

The Tempest

KS3 teaching pack



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Introduction

This comprehensive KS3 pack offers a structured route through *The Tempest* with teaching ideas, accompanying resources, and suggestions for differentiation. The pack contains all of the Teachit resources referred to in the initial pathway, some of which were specifically commissioned for the purposes of this pack.

Pack structure

It is organised into six weekly sections, each focusing on a key scene or scenes, and there are several opportunities to assess students' writing and speaking and listening.

Within each part you'll find a selection of:

- ❖ starter and introductory activities
- ❖ main activities
- ❖ plenary activities
- ❖ creative opportunities.

The pack lends itself to being used in different ways. It could be dipped into on an ad hoc basis at either key stage or it could form the basis of a term or half term's work. The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

The resources

We've included links to each separate resource included in this pack so that you can access the resources directly on teachit.co.uk. We've also included the file number or name for each original resource - just pop this into Teachit's search engine. Most of the resources in this pack are Word documents, but we've also included links to PowerPoints and interactive activities where applicable. Please log in first in order to access any of these resources on Teachit. If you have accessed this pack as a Teachit subscriber then the usual permissions apply. Teachit.plus subscribers can access the Word documents and any PowerPoints whereas Teachit.works subscribers will also have access to any interactives.

To help with navigation, there is a contents table which details which part each resource is used in and the page number.

We've included specific scene and line references throughout, although you may prefer to use an alternative or shortened version of the play with some classes.

The writers

Our thanks go to contributors Julie Hopkins and Sarah Moody who have written this pack and to the following contributors whose resources are also included (listed in the order their resources appear in the pack):

Annabel Watson, Katy Taylor, Debbie Purdon, Jayne McCallum, Anne Laverty, Rhiannon Glover, Sarah Moody, Rachael Caveney, Keziah Featherstone, Eddie Halliday, Alicia Pope, Alison Powell.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachit.co.uk or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit members - you can do this by adding a comment on the [Teaching packs](#) page on Teachit.

Route through - Week 1

Act 1 Scene 1; Act 1 Scene 2 ll 1- 86

1. Suggested starter activities

Front covers. Use a selection of front covers (or images from them) to infer and predict characters, relationships, setting and plot. Those front covers that show scenes from real productions (e.g. *Cambridge School Shakespeare*; *Oxford School Shakespeare*) offer an opportunity to think about performance and how you use expression, body language and staging to convey ideas.

Guessing game. Bring in a range of props relating to the play (e.g. a ship, a set of books, a staff, a sword, some firewood ...) and ask students to decide what they think the plot of the play might be. Award points for most amusing/accurate/inventive response. Alternatively give students a collection of images relating to the play from theatre or film adaptations, and ask them to do the same. If you want to, provide students with character names too.

A perfect storm. Show a short video clip of a boat foundering or in a storm, such as the 'giant wave' in *The Perfect Storm* (clips of this and other stormy scenes available on YouTube). Ask students to write down some of their thoughts and feelings as they watch. Share ideas and discuss the possible impact on an audience of having a shipwreck form the opening scene of *The Tempest*.

2. Suggested main activities

Performing Act 1 Scene 1. In [Performing Act 1 Scene 1 \(5927\)](#) students use their voices and bodies to create the storm scene that opens the play. Each student is then given a line from the scene to deliver amid the general mayhem. The idea is to recreate the atmosphere of the scene in a very physical, all-involved way.

Set the shipwreck scene to music. Choose the song/musical piece that could form a suitable backing track to this scene. This could be a stand-alone activity, or the first step in *The Tempest* soundtrack activity (see [creative activities](#) below). Students should suggest a particular piece of music or - if they can't think of a specific piece - some characteristics of what would make a suitable track (suggested instruments, would it have lyrics, a particular genre ...). To minimise lesson time spent on this, elicit a few suggestions and then put them to the vote.

Freeze-frames. After reading the 'history' of Prospero and Miranda (Act 1 Scene 2 lines 36 -174), give students the opportunity to illustrate the events leading up to Prospero and Miranda's arrival on the island by working in small groups to create a series of frozen images. As each group presents their tableau(x), the other students might use their knowledge of the scene to explain what it represents, or use thought-tracking to show their understanding.

Order the events. Consolidate knowledge of the plot as revealed in Act 1 Scenes 1 and 2 with the resource [Order the events \(22808\)](#). First, sequence the events as they are revealed in the play. Next, repeat the process, but this time arrange the cards into chronological order ('real life'). Compare the two lists.

3. Suggested plenary activities

Freeze-frames revisited (caption competition). If students have performed the **freeze-frames**, ask groups to select an apt quotation to label another group's tableau.

Chapter titles. Students imagine that this is a novel, divided into chapters rather than scenes. Ask for a suitable title for each of the 'shipwreck' and the 'history of Prospero' chapters.

Differentiation: Add challenge, structure or variety to the task by setting parameters such as:

- ❖ *a single word title*
- ❖ *a quotation as a title*
- ❖ *Victorian style (gifted and talented students, particularly, may enjoy investigating and using this style of writing)*

4. Suggested additional creative activities

Set the scene to music revisited (set the whole play to music). Choose the songs/musical pieces that could form *The Tempest* soundtrack using the resource [Creating a soundtrack \(22807\)](#). Start the whole class on this together, with everyone choosing a piece of music for the shipwreck scene. Having established the format with this one example, they can be allowed to work more independently as you study the play. This offers opportunities for starters and plenaries, as students present and explain their choices. Introducing this project through the **Set the shipwreck scene to music activity (Main activities)** above) gives you an opportunity to model writing an explanation of your choice and linking it to details of the play.

Chapter titles revisited (classroom frieze). If you repeat the **Chapter titles** idea (**Plenary activities** above) as you read the play, your class will have a list of chapter titles covering the play. Allocate a separate 'chapter' to each student. Ask them to produce an A4 page with their preferred chapter title, an image and/or a key quotation to form a display for the classroom. Laminate these, and you have a handy resource for next year's class! Scan and reduce them and you can create a graphic version of the play for sequencing, or cut up titles/pictures/quotes and they can do a matching activity: starters and plenaries sorted. It can even be a simplified version of the play for your future SEN students!

Island design. This ongoing creative [Design your own island resource \(8857\)](#) consists of a six-week project of creative writing tasks. At the end of the project students will have designed their own island.

Performing Act 1 Scene 1 (5927)**The Tempest: acting Act 1 Scene 1**

Work as an ensemble piece. How can you represent the sinking ship using just your bodies and voices?

Suggestions**Actions:**

- Form the boat - students can stand or sit in the shape of a boat. Try holding hands. Try pulling or pushing. Pupils decide whether they need a mast and what to use for it.
- Find individual, paired or small group actions such as pulling ropes, grabbing the wheel, lowering the sail etc.
- Practise moving from the whole group 'boat' to individual actions and back.
- Decide on an action to represent the 'sinking' of the ship at the end, (such as turning and falling flat on the floor in unison).

Words:

- Pupils warm up by repeating different lines in unison. They repeat these lines in different ways, (whispering, shouting, despairing, angry etc.). Good lines to use are: 'Keep below', 'You do assist the storm', 'Down with the topmast!', 'We split! We split!'
- Distribute lines at random.
- Allow students to choose how to say their line and practise while walking round the room, combining it with actions if possible.
- Re-assemble students and run through the lines in a circle, adding actions.
- Organise a rough order of speaking. Do allow a large degree of freedom with regard to when students should speak. Encourage plenty of repetition with an aim of building up to a frenzy of them all shouting their lines just before the 'shipwreck'.

Extension:

- Explain the different roles of the Boatswain and the noblemen, and organise some of the more able students to take on these roles.

Keep below.

You do assist the storm.

What cares these roarers for the name of king?

Down with the topmast!

Yare, lower, lower!

A plague upon this howling!

Lay her a-hold, a-hold.

Lay her off!

All lost!

To prayers, to prayers, all lost!

Farewell my wife and children!

Farewell brother!

We split, we split, we split!

We split! We split!

Let's all sink with the king.

Order the events (22808)

Teaching notes

Hand out the prepared events cards to pairs or small groups.

1. Ask students to sequence the events as they are revealed to the audience in Act 1 Scene 1 and Act 1 Scene 2 lines 1 - 186.
2. Repeat the process, but this time, arrange the events into chronological order ('real life') and compare the two lists.

Colour key

Blue = events before Prospero and Miranda's arrival on the island

Green = events after Prospero and Miranda's arrival on the island

<i>Sequence the events as they are revealed to the audience</i>
A ship containing Antonio, Alonso and others is sailing near the island.
A violent storm causes the ship to 'sink'.
Miranda expresses sympathy for the drowned men.
Prospero assures her that - through his magic - they are all safe.
Prospero, Duke of Milan, spent most of his time studying the art of magic.
Antonio, his brother, conspired with Alonso, King of Naples, to get rid of Prospero and be Duke in his place.
Gonzalo put food, water, clothes and Prospero's books into the boat in which Prospero and Miranda were to be left.
Prospero and Miranda were abandoned at sea in a leaky boat.
They landed on this island where they have lived for 12 years.

<i>Put the events in chronological order</i>
Prospero, Duke of Milan, spent most of his time studying the art of magic.
Antonio, his brother, conspired with Alonso, King of Naples, to get rid of Prospero and become Duke in his place.
Gonzalo put food, water, clothes and Prospero's books into the boat in which Prospero and Miranda were to be left.
Prospero and Miranda were abandoned at sea in a leaky boat.
They landed on this island where they have lived for 12 years.
A ship containing Antonio, Alonso and others is sailing near the island.
A violent storm causes the ship to 'sink'.
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Antonio, his brother, conspired with Alonso, King of Naples, to get rid of Prospero and be Duke in his place.

Gonzalo put food water, clothes and Prospero's books into the boat in which Prospero and Miranda were to be left.

Prospero and Miranda were abandoned at sea in a leaky boat.

They landed on this island where they have lived 12 years.

Order the events - interactive activity

We've included a screenshot of the interactive so you can see the resource. To use it as intended, please type 22808 into the Teachit search bar and select the yellow star icon. (NB: this activity is accessible to Teachit.works subscribers and those who pay to download the pack as an individual purchase.)



Put the events into the correct order.

Miranda expresses sympathy for the drowned men.

Prospero assures her that – through his magic – they are all safe.

Prospero, Duke of Milan, spent most of his time studying the art of magic.

Antonio, his brother, conspired with Alonso, King of Naples, to get rid of Prospero and be Duke in his place.

Prospero and Miranda were abandoned at sea in a leaky boat.

Gonzalo put food, water, clothes and Prospero's books into the boat in which Prospero and Miranda were to be left.

They landed on this island where they have lived for 12 years.

A ship containing Antonio, Alonso and others is sailing near the island.

A violent storm causes the ship to 'sink'.

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Creating a soundtrack (22807)

You are going to put together the track listings for a CD which could be used for a production of the play *The Tempest*.

1. You can choose any sections of the play to 'illustrate', but you must have at least one track for each Act.
2. Your chosen piece of music can be with or without lyrics. It can be of any style or period.
3. However, you must be able to explain why it is suited to the part of the scene you have chosen. Your explanation should link aspects of the music (e.g. rhythm or mood) to details of the scene (e.g. a character's feelings) as well as to how you want the audience to react.

(Some possible sentence starters are given for the first one - the shipwreck - to help you express your ideas.)

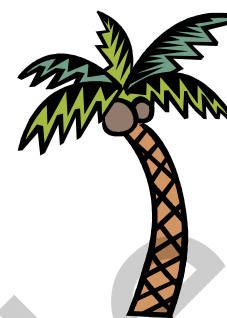
	Title and artist/composer	Scene/lines	Explanation of why this music is appropriate.
1		The shipwreck Act 1 Scene 1.	This music is ... which reflects/emphasises the ... The audience will feel/understand ...
2			
3			
4			
5			

Optional:

4. When you have finished the play and decided on your final track listings, you can design the CD cover.

Design your own island (8857)

This is a project to be completed over six weeks! Hooray!



Each week you should complete one task from the list below. At the end of term you will have designed your own island! You must hand in your completed tasks as a project on the last lesson of term. You may decide how you present your project (you can use the computer if you wish) and you can do the tasks in any order you like.

Tasks:

- 1 Draw a map of your own island.
 - name it
 - label areas of interest
 - give some background information about the island (use your imagination - e.g. Where is it in the world? Has it been inhabited before? What plants and animals live there?)
- 2 Create a tribe of people who live upon your island.
 - give your tribe a name
 - design a costume for the tribe
 - write down the laws and customs of their society
 - pick two tribe members of different ages and sex. Write a detailed description of them, include what they look like, their personality, what they do on the island and their thoughts / feelings.
- 3 Every society has folk tales and stories which are passed down from generation to generation e.g. the story of Sycorax. Write your own story for the islanders. This can be based on magic or explain how something came to be the way it is. You should produce at least one side of A4 so include lots of detail. Use the myth you've been given to help you plan your story.
- 4 A new arrival! Someone has been shipwrecked on the island. Write a message from their point of view that they will put into a bottle! The message should include details of their shipwreck, thoughts and feelings on arriving upon the island and a plea for rescue.
- 5 You take pity upon the new arrival on the island and decide to give them some advice about island living. Write an 'Idiot's Island Information Leaflet'. This should include easy to follow steps for survival such as how to build a shelter, what to eat and what not to eat (say why), where to go and where not to go (say why), how to collect fresh water, how to avoid being eaten by the creatures on the island and anything else you think they need to know about your island.
- 6 Choose one of the following:
 - invent a plant, give it a common name and a Latin name and explain its uses for islanders
 - invent an island 'beast', give it a name, describe it and say why it is a danger to the islanders
 - invent an island gadget, give it a name, and say what it is made of, what it does and how to make it. (Remember it must be made from island materials.)