

Close Reading of *The Tempest*, Act 1,
Scene 2

By William Shakespeare

Expert Tutorial

By Mark Anderson

How do you teach a close reading of
the text, *The Tempest*, Act 1, Scene 2?

In this lesson you will learn how to craft a set of close reading lessons by hearing highlights from my lesson creation process.

1. How did I craft and sequence text dependent questions for this text?
2. How did I identify the Common Core Standards addressed by my questions?
3. How did I analyze the Common Core Standards to plan my lessons?

Let's Review

Text dependent questions...

- ✓ Require students to read and engage with the text to answer the question.
- ✓ Take on the most challenging sections of text *and* the ideas and concepts most worthy of further exploration.
- ✓ Are sequenced to support comprehension and build towards a big understanding.

Close Reading

Key understandings?

The Tempest: Act 1, Scene 2

Enter PROSPERO and MIRANDA.

MIRANDA

1 If by your art¹, my dearest father, you have
2 Put the wild waters in this roar, allay² them.
3 The sky, it seems, would pour down stinking pitch,
4 But that the sea, mounting to the welkin's cheek³,
5 Dashes the fire out. O, I have suffered
6 With those that I saw suffer: a brave⁴ vessel,
7 Who had, no doubt, some noble creature in her,
8 Dash'd all to pieces. O, the cry did knock
9 Against my very heart. Poor souls, they perish'd.
10 Had I been any god of power, I would
11 Have sunk the sea within the earth or ere⁵
12 It should the good ship so have swallow'd and
13 The fraughting souls⁶ within her.

PROSPERO

13 Be collected:
14 No more amazement: tell your piteous heart⁷
15 There's no harm done.

MIRANDA

15 O, woe the day!

PROSPERO

15 No harm.
16 I have done nothing but⁸ in care of thee,
17 Of thee, my dear one, thee, my daughter, who
18 Art ignorant of what thou art, nought knowing
19 Of whence I am, nor that I am more better⁹
20 Than Prospero, master of a full¹⁰ poor cell,
21 And thy no greater¹¹ father.

¹ art: magic.

² allay: pacify.

³ welkin's cheek: sky's face.

⁴ brave: splendid.

⁵ or ere: before.

⁶ fraughting souls: cargo of souls. **collected**: composed.

⁷ amazement: terror. **piteous**: pitying.

⁸ but: except.

⁹ more better: of higher rank (common Elizabethan double comparative).

¹⁰ full: very.

¹¹ no greater: i.e., of no loftier position than is implied by his "full poor cell."

Challenging parts?

Worth further time and exploration?

Close Reading

Key understandings?

MIRANDA

175 Heavens thank you for't! And now, I pray you, sir,
176 For still 'tis beating⁸⁵ in my mind, your reason
177 For raising this sea-storm?

PROSPERO

177 Know thus far forth.
178 By accident most strange, bountiful Fortune,
179 Now my dear lady⁸⁶, hath mine enemies
180 Brought to this shore; and by my prescience
181 I find my zenith⁸⁷ doth depend upon
182 A most auspicious star, whose influence⁸⁸
183 If now I court not but omit⁸⁹, my fortunes
184 Will ever after droop. Here cease more questions:
185 Thou art inclined to sleep; 'tis a good dulness⁹⁰,
186 And give it way⁹¹: I know thou canst not choose.

- How does Shakespeare establish the plot?
- How does Shakespeare develop Prospero's character throughout this scene?

Close Reading

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Challenging parts?

- Why does Shakespeare provide us with a complex character who demonstrates both positive and negative character traits?
- How can annotations be utilized strategically to clarify understanding of the scene?

Close Reading

PROSPERO

257 Thou liest, malignant thing! Hast thou forgot
258 The foul witch Sycorax, who with age and envy¹²⁶
259 Was grown into a hoop¹²⁷? hast thou forgot¹²⁸?

ARIEL

260 No, sir.

PROSPERO

260 Thou hast. Where was she born? speak; tell me.

PROSPERO

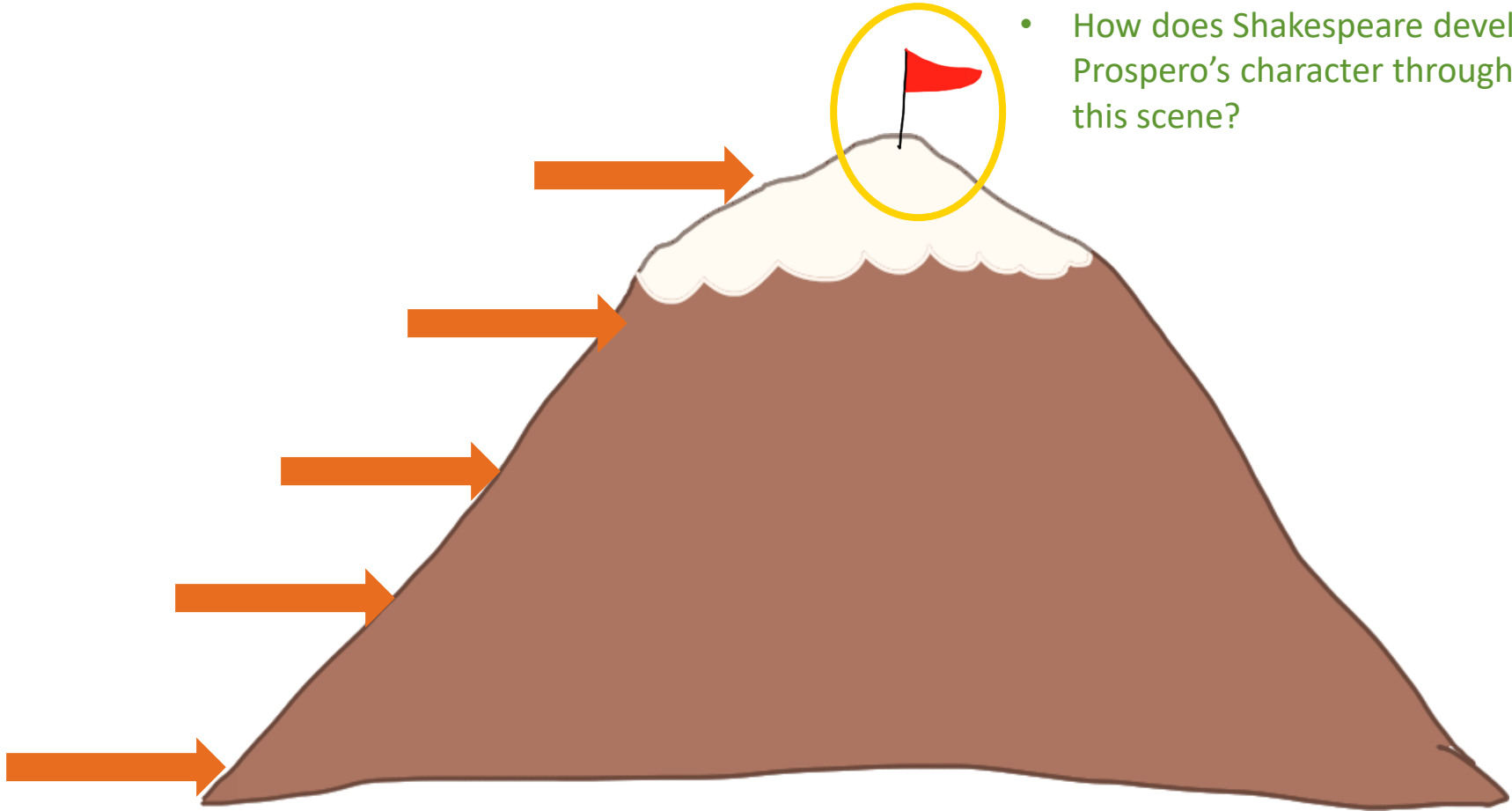
66 My brother and thy uncle, call'd Antonio—
67 I pray thee, mark me—that a brother should
68 Be so perfidious!—he whom next³² thyself
69 Of all the world I loved and to him put
70 The manage³³ of my state; as at that time
71 Through all the signories³⁴ it was the first
72 And Prospero the prime³⁵ duke, being so reputed
73 In dignity, and for the liberal arts
74 Without a parallel; those being all my study,
75 The government I cast upon my brother
76 And to my state grew stranger³⁶, being transported
77 And rapt in secret studies. Thy false uncle—
78 Dost thou attend me?

Worth further time and exploration?

- How do other characters view Prospero and what does this tell us about his character?
- Do we trust Prospero's account of past events?

Text dependent questions

- How does Shakespeare establish the plot?
- How does Shakespeare develop Prospero's character throughout this scene?



Text dependent questions

How does Shakespeare's characterization of Prospero influence our interpretation of the plot?

Do we trust Prospero's narration?


How does Shakespeare develop Prospero's character?

What can we infer about Prospero's self-perception and how he views himself and the manner in which others view him?

What do we learn about Prospero through his interactions with other characters?

How can we use footnotes present in the text to establish Prospero's motive for seeking revenge?

How does Shakespeare establish the plot?



What standards does my series of text dependent questions address?

Standard Analysis

What skills will students need to be able to successfully answer this question?

How does Shakespeare establish the plot?

Standard Number RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- Clear picture of order of events
- How the author manipulates time

Standard Analysis

GRADES 8

STANDARD RL.8.5

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

GRADES 9-10

STANDARD RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

GRADES 11-12

STANDARD RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Standard Analysis

How does Shakespeare establish the plot?

How does Shakespeare establish a plot through manipulating time?

Standard Number RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and **manipulate time** (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Standard Analysis

Common Core Standards

Lesson 1: RL.9-10.5

Lesson 2: RL.9-10.4

Lesson 3: RL.9-10.3

Lesson 4: RL.9-10.3

Lesson 5: RL.9-10.3

Lesson 6: RL.9-10.3

Lesson 7: RL.9-10.3

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