

ENRICHMENT GUIDE

THE TEMPEST

BY WILLIAM
SHAKESPEARE



DEAR FIRST STAGE FRIENDS,

Romance, revenge, and raucous comedy abound in Shakespeare's timeless tale of heartfelt reconciliation. The powerful Prospero, banished to a magical island by a conniving sibling, bewitches a storm to bring them back together for a final showdown. Will it be revenge or reconciliation? Sprites abound, young lovers meet, and mischief is made as two very different worlds collide.

Enjoy the show,

A handwritten signature in black ink that reads "Brinn Hill". The script is fluid and cursive, with the first letters of "Brinn" and "Hill" being capitalized and prominent.

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PLOT SUMMARY

This Shakespearean tale opens on a ship that is being ravaged by the sea in a horrendous storm. Aboard this ship is King Alonso of Naples, his son Ferdinand as well as the king's brother Sebastian. We also meet Gonzalo (the king's courtier) as well as Antonio (the Duke of Milan), who are aboard the ship as well. The storm is so atrocious that everyone on board begins to say their goodbyes in preparation.

Meanwhile, from a nearby Island, Prospero (the former and rightful Duke of Milan and a powerful Wizard) watches as the storm thrashes the sailors and their ship about. His daughter Miranda watches with him on the island. However, Miranda feels sorry for the crew aboard the ship and fears for their safety. Her father assures her there is nothing to worry about and ensures the crews' safety. Prospero then shares with Miranda that his brother, Antonio, had created a coup to dethrone Prospero. We learn that with the help of Gonzalo, Prospero was able to escape with Miranda when she was just a baby. Prospero, with baby Miranda landed on the island and enslaved Caliban, who resided on the island long before they landed there. While on the island, Prospero also saved and enslaved a spirit nymph named Ariel who is an air spirit. King Alonso's ship wrecks on the island and Prospero believes this to be the perfect opportunity to rectify the past.

As the crew from the ship emerges from the sea after the shipwreck, King Alonso believes his son Ferdinand has drowned in the ocean, when in reality he simply washed ashore on another part of the island. Ferdinand meets Miranda and they fall in love. Prospero uses his magic to

make Ferdinand carry wood in an endless pattern and Miranda begs for his freedom. Ariel is also trying to be set free from servitude, but Prospero does not agree to set Ariel free yet as he has a few mischievous tasks for Ariel to complete.

Ariel lures the ship crew away using music while Sebastian and Antonio plot to kill Alonso. Sebastian and Antonio plan to kill the King in his sleep but are stopped by Ariel. While this is happening, we meet a fool named Trinculo on another part of the island. Trinculo discovers Caliban and hides from an approaching storm near Caliban. Stephano (the Butler of King Alonso's ship) finds them.

Stephano, Caliban and Trinculo drink and conjure a plan to murder Prospero and have Stephano be king of the Island. All the while, Ariel listens to their plans, and alerts Prospero to the plan made by the trio. Prospero gives Miranda his blessing for her and Ferdinand to marry, but quickly returns to plotting with Ariel to set a trap for Stephano, Caliban and Trinculo. Stephano and Trinculo fall for the illusion of gaudy clothing Ariel laid out for them and are chased away by spirits.

Ariel corrals all the sailors from the wrecked ship, where they see Prospero reveal himself and his magic. Instead of following through with his plot for revenge, he forgives the sailors and takes back his role as Duke of Milan. Ferdinand and Miranda are engaged to be married, and we find that the ship is well enough to sail home and not wrecked on the island! Prospero fulfills his promise to Ariel and frees the nymph from servitude and Prospero asks the audience to set him free as well.

PRESHOW QUESTIONS

1. Have you ever been angry with a friend or sibling? Has a friend or sibling ever been angry with you? How did you deal with your anger? Looking back on the experience, would you have done anything differently?

2. If you were shipwrecked, what five personal items would you try to save and why?

3. Think about how you might tell a close friend the story of your past. How would you characterize yourself and your actions in your story?

4. In Shakespeare's day women were not allowed to perform on stage, which may explain why he only included one female character in *The Tempest*. How do you think society viewed women then? How is it similar or different to its view of women today?

DESIGN YOUR OWN DESERTED ISLAND: A GEOGRAPHY ACTIVITY

“Though this island seem to be deserted
Uninhabitable and almost inaccessible
The air breathes upon us here most sweetly”
-Adrian

MATERIALS

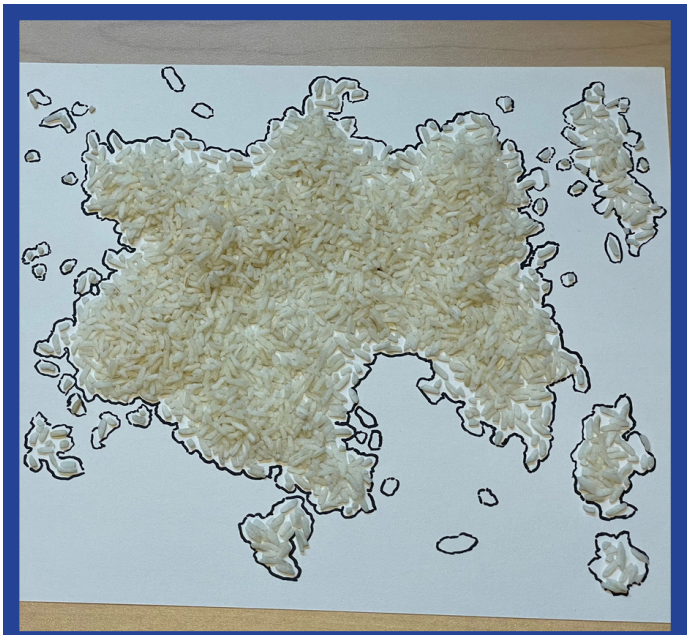
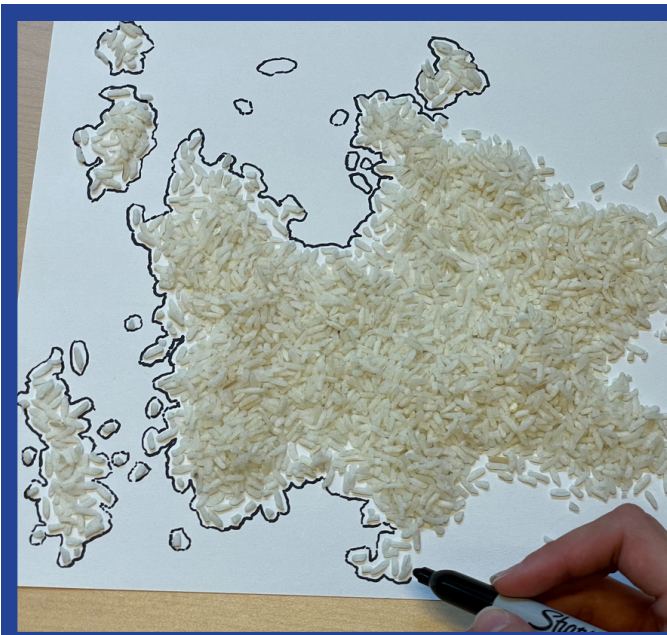
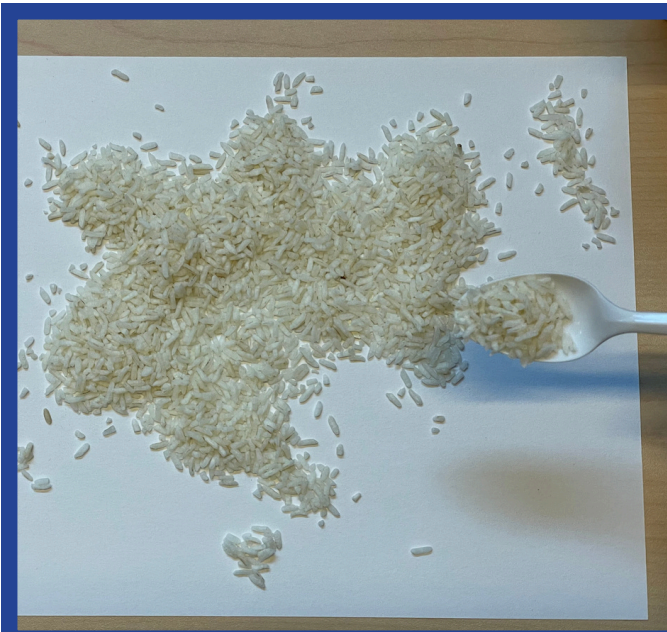
- White paper (No smaller than printer paper, though bigger is better!)
- A bag of rice
- Black pen
- Black marker - Feel free to use a permanent marker if you'd like to make your map look aged!
- At least one six-sided die.
- A string (this will need to be no shorter than the shorter edge of your paper)
- Optional:
 - Coloring supplies (markers, colored pencils, paint)
 - Dark coffee or tea (to age your map)
 - Paint brush



DESIGN YOUR OWN DESERTED ISLAND: A GEOGRAPHY ACTIVITY CONTINUED

DIRECTIONS

1. Lay your paper down on a flat surface. Either using your hand or a spoon, haphazardly sprinkle, spill, pour your rice onto your paper to create the shape of your island. Feel free to create smaller islands surrounding your main island—or even create an archipelago! You can also adjust the shape of your island by pushing your rice into place as needed.
2. Using your black marker, outline your rice. Try and avoid making your lines look unnaturally straight—the goal is to make it look rough and textured.

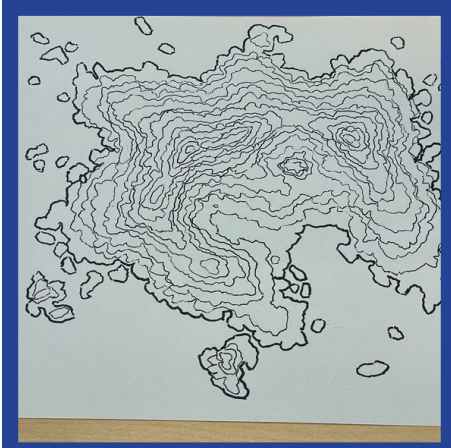
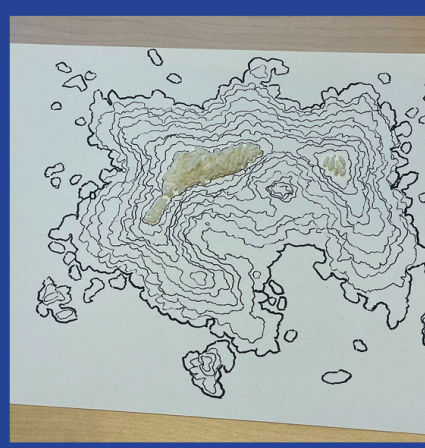
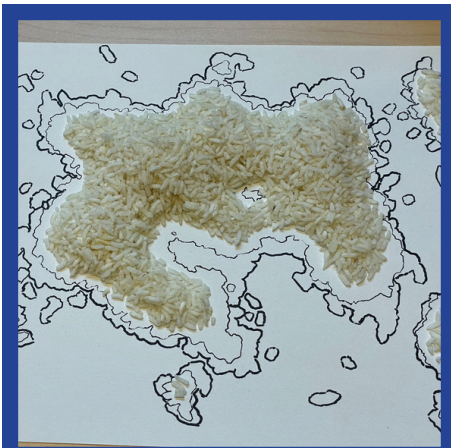
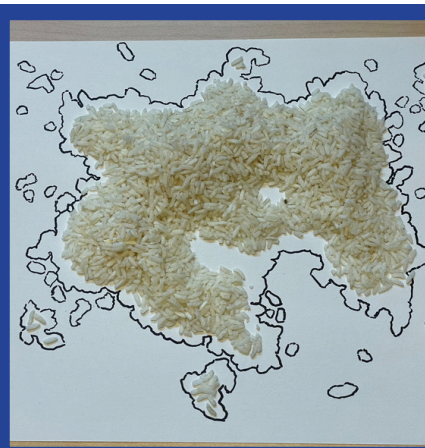
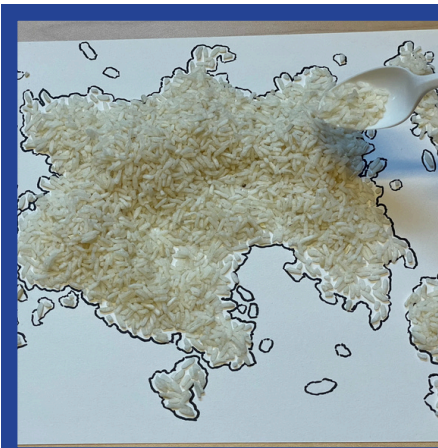


DESIGN YOUR OWN DESERTED ISLAND: A GEOGRAPHY ACTIVITY CONTINUED

DIRECTIONS

3.To create the topography—or the mountains, valleys, and hills—of your map, you have two options:

- a. An Elevation Map
- b. Once the lines are drawn in for the map, you can start to create your mountains, hills, valleys, and rivers.
- c. For mountains, carefully pour rice onto your map where you would want a mountain to be. Feel free to make multiple peaks of rice mountains to make it more realistic.
- d. For hills, sprinkle or spoon small amounts of rice onto your map.
- e. For valleys, don't add anymore rice!
- f. Once you've created your topography with your rice, carefully brush away the pieces of rice that are on the lowest elevations. Then, using a pen, trace around the remaining rice.
- g. Repeat this process with rice that make up the next lowest elevations until all of the rice has been brushed away.

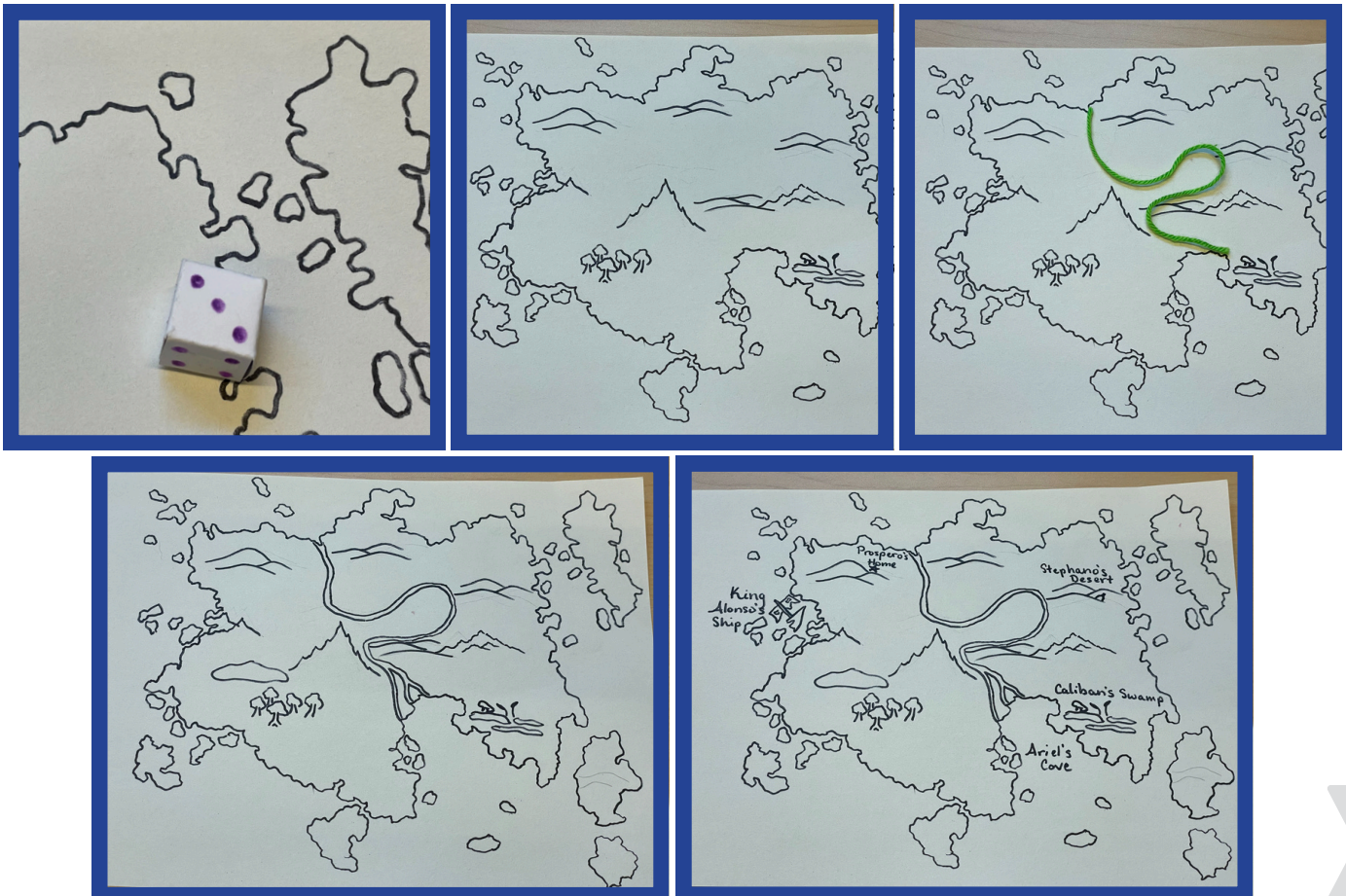


DESIGN YOUR OWN DESERTED ISLAND: A GEOGRAPHY ACTIVITY CONTINUED

DIRECTIONS

4.A Storytelling Map

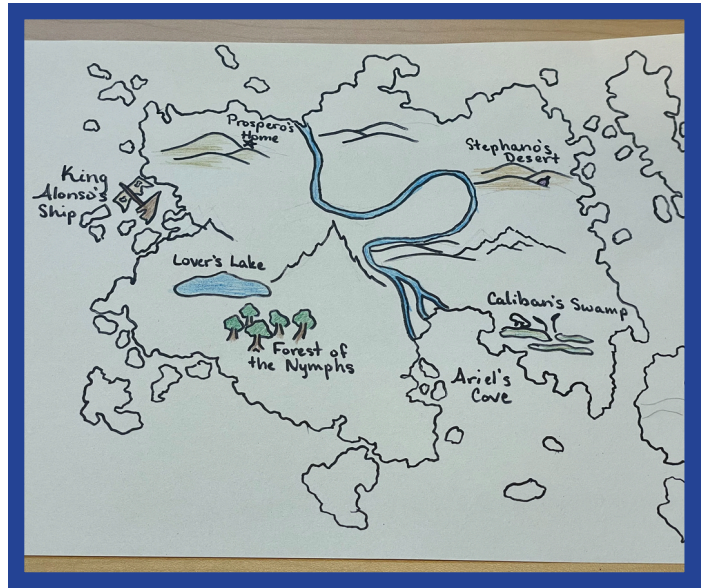
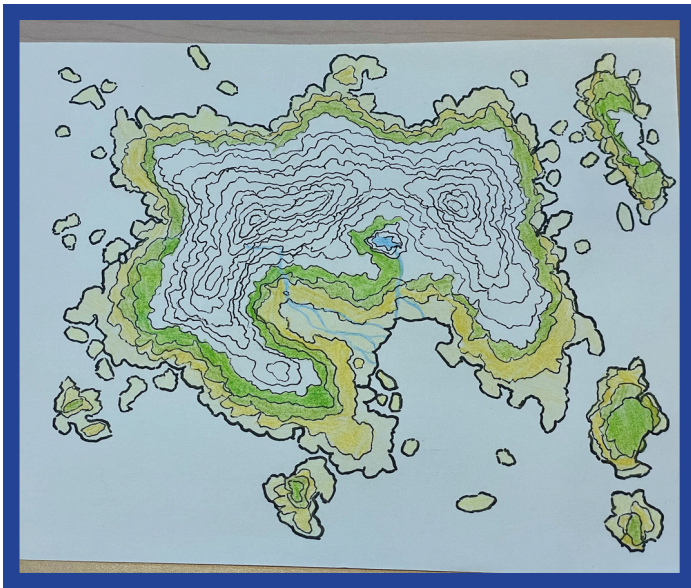
- a. For mountains and valleys: you are going to roll your die onto your paper. Wherever your die lands on the page, you will place a mountain. The number facing up on the die will determine how tall your mountain is. Use the number guide below to help with this. Repeat this until you have the desired number of mountains or roll multiple dice all at one time for all of your mountains. Once you know where your mountains and valleys are, draw them onto your map!
 - i. If you roll a one: this can be a valley or a completely flat part of your map
 - ii. 2-3: these can be hills. Feel free to make that part of your map multiple hills or just one really big hill.
 - iii. In the example, we rolled a 3. This meant we had to put a large hill there!
 - iv. 4-6: these can be your mountains.
- b. Once you've drawn out the topography of your map, add in any biomes you want on the island. This would include forests, swamps, deserts, and prairies.
- c. Name all of the places on your map! This makes it feel more fantastical. After you see the show, you can even use moments from the show as inspiration for the names of places.



DESIGN YOUR OWN DESERTED ISLAND: A GEOGRAPHY ACTIVITY CONTINUED

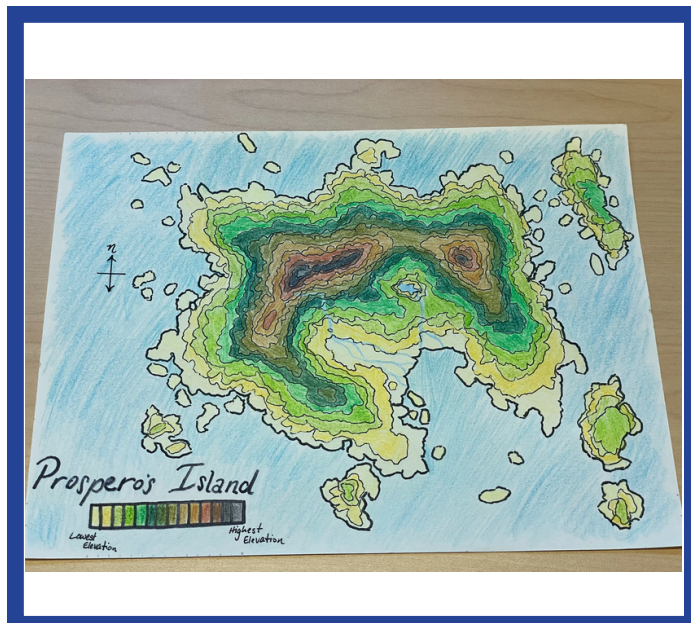
DIRECTIONS

6. Beautify your map. Feel free to color it in with your favorite coloring supplies or, if you like the look of old-timey maps, you can crinkle your map or use dark coffee or black tea to stain your map. If you stain your map, your map will curl and crinkle naturally—that will make it look even more aged!



7. Lastly, share your map! You can send pictures of it to us at education@firststage.org, tag us on Facebook or Instagram @firststage, or share it with your friends. You can even use your map as inspiration for your own stories!

Here are finished maps made by one of FS Teaching Artist Caitlyn Nettesheim!



MAKE YOUR OWN ARIEL: A COSTUME TECH TALK ACTIVITY

Costuming a character is a very important part of live theater! It's such a difficult task to take a character in readers' imaginations and bring them to full life and color on stage and costuming helps bring any theatrical story to life! You are going to be fulfilling the role of costume designer for a very mischievous character in 'The Tempest', Ariel!

Ariel is both a faithful servant to Prospero as well as a powerful air spirit. Ariel is reliant, witty, restless as well as compassionate. How would you dress a character who can cause monstrous storms as well as be gentle and kind? Today we will be designing our own Ariel costume using materials you may already have at home!

MATERIALS

1. 2 coffee filters
2. Markers
3. Water
4. Scissors
5. 2 Pipe Cleaners

DIRECTIONS

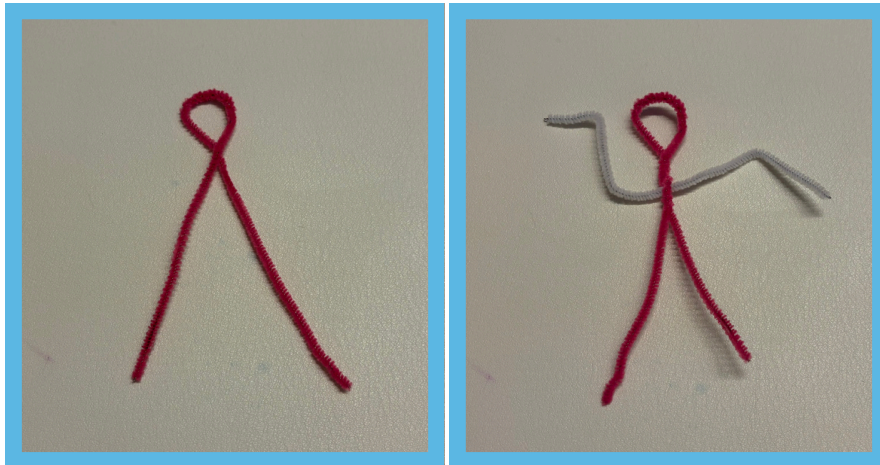
1. Flatten out your first coffee filter!
2. Using your markers, create you Ariel skirt design! What colors do you think of when you imagine the Wind? Water? Or the Ocean?
3. Drop water onto your coffee filter to mix your colors! Use as much, or as little water as you desire for your design!
4. Place coffee filter on a drying rack to dry while completing the following steps.



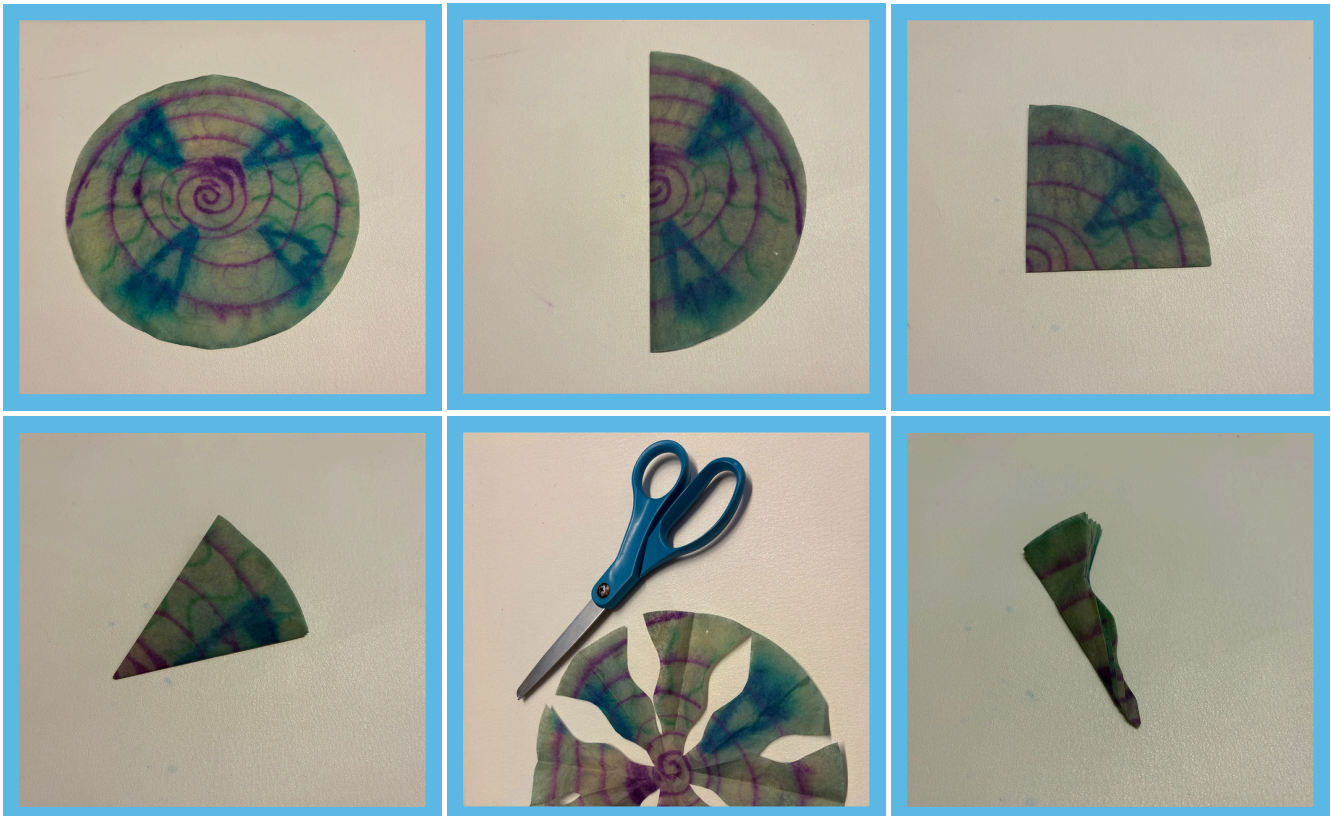
MAKE YOUR OWN ARIEL: A COSTUME TECH TALK ACTIVITY CONTINUED

DIRECTIONS

5. You will need 1 long pipe cleaner and 1 shorter pipe cleaner for Ariel's arms.
6. Begin by taking the longer pipe cleaner and create a head by twisting the cleaners together, leaving a space on top for Ariel's head!
7. Keep twisting, but add the short pipe cleaner while twisting to create Ariel's arms!



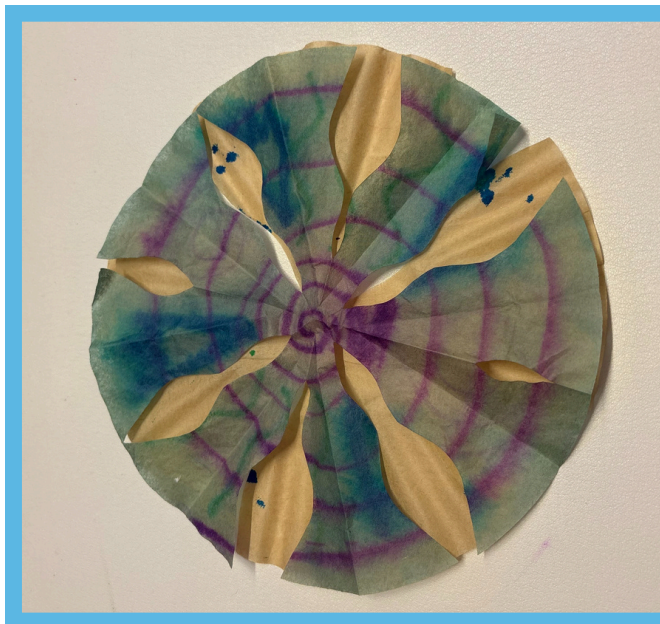
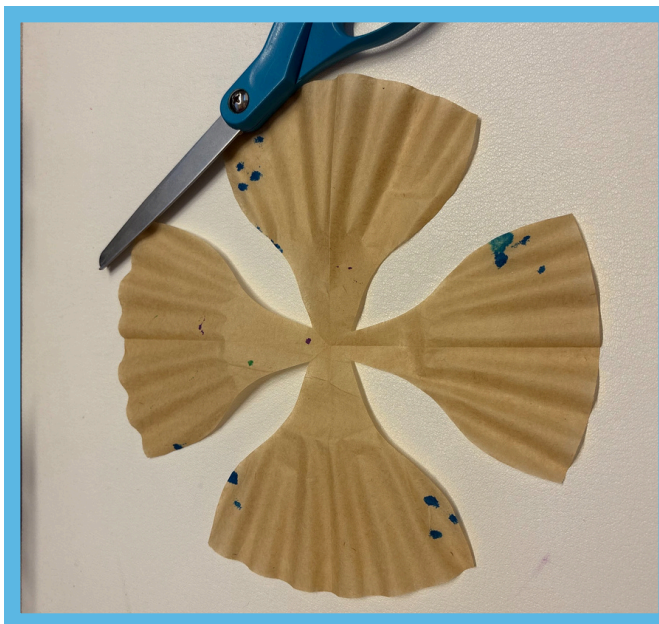
8. Now that your coffee filter is dry, let's get to cutting! Grab your scissors!
9. Fold your coffee filter in half. Fold your coffee filter in half AGAIN. Then fold your coffee filter in half AGAIN!
10. On one side of the filter, cut a design for Ariel's skirt!



MAKE YOUR OWN ARIEL: A COSTUME TECH TALK ACTIVITY CONTINUED

DIRECTIONS

11. Once you unfold your filter you should be able to see your cut-out design!
12. Remember that 2nd coffee filter? Repeat the folding/cutting steps with the plain filter to add volume to your Ariel costume!
13. Place both filters on top of each other. Create a small cut in the very middle of both filters.
14. The small cut you have created should allow your pip cleaner Ariel to fit through, thus creating a BEAUTIFUL Ariel costume!
15. This project can be repeated with different designs and different amounts of water! Enjoy your Ariel costume you have designed! Congratulations!



THE LANGUAGE OF ADVENTURE: A LANGUAGE ARTS ACTIVITY

Pay attention to the language that is used in *The Tempest*. You might notice that the actors speak much differently than us. William Shakespeare's writing is filled with different poetic tools to help show how a character might be feeling throughout the story—kind of like how we use music today! In this activity, you are going to try your hand at writing in a heightened style, like The Bard himself!

The Tempest takes place on a deserted island with many characters used to seafaring adventures. To make this more obvious, Shakespeare uses what are called motifs to help enhance the watery and seafaring themes. He also uses motifs to emphasize the importance of music in this play.

Shakespeare used the poetic tools of metaphor, personification, and descriptive language.

You are going to use these same three tools to write your own poem! For an added challenge, you can use some of the other poetic tools that Shakespeare used—like iambic pentameter, alliteration, and rhyming. Follow the worksheet provided on the next page to get started. You can find definitions and examples for these poetic tools listed below:

ALLITERATION

The use of the same letter or sound at the beginning of words that are right next to or nearby each other.

"THE DITTY DOES
REMEMBER MY DROWNED
FATHER."
FERDINAND

DESCRIPTIVE LANGUAGE

Using words and phrases in an artistic way to engage the readers/listeners and help them imagine what's happening and being felt by the characters

IAMBIC PENTAMETER

A rhythm found in Shakespeare's writing that sounds like a heartbeat (an unstressed syllable followed by a stressed syllable). When the rhythm changes or a line of verse ends on an unstressed syllable, this can show that a character is uncertain or distressed.

METAPHOR

A figure of speech where a word or phrase is applied to an object or action that isn't literal.

"I TOLD YOU, SIR, THEY WERE
RED-HOT WITH DRINKING"
ARIEL

MOTIF

An object, image, sound, or phrase that is repeated throughout a story. The motif points to the story's larger theme.

"THE WINGS DID SING IT TO
ME, AND THE THUNDER,
THAT DEEP AND DREADFUL
ORGAN PIPE,
PRONOUNCED
THE NAME OF PROSPER. IT
DID BASS MY TRESPASS."
ALONSO

PERSONIFICATION

The attribution of human-like qualities or characteristics to nonhuman things.

"WEEPING AGAIN THE KING
MY FATHER'S WRACK,
THIS MUSIC CREPT BY ME
UPON THE WATERS,
ALLAYING BOTH THEIR
FURY AND MY PASSION
WITH ITS SWEET AIR.
THENCE I HAVE FOLLOWED
IT,
OR IT HATH DRAWN ME"
FERDINAND

RHYME SCHEME

The purposeful use of words at the end of lines of verse that sound similar. A poet uses a rhyme scheme to help separate the ideas in a poem and to create rhythm.

"YOU SUNBURNED
SICKLEMEN, OF AUGUST
WEARY,
COME HITHER FROM THE
FURROW AND BE MERRY."
IRIS

THEME

A central topic, subject, message, or idea that is being discussed or described in a piece.

"I SAY BY SORCERY HE GOT
THIS ISLE;
FROM ME HE GOT IT. IF THY
GREATNESS WILL
REVENGE IT ON HIM, FOR I
KNOW THOU DAR'ST,
BUT THIS THING DARE NOT."
CALIBAN

THE LANGUAGE OF ADVENTURE: A LANGUAGE ARTS ACTIVITY CONTINUED

Now it's time to write your poem!

SUBJECT

What is your poem going to be about? Once you know what it's about, brainstorm some ideas to include in your poem

THEME

You can use the same theme as Shakespeare (water and sailing) or pick a theme of your own!

DESCRIPTIVE LANGUAGE

Brainstorm some creative ways you can describe the things in your poem.

METAPHOR

What are some interesting comparisons you can make between your subject and your theme?

PERSONIFICATION

Are there elements in your theme that you can bring to life?

THE LANGUAGE OF ADVENTURE: A LANGUAGE ARTS ACTIVITY CONTINUED

TITLE

WRITTEN BY

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

POSTSHOW QUESTIONS

1. At the end of the play, Prospero chooses to forgive his enemies. Why do you think forgiveness is an important theme in this story?

2. How did the setting of the deserted island contribute to the story? What role did it play in the characters' experiences?

3. Can you relate to any of the characters or their struggles? How so?

4. What surprised you the most about the play? Was there a moment that stood out to you?

WHO SAID IT?

1. "A pox o' your throat, you bawling, blasphemous, incharitable dog!"
2. "Be not afeard. The isle is full of noises,
Sounds and sweet airs that give delight and hurt not
Sometimes a thousand twangling instruments
Will hum about mine ears, and sometimes voices
That, if I then had waked after long sleep,
Will make me sleep again; and then, in dreaming,
The clouds methought would open, and show riches
Ready to drop upon me, that when I waked
I cried to dream again."
3. "O, a cherubin
Thou wast that did preserve me. Thou didst smile,
Infusèd with a fortitude from heaven,
When I have checked the sea with drops full salt,
under my burden groaned, which raised in my
An undergoing stomach to bear up
Against what should ensue."
4. "What, all so soon asleep? I wish mine eyes
Would, with themselves, shut up my thoughts. I find
They are inclined to do so."
5. "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!"

WHO SAID IT? CONTINUED

6. "I should sin

To think but nobly of my grandmother.

Good wombs have borne bad sons"

7. "Swum ashore, man, like a duck. I can swim like a duck, I'll be sworn."

8. "Fie, what a spendthrift is he of this tongue."

9. "...and my trust,

Like a good parent, did beget of him

A falsehood in its contrary as great

As my trust was, which had indeed no limit,

A confidence sans bound."

10. "If thou be'st Trinculo, come forth. I'll pull thee by the lesser legs. If any be Trinculo's legs, these are they."

11. "It is foul weather in us all, good sir,

When you are cloudy."

12. "My affections

Are then most humble. I have no ambition

To see a goodlier man."

13. "We are such stuff

As dreams are made on, and our little life

Is rounded with a sleep."

14. Before you can say "Come" and "Go,"

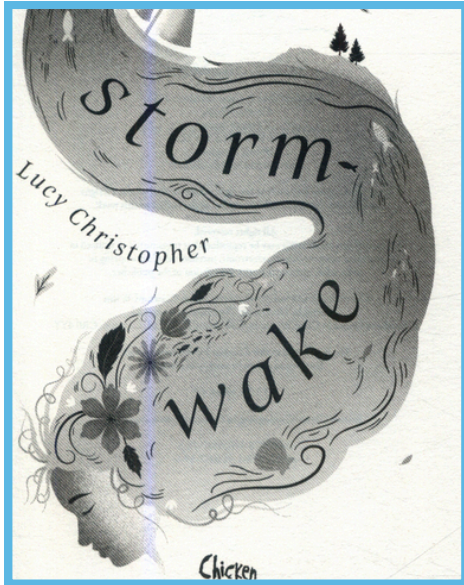
And breathe twice, and cry "So, so,"

Each one tripping on his toe,

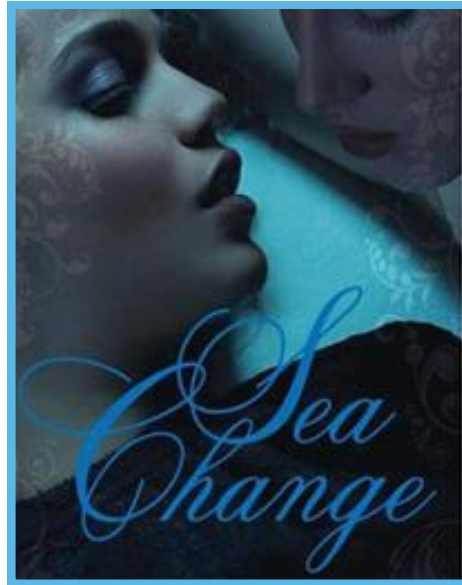
Will be here with mop and mow.

ANSWERS ON THE NEXT PAGE!

RECOMMENDED READING



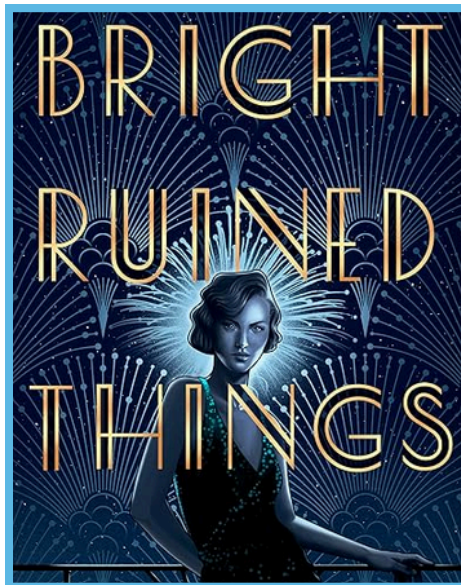
STORM-WAKE
by Lucy Christopher



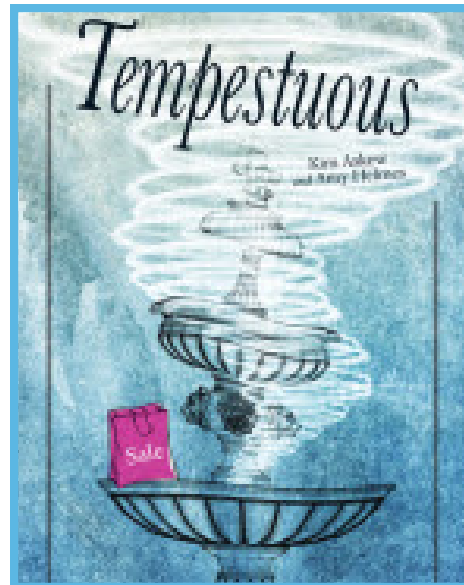
SEA CHANGE
by Aimee Friedman



FIRE
by Kristin Cashore



BRIGHT RUINED THINGS
by Samantha Cohoe



TEMPESTUOUS
by Kim Askew and
Amy Helmes

WHO SAID IT ANSWER KEY: 1. SEBASTIAN 2. CALIBAN 3. PROSPERO 4. ALONSO
5. CALIBAN 6. MIRANDA 7. TRINCULO 8. ANTONIO 9. PROSPERO 10. STEPHANO
11. GONZALO 12. MIRANDA 13. PROSPERO 14. ARIEL