **RSL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RSL.9-10.3** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RSL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- **RSL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- **RSL.9-10.10** By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
- **RSL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **RSL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RSL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.
- **RSL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **RSL.11-12.7** Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- **RSL.11-12.10** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
- **WS.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **WS.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **WS.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences..
- **WS.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.9-10.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WS.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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Act 1, Scene 5

1. Fill in each blank with the correct word from this Scene.

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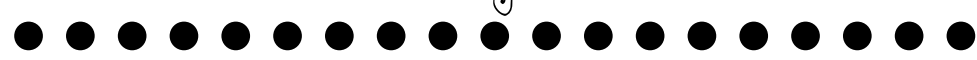


Act 2, Scene 5



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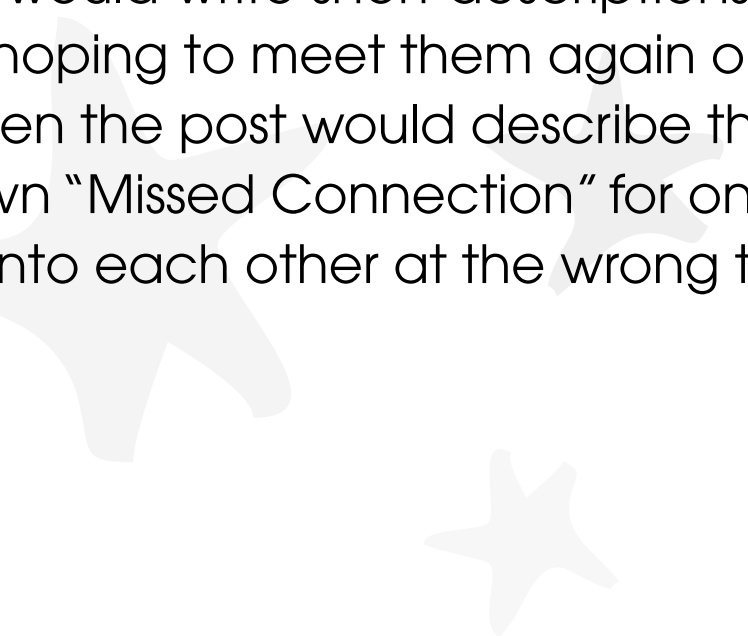


Act 3, Scenes 1-2



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MARIA

SIR TOBY

SIR ANDREW

MALVOLIO

FESTE



Romantic



Family



Enemy



Friend



Employee