

Prospero - The Prime Duke

	Drama							
	<p>This lesson follows on from the previous one (lesson 2, Prospero - Victim or Villain?) by returning to Act I Scene II and exploring further the way that Shakespeare characterises Prospero.</p> <p>Divide the class into seven groups. Distribute copies of these lines taken from early on in the scene when Prospero is describing how his brother usurped him. Each group should have the same line. Together, the children need to try and work out what Prospero is saying in each line (have a look at the 'translated' version here if you are not sure).</p> <p>Together they need to practise reading their lines aloud. Repeat the lines in as many different ways as possible. Provide a variety of adverbs:</p> <ul style="list-style-type: none"> ● Spitefully ● Miserably ● Joyfully ● Timidly ● Doubtfully ● Harshly ● Bitterly ● Bashfully <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="594 789 959 978" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e0f0ff;"> <p>Who can think of any more adverbs?</p> </div> <div data-bbox="1008 852 1333 1041" style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #e0f0ff;"> <p>Which mood suits your line? Why?</p> </div> </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="text-align: center; padding: 5px;"> 1. My brother and thy uncle, call'd Antonio.....that a brother should/ Be so perfidious! </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> 2. he whom next thyself /Of all the world I loved and to him put The manage of my state; </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> 3. it was the first/ And Prospero the prime duke, being so reputed In dignity; </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> 4. Thy false uncle--/Dost thou attend me? </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> 5. new created/ The creatures that were mine, I say, or changed 'em, Or else new form'd 'em; </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> 6. having both the key/ Of officer and office, set all hearts i' the state To what tune pleased his ear; </td> </tr> <tr> <td style="text-align: center; padding: 5px;"> 7. now he was/ The ivy which had hid my princely trunk, And suck'd my verdure out on't....Thou attend'st not! </td> </tr> </tbody> </table>	1. My brother and thy uncle, call'd Antonio.....that a brother should/ Be so perfidious!	2. he whom next thyself /Of all the world I loved and to him put The manage of my state;	3. it was the first/ And Prospero the prime duke, being so reputed In dignity;	4. Thy false uncle--/Dost thou attend me?	5. new created/ The creatures that were mine, I say, or changed 'em, Or else new form'd 'em;	6. having both the key/ Of officer and office, set all hearts i' the state To what tune pleased his ear;	7. now he was/ The ivy which had hid my princely trunk, And suck'd my verdure out on't....Thou attend'st not!
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Mime

Explain that using mime will help support them with their writing later on. Children can select one of the following. It works well to have these printed and folded up, or in envelopes. Pupils choose one without showing anyone and rehearse their own mime.

Prospero reassures his daughter, 'there's no harm done'

Prospero recalls his brother's betrayal 'thy false uncle'

He tells Miranda off for not listening 'Dost thou attend me?'

He lulls Miranda to sleep

Prospero is pleased with Ariel, but 'there's more work'

Prospero threatens Ariel with further imprisonment

Prospero is harsh and brutal to Caliban 'you lying slave!'

Prospero is suspicious of Ferdinand, and watches him closely

When ready, divide the class into two. One half perform their mimed scenes simultaneously. The other half of the class watches. Challenge the children to see if they can identify someone else who is miming the same scene. Then swap over. Provide as many opportunities as possible for children to practice different mimes.

What happens when we exaggerate our miming actions? What effect does this create?

Whose mime works really well? What hidden emotion or intention is it expressing?

What is the 'Show, Don't Tell' writing technique?

'Show, Don't Tell' or sometimes referred to as 'Show, Not Tell', is the term for a writing technique used when sculpting narratives. It involves the writer creating a scene with which the reader is invited to connect by feeling the character's emotions as they discover the world around them, as opposed to being told what the character is feeling more explicitly.

The purpose of using this technique is to better grab the reader's attention to a scene as well as giving them more room to be able to empathise with a character's emotions and picture themselves in the situation that the protagonist is in.

Writing

Act I Scene II - Shakespeare's characterisation of Prospero.

Now that you have used mime to explore Prospero's actions and behaviours, choose ONE section of this scene and bring it to life, using descriptive language to infer his hidden intentions and secret emotions.

L.O. To create effective characterisation through narrative ('Show...Don't Tell')

Success Criteria	Tick?	Comment/Evidence
Description of Prospero's appearance		
Use of direct speech		
Description of Prospero's actions/ behaviour/ expression		
Other characters' thoughts (multiple viewpoint). Can use questions.		
Extension Use metaphor to describe emotion		

You can select the start of Act 1 Scene II, and use the example below as the basis for a modelled writing lesson.

Modelled Example

As the waves rolled calmly in the distance and the wind calmed to a soft breeze, Prospero turned gently towards his daughter,

metaphor

‘Darling child, it is time I told you of our past, and how we came to be on this isle’.

Speech

Miranda stared at her father’s face. Despite his compassionate demeanour, **his eyes were steel. Flashing an almost fiery glare, he held her arm tightly, and forced a smile,**

Other character's thoughts

‘You must attend every one of my words, dost you hear me?’

‘Of course father’, Miranda replied, rapidly, ‘please tell me all’. **Concerned, she wondered what secrets he might reveal. His manner unnerved her. Was she really ready for the truth?**

appearance

His gaze, hypnotic and powerful, was a magnet, pulling her into his world: his world of dark magic, forceful power and compelling secrets.

action

Prospero spoke, **steadying himself on his staff,** almost as if the memory of this distant past was so strong, it weakened him.

‘It starts with my brother, a most **perfidious** man. Although I loved him, so dearly’...