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**Knowledge Rich Curriculum Plan**

*The Tempest – An introduction to Shakespeare*



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Written link the wider curriculum** | **Assessment** |
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| 1. **vvbv**   **Lesson One: Who was William Shakespeare?** | 1. A myth is a story that… includes supernatural beings or events and often explains something like a natural or social phenomenon.  2. The heroes’ journey is… a structural device with typical traits that follows the protagonist hero.  3. A villain is somebody who… works in opposition to the hero and usually has a dark or troubled motive.  4. A tempter is… someone or something that wants to charm or temp a person for their own gains.  5. Sacrifice means to… give up something that you don’t want to for the gain or good of somebody else.  Students will know the importance of studying William Shakespeare’s work such as his characters are people with who we can identify with, they challenge society by exploring differences between right and wrong.  Students will understand details of Shakespeare’s early life, his life in London and London during Jacobean England. Students will know that all of these details are necessary to understand what influenced his writing. | Tier Two:  Raucous- Disturbingly loud or uncontrollably behaved.  Tier Three:  Elizabethan- The era between 1558-1603, named after Queen Elizabeth I.  Jacobean- The era between 1603-1625, named after King James I. | Students will need to know who William Shakespeare was.  Students will need to know what a myth.  Students will need to know the typical traits of a hero and villain. | <Myths  <Clockwork  >Romeo and Juliet  >Macbeth | **Prior knowledge:**  Mind map everything you can remember about Shakespeare  Born in Stratford-upon-Avon 1564-1616  Married Anne Hathaway  Actor, playwright, poet  **Big question**: What was theatre like in Jacobean England?   1. Interestingly, visiting the theatre in Shakespearean England would have been… a raucous experience with people of all different social classes mixed in one theatre. 2. The audiences often weren’t able to… sit down or be quiet. Instead they might be standing in the yard, eating, drinking and generally being loud. 3. Plays were often performed… in daylight as there was no electric lighting. 4. Unlike today, the actors had very few... props or staging elements. Actors needed to use large gestures and be inventive for their audiences. 5. The Globe Theatre did not, and does not, have… a roof! In the rain, the actors and audience get wet. |
| 1. **Wh**   **Lesson Two: Understanding the plot** | 1. Shakespeare was a… playwriter and poet.  2. He was born during the… Elizabethan era.  3. The Globe Theatre was… Shakespeare’s own theatre where his plays were performed.  4. A trip to the theatre would have been… raucous and not at all high class.  5. Shakespeare died during the… Jacobean era.  Students will know that a tempest is a violent storm.  Students will know the basic outline of the plot.  Students will know the main characters and their roles. | Tier Two:  Inhabitant: a person or animal that lives in or occupies a place.  Usurped: the act of plotting and taking the power or position of somebody  Exiled: (of a person) having been expelled and barred from one's native country, typically for political or punitive reasons.  Abstract: Something that is separated from an object but could link in some way. | Students will need to know that Shakespeare was a writer in the Elizabethan and Jacobean period. | <Clockwork (plot and narrative arc) | The character Prospero is… the protagonist of the paly. Father to Miranda and an exiled, usurped man of power with magical abilities.  It could be said that Prospero’s relationship with Ariel is... problematic and abusive as Prospero controls them.  Interestingly, Prospero’s relationship with Caliban is… also problematic and abusive as Prospero also controls Caliban. He has more contempt for Caliban than he does for Ariel.  Task: Write a summary of the play in no fewer than 30 words. You must use the tier two vocabulary for today’s lesson |
| 1. **Act One, Scene One- Engaging openings**   **Lesson Three: Engaging openings** | 1. William Shakespeare is the one of Britain’s most famous… writers of plays and poetry.  2. Shakespeare was born in the Elizabethan era but… died in the Jacobean era whilst James I was on the throne.  3. The word tempest means… storm.  4. At the beginning of The Tempest, we learn that Prospero… has been usurped and exiled.  5. Miranda is… Prospero’s daughter who has been taken with him into exile on the island.  Students will know that in theatres today, the action on stage would be supported by electronic sound and lighting.  Students will know that sound and lighting can create effects and can influence mood and atmosphere. | Tier Three Vocabulary  Stage directions: an instruction in the text of a play indicating the movement, position, or tone of an actor, or the sound effects and lighting.  Theatre: a building or outdoor area in which plays and other dramatic performances are given.  Lighting (LX): The light used to light the action on stage. Often used to, create mood or draw focus to something specific.  Sound (SX): The sound used to support the action on stage. | Students need to know the plot of The Tempest.  Students need to know that The Globe is an open-air theatre that had no electricity. | > Frankenstein  > Romeo and Juliet  > Blood Brothers  > Macbeth  > An Inspector Calls | 1. In the opening scene, Shakespeare uses exclamation marks. This would mean that the actors… would exclaim those lines wither through shouting or through altering the quality of their voices.  2. The scene is dramatic and chaotic; the characters perhaps insult each other because… they are fearful and each of them thinks that they how to best handle the situation.  3. Gonzalo reminds the Boatswain ‘whom thou hast aboard’ meaning… he should safe the boat because the King and his noblemen are on board.  4. Antonio brags that he is less afraid of death, perhaps because… he believes he is destined for heaven unlike others aboard.  5. Ultimately, by the end, the men… jump from the ship in the hope of swimming for safety. |
| 1. **Act One, Scene One- Engaging openings**   **Lesson Four: Engaging Openings (pt. two)** | 1. An exclamatory sentence ends with a… (an) exclamation mark.  2. An imperative sentence demands that… somebody does something or an action follows,  3. A question is something that… requires a response.  4. At the beginning of the play, Prospero uses magic to… create a storm and cause a shipwreck.  5. When the ship is in peril, the men onboard… try to fight back but eventually abandon the ship and jump into the water.  Students will learn that Shakespearean audiences were familiar with myths and biblical stories.  Students will learn that travel by sea was familiar to the audience owing to the exploration and slave trades of the times. | Allusion: In literature, an implied or indirect reference to a person, event, or thing or to a part of another text. Most allusions are based on the assumption that there is a body of knowledge that is shared by the author and the reader. | Students need to know that writers make choices to influence their reader or audience.  Students need to know that a playwright uses stage directions and punctuation to direct their actors. | > Frankenstein  > Romeo and Juliet  > Blood Brothers  > Macbeth  > An Inspector Calls | How does Shakespeare create an engaging opening to The Tempest?  You might want to write about:  • The writer’s methods  • The writer’s language choices  • The writer’s structural choices  • What the writer’s intended impact is on the audience  Shakespeare repeatedly uses exclamation marks to ensure that the lines are delivered at a loud volume. He opens the scene with “Boatswain!” The exclamatory sentence creates a dramatic opening to the play. The boatswain is demanding attention and the audience realise the situation is very dangerous and the need for action is urgent. The audience, like the master, would have no choice but to pay the Boatswain attention. |
| 1. **Introducing themes**   **Lesson Five: Introducing themes** | 1.Shakespeare might have chosen to open the play with a storm because… the audience would be familiar with the connotations of storms on the bible.  2.Boat travel was important the Elizabethans because… they moved goods and enslaved people around on boats. It was a time of exploration and discovery.  3.Elizabethans would have been familiar with bible stories because… Christianity was an integral part of society.  4. Allusion is… the reference to or mention of another story to help the audience understand a character or plot point.  5. Usurped means… to underhandedly take somebody’s power.  Students will learn about the themes of: Gender roles, poverty and wealth, power and conflict and parent and child relationships.  Students will learn how the themes in The Tempest link to the other texts that they have studied.  **MIRANDA**  If by your art, my dearest father, you have  Put the wild waters in this roar, allay them.  The sky, it seems, would pour down stinking pitch,  But that the sea, mounting to the welkin's cheek,  Dashes the fire out. O, I have suffered  With those that I saw suffer: a brave vessel,  Who had, no doubt, some noble creature in her,  Dash'd all to pieces.  Our initial impression of Miranda is that she is a peaceful and gentle person who is upset by the suffering of others. She implores her father to help those at sea and stop the storm.  Twelve year since, Miranda, twelve year since, Thy father was the Duke of Milan and A prince of power.  **MIRANDA**  Sir, are not you my father?  **PROSPERO**  Thy mother was a piece of virtue, and She said thou wast my daughter; and thy father Was Duke of Milan; and thou his only heir And princess no worse issued.  Here it is revealed that Miranda doesn’t know about her powerful and privileged past and now Prospero is revealing it to her.  **Prospero**  I pray thee, mark me. I, thus neglecting worldly ends, all dedicated To closeness and the bettering of my mind With that which, but by being so retired, O'er-prized all popular rate, in my false brother Awaked an evil nature; 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.  This reveals that Prospero is hurt and bitter about what has happened and he wants Miranda to take this seriously and perhaps share in his distain for those who exiled them.  **MIRANDA**  Alack, what trouble Was I then to you!  **PROSPERO**  O, a cherubim Thou wast that did preserve me. Thou didst smile. Infused with a fortitude from heaven, When I have deck'd the sea with drops full salt,  This reveals that through his loss of power and exile, his daughter was his most precious comfort. | All previous vocabulary to be used in the response. | Students will need to understand the meaning of gender roles, poverty and wealth, power and conflict and parent and child relationships. . | > Frankenstein  > Romeo and Juliet  > Blood Brothers  > Macbeth  > An Inspector Calls  > Personal Development Curriculum | I do question: How does Shakespeare explore the roles of women in Act One, Scene Two?  Shakespeare upholds typical ideas about women when he introduces the character of Miranda. In the opening of the scene she tells her father ‘I have suffered with those that I saw suffer’. This demonstrates to the audience that Miranda is upset about the men that, she thinks, have drowned in the storm. Shakespeare successfully conveys that Miranda is a sensitive and compassionate character. An Elizabethan audience would be familiar with women being portrayed in this way.  We do question: How does Shakespeare explore power and conflict in Act One, Scene Two?  Shakespeare explores the link between power and conflict when Prospero tell Miranda that ‘Thy father was the Duke of Milan’. By revealing his past to his daughter, Prospero is recognising that his previous position of power has been taken from him. He describes his former self as a ‘Prince of power’.  You do question: How does Shakespeare explore Parent and Child relationships in Act One, Scene Two?  Responses could include:   * Closeness * Innocence * Control * Secrets * Power |
| 1. **Understanding the protagonist**   **Lesson Six: Understanding the protagonist** | Prospero has been exiled because… his brother wanted to usurp his power.  Prospero has been exiled but… he has taken his daughter and his magical books with him.  Prospero has been exiled so… he is angry and bitter. He is using those around him unfairly and is now plotting his revenge.  Students will know how Prospero is presented at the beginning of the play.  Students will know that Shakespeare has adopted various methods to influence his audience.  Students will know how a Shakespearean audience might to react to the play. | All previous vocabulary to be used in the response. | Students will need to know what a monologue is  Students will need to know how to explode quotations making detailed comment on the meaning and effect of the language used.  Students will need to know how to write a detailed analytical paragraph. | <Myths  <Clockwork | Big Question: How does Shakespeare present the character of Prospero in this extract and the whole of the play?  You might want to write about:  •The writer’s methods  •The writer’s language choices  •The writer’s structural choices  •What the writer’s intended impact is on the audience |
| 1. **Magic and the Supernatural**   **Lesson Seven: Magic and the supernatural** | 1. The protagonist of the play is… Prospero.  2. The two servants Prospero keeps enslaved are… Ariel and Caliban.  3. Prospero’s relationship with his daughter could be described as… loving and caring but also secretive and controlling.  4. A theme is… a big idea or issue that is common over many types of literature.  Students will know that the Jacobeans believed in the existence of witches and the supernatural.  Students will know that King James supported the belief of witches.  Students will know that Shakespeare used the supernatural in his plays because it interested his audiences.  1. Shakespeare makes it immediately clear that Prospero has power over Ariel when… Prospero enters and Ariel says ‘All hail, great master!’. Calling him master reveals that he has power over Ariel.  2. Prospero reveals that he has instructed Ariel to create the storm when he says…‘Hast thou, spirit,  Perform'd to point the tempest that I bade thee?’ meaning that Prospero has been giving Ariel instructions to carry out.  3. Ariel makes it clear to Prospero that nobody was hurt in the shipwreck when he says… ‘Not a hair perish'd;  On their sustaining garments not a blemish,  But fresher than before’ This reveals that the men have not been hurt and their clothing remains not only undamaged but also clean now from their encounter with the sea. | Tier Three:  Monologue: a long speech by one actor in a play or film  Imagery: When a writer creates a picture in the reader’s mind | Students will need to know what witches are and the stereotypes that are linked to witches.  Students will understand the theme of power and conflict.  Students will know what a verb is and the impact of verb choice. | <Myths  <Clockwork  > Frankenstein  > Romeo and Juliet  > Blood Brothers  > Macbeth  > An Inspector Calls | Big question: How has Shakespeare used language to create an engaging monologue?  You might want to write about:  •The writer’s methods  •The writer’s language choices  •What the writer’s intended impact is on the audience  Shakespeare has created an engaging monologue when Ariel describes how they move around the boat. Shakespeare writes ‘now on the beak, now in the waist, the deck, in every cabin’ This description of Ariel’s movement creates a feeling of excitement as different areas of the ship are highlighted. Equally it suggests that Ariel is excited to share their story with Prospero and could suggest that they are trying to impress Prospero. The audience would feel compelled to listen to Ariel’s story. |
| 1. **Introducing hierarchy**   **Lesson Eight: Introducing hierarchy** | 1. Prospero uses imperative language to…. Make demands of his servants.  2. Oppression is…. When somebody, or a group of people are kept down by the laws, rules or practices in society,  3. Prospero is to blame for his exile because…. He was only interested in his magic and not in the people he was supposed to be ruling over.  4. Prospero is to blame for his exile but…. He was usurped and unfairly treated,  5. Prospero is to blame for his exile so…. He now has to live on an island, seemingly for the rest of his life.  Students will learn what hierarchy is and where it can be identified.  Students will learn about social structures in Elizabethan and Jacobean times.  Students will learn how the characters on the ship fit into a hierarchy.  Students will learn that hierarchy isn’t always fixed. | Tier Two:  Hierarchy is defined as a system where people are organised in order of importance. |  | > Frankenstein  > Romeo and Juliet  > Blood Brothers  > Macbeth  > An Inspector Calls  > Personal Development Curriculum | Hierarchy is… the order in society or a particular group determined by set criteria such as wealth, gender, race or class.  It is complicated to try and put the characters of the island into a hierarchy because… Prospero has power on the island but Ariel has magical powers too, then the shipwrecked arrive and some of them have more status but then they are shipwrecked which arguably disables their standing on the hierarchy.  Characters like Ariel and Caliban have power, even though they are enslaved by Prospero because… both characters have some link to the supernatural. Caliban is the son of a witch and the rightful owner of the island as the native being. Ariel has magical powers but is entrapped on the island. |
| 1. **Power and control**   **Lesson Nine: Power and control** | 1. An exclamatory sentence ends with a… (an) exclamation mark.  2. An imperative sentence demands that… somebody do something or an action happens.  3. The theme of power is explored in The Tempest when Shakespeare… shows Prospero controlling Ariel/ Ariel controlling the weather/ Prospero is usurped...  4. Another way that the theme of power is presented in The Tempest is when Shakespeare…  5. Hierarchy is… a system where people are organised in order of importance.  Students will know that Prospero controls Ariel and makes them perform duties. | Oppression: Prolonged and unjust treatment of a person or group of people.  Exploitation: Using somebody or a group for your own gain.  Manipulation: The action of tricking someone to behave in a particular way. | Students will need to know that the audience believed in supernatural powers.  Students will need to understand hierarchy and control. | <Myths  <Clockwork  > Frankenstein  > Romeo and Juliet  > Blood Brothers  >Dickens and Victorian England  >KS3 poetry  >GCSE poetry anthology  > Macbeth  > An Inspector Calls  <> Personal Development Curriculum | Big Question: How does Shakespeare present power and control within this extract and the play as a whole?  You might want to write about:  •The writer’s methods  •The writer’s language choices  •The writer’s structural choices  •What the writer’s intended impact on the audience |
| 1. **Discovery and colonialism**   **Lesson Ten: Discovery and colonialism** | 1.In The Tempest, Prospero was exiled to the island because…  2.The relationship between Prospero and Miranda could be described as…  3.The relationship between Prospero and Ariel could be described as…  4.Elizabethans would be familiar with travel by boat because…  5.It could be argued that despite being usurped, Prospero still has power because…  Students will know that  **Prospero**  But, as 'tis, We cannot miss him: he does make our fire, Fetch in our wood and serves in offices That profit us. What, ho! slave! Caliban! Thou earth, thou! Speak  It is revealed that Prospero has enslaved Caliban. The enslavement of natives was commonplace in Shakespearean era. There was a general belief that England had a right to dominate and "civilize" other peoples and cultures, and this was often accompanied by a sense of cultural superiority. The exclamatory sentences highlight the harsh tones that Prospero uses.  **Prospero**  Thou poisonous slave, got by the devil himself Upon thy wicked dam, come forth!  It is revealed through the imperatives that Prospero is Caliban’s master. He calls him poisonous and wicked to show his contempt for Caliban.  **Prospero**  For this, be sure, to-night thou shalt have cramps, Side-stitches that shall pen thy breath up;  It is demonstrated that Prospero punishes Caliban physically and curses him with magic. It perhaps reveals why Caliban obeys Prospero.  **Prospero**  And show'd thee all the qualities o' the isle,  The fresh springs, brine-pits, barren place and fertile:  Cursed be I that did so!  It is revealed that initially, Prospero and Caliban exchanged knowledge to help each other. Caliban now regrets this. | Tier Three:  British Empire: a term used to describe all the places around the world that were once ruled by Britain.  Colonialism: the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically.  Native: a person born in a specified place or associated with a place by birth, whether subsequently resident there or not.  Tier Two Vocabulary  Superiority: a person or thing being better, stronger, etc. than another  Supremacy: the state or condition of being or believing you are superior to all others in authority, power, or status | Students will need to know that the enslavement of people and the exploration of other countries and continents was taking place during the Shakespearean times. | >Dickens and Victorian England  >KS3 poetry  >GCSE poetry anthology  > An Inspector Calls  <> Personal Development Curriculum | Shakespeare chose to include the enslavement of native islander Caliban perhaps to… highlight the process of colonialism.  Prospero’s threats reveal that… he hates Caliban and treats him badly. It does not reveal why at this point.  Caliban recalls that in the beginning of his relationship with Prospero… He helped him to survive on the island. |
| 1. **How is Lord Capulet presented when we first meet him?**   **Lesson Eleven: Victim or villain** | 1. Colonialism is when… a group of people gain full or partial political control over another country.  2. Caliban could be described as an island native because... he is an original inhabitant of the land.  3. Prospero perhaps believes he has superiority over Caliban because… he is an educated man who is also white European.  4. Oppression is when… a group of people or a person is deliberately stopped from advancing by another group or policy.  5. The qualities of a villainous character are… usually a back-story. Violent or murderous traits.  Students will know that native people were often depicted as savages in literature.  Students will know that Native Americans were victims of this.  Students will know how Shakespeare has crafted Caliban to fit the rhetoric of the time. | Violate: to behave in a way that does not respect somebody or to act without consent.  Savage (noun): a brutal or vicious person. | Students will know about colonialism and discovery. | >Dickens and Victorian England  >KS3 poetry  >GCSE poetry anthology  > An Inspector Calls  <> Personal Development Curriculum | Shakespeare presents Caliban as a victim of oppression.  This is clear when…  This communicates that…  It Is suggested…  Elizabethan audiences would…  On the other hand, Shakespeare presents Caliban as a savage native.  This is clear when…  This communicates that…  It Is suggested…  Elizabethan audiences would… |
| 1. **How is Juliet presented when we first meet her?**   **Lesson Twelve: Power and plotting** | 1. Colonialism is when… a group of people gain full or partial political control over another country.  2. Caliban could be described as a villain because… he tried to ‘violate’ Miranda.  3. Caliban could be described as a victim because… Prospero has taken his island from him and has subsequently tried to  4. Oppression is when… a group of people or a system prevents a person or group from making progress or having certain freedoms.  5. The theme of power can be seen in the play when… Prospero uses his power to create the storm/ keeps Ariel and Caliban from having freedom/ keeps the details of her early life from Miranda.  Students will know that the other men from the shipwreck believe Ferdinand is dead.  'Tis as impossible that he's undrown'd I have no hope  That he's undrown'd  Antonio believes that Ferdinand is dead.  A space whose every cubit  Seems to cry out, 'How shall that Claribel  Measure us back to Naples?  Antonio tells Sebastian that the King's daughter, Claribel, lives too far away to rule the kingdom, now that Ferdinand is ‘drowned’. He is clearly suggesting that the two of them have an opportunity.  ANTONIO  True:  And look how well my garments sit upon me;  Antonio feels no guilt at what he has done to his brother.  SEBASTIAN  Thy case, dear friend,  Shall be my precedent; as thou got'st Milan,  I'll come by Naples. Draw thy sword: one stroke  Shall free thee from the tribute which thou payest;  And I the king shall love thee.  ANTONIO  Draw together;  And when I rear my hand, do you the like,  To fall it on Gonzalo.  The two plotters agree that if Antonio draws his sword to kill the King, Sebastian will draw on Gonzalo, and Sebastian's path to power will be clear. | Remorseful: Being sorry for what you have done.  Villainous: Being guilty of wicked or criminal behaviour.  Traitor: Somebody who betrays somebody or something that they were once, or should have been loyal to. | Students will need to know the traits of heroes and villains.  Students will need to know key characters from the play. | >Dickens and Victorian England  >KS3 poetry  >GCSE poetry anthology  > An Inspector Calls  <> Personal Development Curriculum | 1. This scene reveals that the men believe Ferdinand has… drowned in the shipwreck.  2. Shakespeare presents Antonio as showing no regret… when he describes how well his brother’s ‘garments sit upon’ him.  3. Shakespeare exposes Antonio and Sebastian as… villainous traitors. |
| 1. **What is a sonnet?**   **Lesson Thirteen: Elizabethan Insults and clowns** | 1.How does Shakespeare make the beginning of the play engaging?  Responses could include:   * Exclamatory sentences * Imperative commands * High stakes * Storms (biblical allusion) * Hierarchy (king aboard) * Cursing and humour   2.How does Shakespeare present hierarchy in The Tempest?  Responses could include:   * Boat vs Island * Power is needed * Hierarchy is changeable   3.How does Shakespeare present women in The Tempest?  Responses could include:   * Fragile * Caring * Precious * Innocent/virtuous * Loving * Naive   Students will know that Clowns and fools were often used in Shakespeare's plays as comic relief and to provide commentary on the action and characters. | Nuance: Refers to subtle differences in word meaning and usage that result in different shades of meaning.  Humour: the quality of being amusing or comic. | Students will need to know the plot of the play.  Students will need to know how hierarchy works within the play. | >Romeo and Juliet  >Macbeth | 1. Shakespeare included clowns and fools in his plays because… they provided light relief from the more serious topics such as death, murder and family feuding. They also appealed to the audience who wanted to laugh as the low wit and silliness.  2. In the Tempest, both Trinculo and Stephano… are fools and characters that are of low status.  3. Shakespearean audiences enjoyed the light relief of these characters because… they divert from the serious topics and they are drunk idiots. Perhaps the drunken audience who see themselves in the fools.  4. Shakespearean plays were attended by the masses and therefore… the play needed to appeal to a wide range of people with different experiences and tastes.  5. When approaching Shakespearean insults, it is important to remember… these plays were written 400 years ago when some prejudices were socially acceptable. Language and meanings change over time and some words that held little harm in the past can be very problematic today. Similarly, some words that were problematic in the past but socially acceptable are now, rightly, unacceptable.  1. Using your first initial of your first name and the first initial of your surname, create an insult (in the event of duplication, use the second letter of your surname)  2. Use the sentence stem ‘Thou art a’ meaning ‘You are a’  3. Add the word ‘fool’ to the end of your sentence.  4. Punctuate your sentence appropriately.  Thou art a curriculum mapping fool! |
| 1. **Sonnet 18**   **Lesson Fourteen: The role of the fool** | 1.Shakespeare used fools in his plays, such as The Tempest, because audiences appreciated the light relief.  2.Shakespearean audiences would be familiar with travel by sea; they would be aware of the movement of goods and enslaved people.  3.Within the play, Caliban is enslaved by Prospero.  Students will know that Caliban is being manipulated in this scene.  Students will know that, despite being low status, Stephano and Trinculo can still outsmart the ‘native savage’.  CALIBAN  Do not torment me: Oh!  Caliban is scared because he is tortured by Prospero and therefore wary of anything new or unfamiliar. The audience  \*Evident in video clip\*  Shakespeare uses physical comedy in the way that the actors move and behave. The audience would find it funny to see a drunk man slip under a blanket with the ‘native savage’.  CALIBAN  [Aside] These be fine things, an if they be  not sprites.  That's a brave god and bears celestial liquor.  I will kneel to him.  The kneel is a sign of acknowledgement and honour. It is interesting that the rightful owner of the island should kneel to two washed-up (literally) fools. | Dramatic Irony: When the audience know something that the characters do not.  Physical comedy: A form of comedy focused on manipulation of the body for a humorous effect. It can include slapstick, clowning, mime, physical stunts, or making funny faces. | Students will know that Shakespeare used fools for light relief.  Students will know the characters of the play and their status. | > Frankenstein  > Romeo and Juliet  > Blood Brothers  >GCSE poetry anthology  > Macbeth  > An Inspector Calls | Big Question: How has Shakespeare used comedy to engage his audience in Act Two, Scene Two?  You might want to write about:  • The writer’s methods  • The writer’s language choices  • The writer’s structural choices  • What the writer’s intended impact is on the audience  Firstly, Shakespeare adopts the use of an exclamatory sentence to show Caliban’s fear of Stephano. Caliban shouts ‘Do not torment me: Oh!’ Although Caliban is initially scared, the audience would see this as amusing because they know that Stephano is a drunken fool and not a supernatural being sent by Prospero. This use of dramatic irony would be amusing to the audience. The use of the verb ‘torment’ reveals how Caliban feels about his treatment. Arguably the audience would find the ‘torment’ of the native savage as funny because the British had a belief in their own cultural superiority. |