

Shakespeare
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Children's Folio Teacher Resources Pack



THE TEMPEST

PROPS LIST

Rope

Cloak and staff for Prospero

Swords for Antonio and Sebastian

A tattered cloak for Caliban

Bottle and bag for Stefano

Chess board

Curtain or divider for cave

Badge of Dukedom



VOCABULARY LIST

Roarers - loud, crashing waves

Fain - be pleased to

Art - magic

Allay - put to rest

Be collected - be calm

Bade - asked, commanded

Toil - work

Nymph - a magical female creature

A south-west - a warm, damp wind associated with bad health

Hag-seed - child of a witch

Fathom - depth of water, usually 6 feet

Wench - a woman

Peerless - without equal

Conspiracy - a secret plan

Slumber - sleep

Celestial - heavenly

Plummet - fall

Thence - from then on

Revels - entertainment



THE TEMPEST: SHORT SCENES

Divide the class into five equal groups. Each group has one scene, and is tasked with representing the scene as a freeze frame, as a short modern language re-telling, or perhaps both. Showing the scenes back in the right order to the rest of the class helps establish the linear narrative.

Think how additional characters can be represented in the scene if you have more actors than main roles.

GROUP A

The Shipwreck - in the middle of the storm, the Captain gives orders to the crew. Stefano, Alonso and Ferdinand help try and save the ship while Sebastian and Antonio try and escape.

GROUP B

On the Island, Miranda asks Prospero to end the spell which has brought the storm. Caliban is in the background, fearful of Prospero and angry that the island is no longer his.

GROUP C

Miranda and Prospero meet Ferdinand on the Island, while Ariel puts Alonso to sleep...Sebastian and Antonio plot to kill Alonso while he sleeps.

GROUP D

Ariel wakes Alonso in time to save him from being murdered by Sebastian and Antonio who run away; meanwhile the drunken Stefano discovers Caliban hiding. Caliban thinks Stefano will be his new master.

GROUP E

Prospero unites Miranda and Ferdinand, and sends Stefano and Caliban away. Antonio and Sebastian beg for forgiveness.

EXTENSIONS

- Each group begins with a freeze frame - ask the rest of the class to interpret the image and talk about what it represents. The active group can then act out or explain their freeze frame to the audience.
- With a timer, set a very strict and short time limit to replay each scene - and stick to it! The group should rehearse knowing what their performance time limit (eg one or two minutes) should be.
- Rehearse the scenes in modern language and then with the appropriate part of the Folio text - ask the group and audience to comment on any differences.
- Have one of the group as a narrator who explains or announces the scene.



THE TEMPEST: "I AM..." SCENE BUILDER GAME

This drama exercise is a great whole-class or group activity which works perfectly for getting everyone involved.

The purpose is to build a large freeze frame, bit by bit, which plunges us into the world of the play and which then can be brought to life. For *The Tempest*, the opening Shipwreck scene is ideal for this exercise.

'I AM...'

Everyone stands in a large circle or in front of the stage or playing area.

Begin with a quick discussion about the shipwreck scene - which characters are involved? What un-named characters are involved? What might they be doing in the storm.

Explain we are going to build the scene, but remind the group we will need to represent objects as well as people.

One by one the actors enter the space, announce what they are going to do, beginning with "I am..." and make a freeze frame (or a repeated action if staying still is too hard) that demonstrates. So for example "I am a sailor pulling on a rope". "I am Prospero casting the storm spell" "I am the mast cracking in the storm..."

Each person must stay in place as others join in, to create the picture around them.

You may - especially if pupils are stuck for ideas- want to encourage the actors to join up with each other, and build on what they already see, eg "I am another sailor, helping to pull on the rope..."

VARIATION

Use recorded sound effects to help create the atmosphere.

Once the picture is built with everyone involved, bring it to life by adding movement or sounds created by the actors. This can be chaotic, so a further variation is to 'switch' each sound or movement 'on or off' in turn.

THE TEMPEST: CREATING THE STORM

Play the part of Prospero and work with a partner (or in two teams) to conjure up a storm!

YOU WILL NEED

- A large piece of blue fabric
- Sound effects from, for example, YouTube (optional)
- A large space

WHAT TO DO

Sit opposite your partner and remind yourselves of the beginning of the story - it is Prospero who has conjured up the storm. Each hold the ends of a large piece of blue fabric and explore shaking the ends of the fabric to create a rippling wave effect.

Try different amounts and speeds of shaking the fabric to make the waves bigger or smaller, choppy or calmer.

You can add in even more movement by rocking and rolling your bodies, or by pushing and pulling on the fabric from end to end.

Add in some sound effects of crashing waves. You could use your voices (whistling, swishing, cracking) or stamp your feet to do this, or you could find some stormy sound effects to play from YouTube, for example.

Gradually calm the storm and let the waves die down as the tempest ends.

VARIATION

Play the opening shipwreck scene in front of the moving waves - then as the ship sinks, float the material over the actors who subside beneath it...

THE TEMPEST: 'HOME AND EXILE' PROMPTS

HOME AND EXILE

These prompts work equally well as starters for a Creative Writing exercise or for character development for the drama, for example preparation for a Hot Seating exercise for the characters.

The Tempest is a play that is increasingly seen as having things to say about the nature of place, of belonging, of home and ownership.

The majority of characters in the play do not consider the island on which *The Tempest* is set their home: they have been either exiled from their home, or shipwrecked on the island and do not know whether they will ever be able to leave it again. Caliban and Ariel are the only characters who lived on the island previous to Prospero and Miranda's arrival twelve years ago.

Possible questions for discussion, writing and/or to aid Character Development work in drama:

- **Prospero:** Are you happy on the island? Do you often think back on what happened twelve years ago? Do you want to go back to Milan?
- **Miranda:** Is the island your home? Can you imagine living somewhere else? What does it make you feel, knowing that your father lost everything he had except you?
- **Caliban:** How does it make you feel when you think about how you used to live on the island all by yourself, and now you are a slave to the people who arrived here and settled? How do you see your home?
- **Ferdinand:** How do you feel about being on the island? Do you want to go back to Naples? Do you think about your family much?
- **Ariel:** What's the island to you? What do you wish for most?
- **Antonio:** Do you regret the way you came to power in Milan? How do you feel about being stranded on an island now?



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