

Magical Potions in “Tristan und Isolde”
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Duration: This lesson plan can be adjusted for a field-trip or classes spent watching the DVD. Not including the field-trip or watching the DVD, the class will be 50min.

Grade Levels: 9-12

Subjects: Literature, English

Standards:

California State Board of Education Language Arts Content

Grade 11/12; 2.0 Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the grades 11/12 speaking strategies outline in Listening and Speaking Standard 1.0, students:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Grade 11/12; 2.4 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author’s use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Language Arts

- 1.0 LISTENING AND SPEAKING STRATEGIES: Students listen and respond critically to oral communication. They speak in a manner that guides and informs the listener's understanding of key ideas, using appropriate phrasing, pitch and modulation.
- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
 - 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
 - 1.3 Identify how language reflects regions and cultures.
 - 1.5 Present effective introductions that guide and inform the listener's understanding of key ideas and evidence.
 - 1.6 Use traditional structures for conveying information
 - 1.7 Emphasize points in ways that assist the listener/viewer in following key ideas and concepts

Classroom Teacher Prep/Materials:

- 1. Copies of **Worksheet A, B and C.**
- 2. Libretto of the story is available for the teacher at:
http://www.impresario.ch/libretto/libwagtri_e.htm

Goals and Objectives:

- 1. Introduce students to the story of "*Tristan und Isolde.*"
- 2. Let students analyze the main characters in groups.
- 3. Have a brief class overview.
- 4. Discuss the similarities and differences within character analysis.
- 5. Discuss the story line and some of the parallels to present culture.
- 6. Brainstorm the effect of magic and potions in this story.
- 7. Brainstorm different magic and potions in well known stories in historical tales as well as our cultural stories and maybe foreign cultures.
- 8. As a class/group make up our own potions and their affects.
- 9. Assignment: Rewrite the end to the story of "*Tristan und Isolde*" incorporating a potion or a magical quality of the students' choice. Ask the students to try to integrate narrative, exposition, persuasion, and description in their writing.

Lesson plan description/procedure:

- 1) Teacher will discuss the plot of "*Tristan und Isolde.*"
- 2) The main characters of the plot will be analyzed in the **Worksheet A.** The students in groups will be asked to determine character personality and core values.
- 3) The story in "*Tristan und Isolde*" was greatly influenced by the potion the characters drank. The teacher will ask the students to recall the use of magical substances in other movies/animations such as Harry Potter, Disney movies,

etc. The teacher will ask the students' to come up with imaginary potions and their affects using **Worksheet C**.

- 4) The students will be asked to come up with an alternate ending to the story using the substance of their choice, keeping in mind the character analysis in **Worksheet A** and the different substances and how they work in **Worksheet B**.
- 5) Depending on how long the discussions will take, students will be asked to present their ideas for extra credit.

Assessment:

1. Students will be exposed to the story of "*Tristan und Isolde*."
2. Students will be able to complete a character analysis.
3. Students will be able to discuss the story and how the characters are portrayed.
4. Students will be able to compare elements of the story and characters to other dramatic works they have experienced/read.
5. Students will be able to integrate narrative, exposition, persuasion, and description in their writing.

Worksheet A: Tristan und Isolde Character Analysis- Group Activity

Tristan und Isolde is an old tale that was passed orally and written down in a poem “*Tristan*’ dating from about 1150. Wagner took the tale and wrote his own libretto and music. The libretto as well as the story has a lot of elements that tell us about the character of Tristan und Isolde.

Brainstorm how these two characters are similar and different. What are their core values? Are they strong characters? What are their origins? Do they have families? Do they have magical powers? Are they similar to any other well-known literary characters (i.e. Romeo & Juliet) or historical figures (past or present)?

Tristan	vs.	Isolde
<i>Differences</i>	<i>Similarities</i>	<i>Differences</i>

Worksheet B: Transformation & Magic Potions of the World- Group Activity

There are many stories and tales that use magic potions. Potions and other magical substances can create radical changes and reversal of expected circumstances.

Brainstorm some of the magical elements and potions that were used in some of the stories you have encountered (i.e. Romeo and Juliet, Disney stories, Lord of the Rings, Harry Potter, etc...) Describe the original state of mind, the function of the substance, radical change that is caused, as well as describe the type of substance.

Which Story/Tale?	Original state of mind	Transformation-function of the potion	Effect- What is different? What is changed?	Substance: Is it poison, potion, spirits, elixir, philter, etc?
<i>Ex. Tristan & Isolde</i>	<i>like each other</i>	<i>condemned to a life of impermissible love</i>	<i>the two can not live without each other</i>	<i>Potion</i>

Worksheet C/Assignment

Come up with some of your own magical substances and their effects.

Substances	Effect

Assignment: Give Tristan und Isolde a concoction of your choice from the list above, and in an essay form, rewrite the end of the tale of *Tristan und Isolde* based upon the effects your substance has. Keep in mind the personalities of Tristan und Isolde and what they stand for. Try to incorporate narrative, exposition, persuasion, and description in your writing. Incorporate your ideas of each character and his/her emotions.