

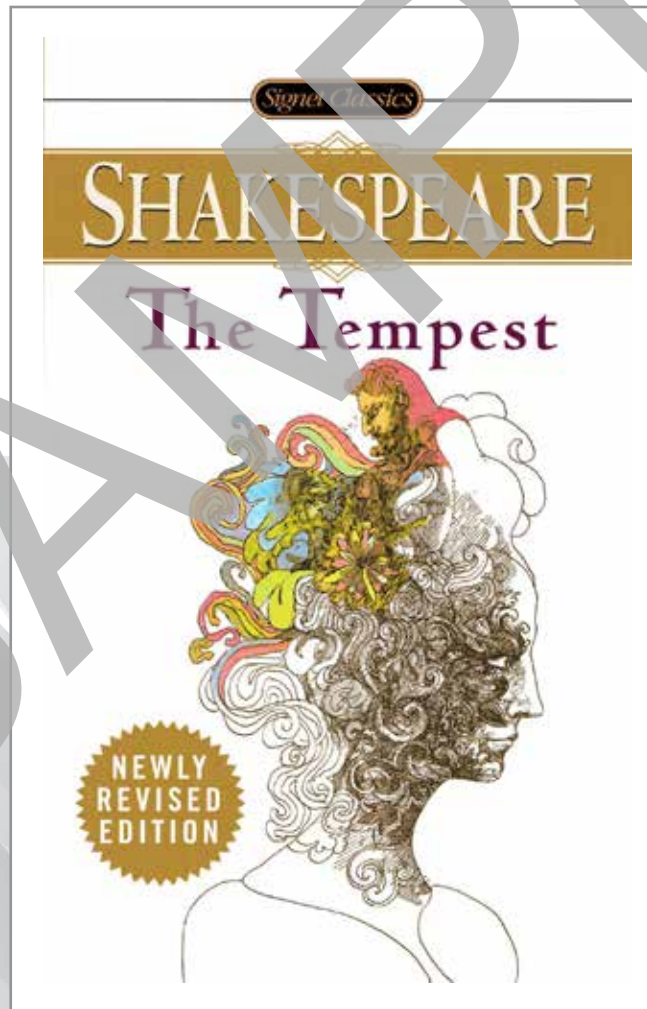


STUDENT PACKET

GRADES 9-12

The Tempest

William Shakespeare



READ, WRITE, THINK, DISCUSS AND CONNECT

The Tempest

William Shakespeare

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50205-042-7

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Name _____

* = open-ended question, no right or wrong answer

Act I

Scene 1

1. Why is everyone so excited at the point where the play begins?
2. Why does the boatswain tell Antonio and the others to “keep below”?
3. What curse does Sebastian level at the boatswain—and why?
4. Who else besides Sebastian is nasty to the boatswain?
5. In your own words: What sentiment is Gonzalo expressing when he says, “Now would I give a thousand furlongs of sea for an acre of barren ground” (65-66)?
- * 6. Suppose there were no class differences in Shakespeare’s day. How would the characters in this scene probably act/speak differently?
 - * **PREDICTION:** What will be the fate of the ship’s crew and passengers, once the storm has cleared? Why do you think all of these people were on this ship in the first place?

Scene 2

1. What does Miranda remember about her life before landing on the island?
2. What is Prospero explaining to his daughter when he says, “The government I cast upon my brother/And to my state grew stranger, being transported/And rapt in secret studies”?
3. How did the King of Naples betray Prospero? Cite the lines that explain.
4. How did Antonio get rid of his brother? Cite the lines in which Prospero explains what happened and paraphrase them.
5. What did Gonzalo give Prospero before Prospero was cast out to sea? Cite and paraphrase the lines.
6. Who created the tempest? How do you know?
7. What has happened to the King’s ship and to the rest of the fleet?
8. Prospero asks Ariel, “Dost thou forget/From what a torment I did free thee?” Describe the torment.
9. What does Prospero promise Ariel he will do in two days?
10. Who is Caliban and why doesn’t he like Prospero?
11. How and why does Prospero threaten Caliban (1.2. 328-332)?
12. Why doesn’t Caliban live in Prospero’s cell anymore?
13. Name one task Caliban does for Prospero.
14. Why does Ferdinand say that Ariel’s “ditty does remember my drowned father”?

Name _____

The Tempest
Activity #5: **Vocabulary**
Acts III-V
Note: two-page activity

nonpareil	jocund	stealth	welkin
patches	throstle	appertaining	perdition
naiads	hogshead	mantle	compass
leagues	viands		

I. Fill in the blanks with the appropriate vocabulary word from Acts III-V.

1. Thou mak'st me merry; I am full of pleasure.
Let us be _____
2. Thee of thy son, Alonso,
They have bereft; and do pronounce by me
Lingering _____, worse than any death...
3. And that most deeply to consider is
The beauty of his daughter. He himself
Calls her a _____
4. I'll to my book,
For yet ere supertime must I perform
Much business _____
5. No matter, since
They have left their _____ behind, for we have stomachs
6. ...their rising senses
Begin to chase the ignorant fumes that _____ their clearer
reason...
7. Monster, lay to your fingers. Help to bear
this way where my _____ of wine is, or I'll turn
you out of my kingdom.

Name _____

Directions: You are Miranda. You decide to write to a newspaper columnist for advice.

Step 1: Finish the letter you started, below:

*Dear Gabby,
My problem is my father. I love him very much and he is very good to me, but he is so controlling. He's a single parent and I know it must be hard for him, but I wish he would treat me like a 15-year-old instead of a 5-year-old. There's a guy I really like...*

Step 2: In small group, brainstorm possible actions Miranda might take to make her father see the light. Weigh the pros and cons of each. (A chart for organizing your ideas is shown below.) Then write a letter of advice to Miranda, using details from the completed chart.

What should Miranda do?

Choice #1:	
Pros	Cons

Choice #2:	
Pros	Cons

Add more choices with pros and cons on the back of your paper. →

Allusions

An **allusion** is a figure of speech that makes brief reference to a historical or literary person or event. William Shakespeare used several allusions to myths. He used them to create mood, reveal character, and emphasize the ironies in various situations. Most audience members in Shakespeare's day were familiar with these references. The allusions were effective because there was a common body of knowledge shared by the writer and his audience members. However, readers today may need to do some research (using a dictionary, encyclopedia, Biblical concordance, notes at the end of the play, etc.) to understand and appreciate these allusions.

1. Divide the list of allusions below among your research group.
2. Write a paragraph explaining exactly to what the allusion(s) on your list refer. (Tell who, what, and when.)
3. Reread the entire section in which the allusion occurs, and write a paragraph about why Shakespeare used the allusion. (Tell what effect the allusion has on the reader's understanding of the situation, the character, the mood, etc.)
4. Write two allusions of your own. (For example, to what Shakespearean or biblical figure might you compare your English teacher or your mother?)
5. Share your findings and allusions with the whole group.

Allusions in *The Tempest*

- | | |
|------------------------------|---------------------|
| A. Jove (1.2.202) | H. Hymen (4.1.23) |
| B. Neptune (1.2.205) | I. Phoebus (4.1.30) |
| C. Setebos (1.2.376) | J. Iris (4.1.60) |
| D. Dido (2.1.78) | K. Juno (4.1.72) |
| E. (Amphion's) harp (2.1.88) | L. Pluto (4.1.89) |
| F. Golden Age (2.1.171) | M. Venus (4.1.90) |
| G. "long spoon" (2.2.99) | |