



Pedagogical Pathways: *The Duchess of Malfi* Revenge, Part 1

Objectives

Before, while, and after reading *The Duchess of Malfi*, these activities can help learners to:

- Identify the characteristics of revenge
- Analyze the play as a representative example of the revenge genre
- Provide textual evidence for character motivations
- Synthesize arguments and generate a text responding to this genre targeted towards a specific audience
- Generate their own text within the revenge genre [See Pedagogical Pathways: Revenge Part 2]

Guiding Questions

1. Who is seeking revenge in *The Duchess of Malfi*?
2. How is this evidenced in the text?

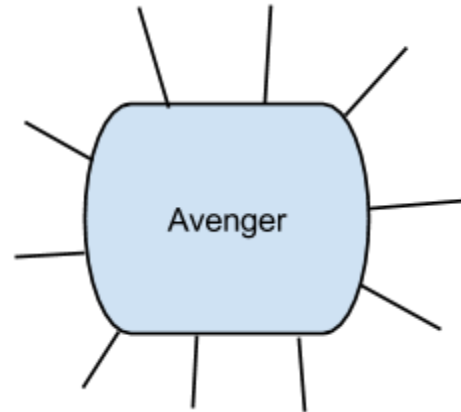
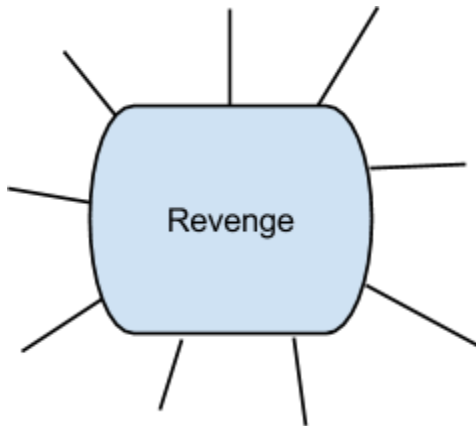
Materials

- Writing surface for Semantic Maps warm-up activity
- Avenger Matrix worksheet
- Class newspaper (blog, wiki, etc.)

Activities

Pre-reading: Semantic Maps

To warm up, let's brainstorm associations we have with the terms "revenge" and "avenge". You can use examples from your daily life, pop culture, etc.



- Suggested themes
 - Motivation
 - Justice
 - Actions
 - Physical characteristics

 - Connection to other revenge characters in fiction.
 - Who are they?
 - What do they have in common?
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While reading: Avenger Matrix

Using the “Avenger Matrix”, identify the characters that might be out for revenge as you read the play. Include the Act and Scene numbers so you can refer back to the excerpt. For example, “Doth not the color of my hair ‘gin to change?” (3.2.) refers to Act 3, Scene 2.

We have provided an example below, but the teacher can feel free to replace this with an example more relevant to their students’ interests. (expand the matrix as needed)

Character: Who	Action: What	Motivation: Why	Textual evidence: How	Greater Ramifications for the Story
example: “Mad” Max Rockatansky	Mad Max leaves the MFP (Main Force Patrol) to hunt down and kill every member of a motorcycle bandit gang. This scene culminates with Mad Max catching up to and chaining the leader to a bomb with an eight minute fuse.	Wife and infant son were run down and brutally murdered by motorcycle bandits.	“The chain in those handcuffs is high-tensile steel. It’d take you ten minutes to hack through it with this. Now, if you’re lucky, you can hack through your ankle in five minutes. Go!” (Act and Scene)	Mad Max becomes the cold, calculated road warrior after having exacted revenge and continues to roam the wasteland alone, still traumatised by the death of his family.

Which characters seem to be seeking revenge?

Students can review and compare their Avenger Matrix in groups on a daily/weekly basis as needed.

Post-reading: Newspaper Article

You're a rookie reporter for 'The Amalfi Times' and your editor gives you your first front-page assignment covering the Bosola murders. She chose the headline "Why did he do it?"

Since you're a rookie reporter, your editor reminds you to include answers to the standard questions, "who, what, when, where, why, and how". These answers should be based on evidence, which you have already collected in your 'Avenger Matrix'. Your editor also gives you some optional ideas that could help guide your story: what is Bosola's background? What is the role of class? At what point do Bosola's motivations for killing change? Why?

You also still have this [sheet](#) from journalism school to remind you about the components of a newspaper article.

(http://www.primaryresources.co.uk/english/docs/key_feature_ofa_Newspaper_Article.doc)

(Optional) For additional student autonomy:

What kind of newspaper is *The Amalfi Times*?

- sensationalist news
- serious news
- model after a specific newspaper, like *The Washington Post* or *The Onion*

Publish your stories in a class newspaper (blog, wiki, etc.) and see how your peers have interpreted the story.