

Teaching William Shakespeare's *The Tempest*

By Irene Smith, 2014, Yakima, WA

Materials:

The text: <http://shakespeare.mit.edu/tempest/full.html>

Children's book The Tempest, by Marianna Mayer and illustrated by Lynn Bywaters

Movie: The Tempest 2010 directed by Julie Taymor (rated PG 13)

Found, ebook (PDF format) by Irene Smith, located at Irenesmith.org

Common Core Standards: RL8.1, RL9-10.1, RL8.2, RL9-10.2, RL8.3, RL8.5, RL8.7, RL9-10.7, RL9-10.9

To introduce the play to your students begin by asking the following question for your students to THINK, PAIR, SHARE (Discuss with an elbow partner for 3-6 minutes and then share out to the larger class.)

Is it important to forgive someone who has seriously wronged you? Why or why not?

Tell them that The Tempest was written by the famous playwright, William Shakespeare around the year 1610. It is considered to be one of Shakespeare's latest and most sophisticated plays. A magician, who is an exiled duke, living on an island with his daughter, arranges for his enemies to be trapped and tricked in an elaborate revenge plan.

Over the course of several weeks, you will read a children's book version, alternating with a movie version, alternating with the play script. A companion book called Found by Irene Smith will be read as a homework assignment.

As you come across the following lines of dialogue, stop and discuss how the lines reveal aspects of the character, propel the action or provoke decisions.

1. *Me, poor man, my library/ Was dukedom large enough. (Act 1 Scene 1) Prospero to Miranda*
2. *You taught me language, and my profit on't/ Is I know how to curse. The red plague rid you/ For learning me your language! (Act 1 Scene 2) Caliban to Prospero and Miranda.*
3. *There be some sports are painful, and their labor/ Delight in them sets off. Some kinds of baseness/ Are nobly undergone, and most poor matters/ Point to rich ends. This my mean task/ Would be as heavy to me as odious, but/ The mistress which I serve quickens what's dead/ And makes my labors pleasures. (Act 3 Scene 1) Ferdinand to himself*
4. *O Wonder!/ How many goodly creatures are there here!/ How beauteous mankind is! O brave new world/ That has such people in't!" (Act 5 Scene 1) Miranda to all*
5. *This rough magic/ I here abjure, and, when I have required/ Some heavenly music, which even now I do,/ To work mine end upon their senses that/ This airy charm is for, I'll break my staff,/ Bury it certain fathoms in the earth, And deeper than did ever plummet sound/ I'll drown my book. (Act 5 Scene 1) Prospero to himself.*

Stop frequently in your reading/viewing/reading to summarize, define unusual vocabulary, and/or discuss what students are hearing/experiencing. (You may wish to use only portions of the movie or script to preserve time.) Activities below may be completed (as a student packet) along the way, particularly character descriptions, or when you have completed the reading/viewing.

Name _____

Date _____

period _____

The Tempest

Character Descriptions. Write a short description of each of the following characters. For extra credit, draw a picture of how you envision the characters.

Prospero-

Ariel-

Caliban-

Miranda-

Antonio (Prospero's brother)-

Alonzo (King of Naples)-

Ferdinand (son of King)-

Sebastian (brother of King)-

Different versions: Contrast (show differences)

<u>Play Script</u>	<u>Movie</u>	<u>Children's book</u>	<u>Found</u>

In what ways were they similar?

What are the advantages/disadvantages of the different mediums in presenting Shakespeare's ideas?

Medium/Format	<u>Advantages</u>	<u>Disadvantages</u>
<u>Play Script</u>		
<u>Children's book</u>		
<u>Movie</u>		
<u>Found- text written as notes/journal</u>		