The Tempest- Knowledge Organiser Year 9

Character	Summary
Prospero	The rightful Duke of Milan who has magical powers
Miranda	Prospero's daughter
Caliban	A savage and deformed slave of Prospero's; a native of the island
Ariel	An airy spirit; a slave of Prospero's
Antonio	Prospero's brother. Antonio stole Prospero's title as Duke of Milan
Alonso	The King of Naples
Sebastian	Alonso's brother
Ferdinand	Alonso's son
Gonzalo	The old counsellor to the King of Naples
Trinculo	A jester

Key vocabulary	Definition
Ostracised	Excluded from a society or group.
Agency	Someone's ability to make their own, free choice
Inferior	Lower in rank or status
Dehumanise	To not treat someone as a human being
Bestial	Savage, like an animal
Tyrannical	Using power in a cruel way
Oppressive	Cruel, unfair, unjust
Colonialism	When a country takes control of other land, claiming it as its own.
Tempestuous	Turbulent, stormy,
Usurp	To take a position of power illegally or by force

Subject terminology	Definition
Pathetic fallacy	Using the weather or the environment (particularly nature) to reflect the mood/ emotions of a character or theme.
Metaphor	To describe something as if it is something else
Simile	To compare one thing with another, using like o as
Hyperbole	Exaggeration for effect.
Personification	To use language that describes an object or animal by giving it human qualities
Symbolism	The use of a sign/image/object to represent an idea
Irony	When a writer says one thing, but means another
Imagery	Language that creates a visual image in the reader's mind
Biblical allusion	Referring to narratives, symbols or characters from the bible in literature.

Contextual factors

Colonialism and the British Empire	Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoverie and was happy to pay for their travels. Led by her example, the rest of the country were also fascinated by their stories and goods.
Shakespeare	The most influential writer in all of English literature, William Shakespeare was born in 1564 to a successful middle-class glove-maker in Stratford-upon-Avon, England. *The Tempest* probably was written in 1610–1611, and was first performed at Court by the King's Men in the fall of 1611. It was performe again in the winter of 1612–1613 during the festivities in celebration of the marriage of King James's daughter Elizabeth. *The Tempest* is most likely the l play written entirely by Shakespeare, and it is remarkable for being one of only two plays by whose plot is entirely original.
Witchcraft and science	Although Jacobean England was advancing, scientific discovery was still new. Witchcraft was still viewed as a legitimate explanation for unknown things Kings James hated witchcraft and blamed many of the tragedies of his life on it. In 1604, King James passed a stature against witches which made the punishments more severe for those found guilty.

Character	Summary
Dr Jekyll	A well-respected Victorian Gentleman. Jekyll is an intelligent and wealthy scientist
Mr Hyde	A mysterious and grotesque man who no one truly knows.
Mr Utterson	A respectable lawyer, friends with Jekyll and Lanyon.
Dr Lanyon	Dr Jekyll's close friend.
Poole	Dr Jekyll's butler.
Mr Richard Enfield	Mr Utterson's friend and cousin.
Sir Danvers Carew	A wealthy and respected Member of Parliament.

Subject terminology	Definition
Grotesque imagery	Language that creates a strange of unpleasant image in the reader's mind.
Hyperbole	Exaggeration for effect.
Juxtaposition	Two things being seen or placed close together for contrasting effect.
Motif	A recurring subject, image, theme or idea within a text
Nomenclature	Using names for deeper, symbolic meaning
Pathetic fallacy	To give emotions to non-human objects.
Symbolism	The use of a sign/ image/ object to represent an idea.
Zoomorphism	Language that describes people, objects or places using animal attributes.

Key vocabulary	Definition
Bestial	Savage, like an animal.
Cantankerous	Bad-tempered, argumentative and uncooperative.
Debase	To reduce something in quality or value
Duality	The state or quality of being two or in two parts.
Grotesque	Ugly or unpleasant to look at.
Harbinger	A person or thing that shows that something (usually bad) is going to happen soon. Or, a person who initiates change.
Irrepressible	Not able to be controlled or restrained.
Menacing	Something that seems dangerous or threatening.
Ominous	Giving the impression that something bad is going to happen.
Solitary	Private, alone, unsociable.

Contextual factors	
The Victorian Gentleman	In the 19th century, a man's reputation was incredibly important. Men were expected to behave in a polite and respectable manner at all times. They were expected to repress their emotions and they were expected to hide their less socially acceptable desires. If your reputation was damaged, this would affect your entire life and you could be shunned from society.
The 'Other'	In the 19th century, members of society were both fascinated and afraid of anyone they saw as 'Other' – different from the norm. This included those who had physical disabilities who society viewed as grotesque 'freaks'. This fear may have come both from the repression in Victorian society and fears about how the effects of the expansion of the British Empire may change what was seen as acceptable in a society that valued strict rules of etiquette.
Science vs Religion	Society in the 19th century was incredibly religious; Christianity was the predominant religion. Publication of Darwin's *The Origin of the Species* in 1859 introduced the public to his Theory of Evolution. Many people believed that this was an attack on religion itself as it seemed to suggest that it was impossible for God to have created the world in seven days, as indicated in the Bible. Many people believed that science and religion were opposing concepts.
The Gothic genre	Gothic novels became incredibly popular in the 19th century due to increased interest in the supernatural and the repressed nature of society. Gothic novels are characterised by a sense of claustrophobia, the supernatural, extreme emotions and pathetic fallacy. Gothic symbols include the cross, locked rooms, darkness, light, fog and powerful nature.
The Fall of Man (Adam and Eve)	Christianity was the predominant religion in 19th century England and the story of Adam and Eve, taken from The Bible, was used to explain the existence of both good and evil in all mankind. Adam and Eve, the first man and woman, live in the Garden of Eden: a paradise created by God. They are tempted by the Devil to defy God and eat from the Tree of Knowledge. God then expels them from Eden. This is referred to as Original Sin and is symbolic of lost innocence.

Character	Summary
Romeo	The son and heir of Lord and Lady Montague.
Juliet	The daughter of Lord and Lady Capulet.
Lord Capulet and Lady Capulet	Juliet's parents.
The Nurse	Juliet's nurse, the woman who breast-fed Juliet when she was a baby and has cared for Juliet her entire life.
Tybalt	A Capulet, Juliet's cousin on her mother's side.
Lord Montague and Lady Montague	Romeo's parents.
Mercutio	A kinsman to the Prince, and Romeo's close friend.
Benvolio	Montague's nephew, Romeo's cousin and thoughtful friend.
Paris	A noble kinsman of the Prince.
Friar Lawrence	A Franciscan friar, friend to both Romeo and Juliet.
The Prince	The Prince of Verona. A kinsman of Mercutio and Paris

Key vocabulary	Definition
Resentment	A feeling of anger from being forced to accept something that you do not like.
Fraternal	A brotherly bond.
Camaraderie	A feeling of friendliness towards people that you work or share an experience with.
Clandestine	Secretive.
Defiant	Openly resistant, or boldly disobedient.
Vengeful	Wanting to punish someone for something they have done to you.
Authoritative	Being commanding, in control and to be obeyed.
Draconian	Extremely severe/unnecessary.
Oppressive	Cruel and unjust treatment.
Harbinger	A person or thing that shows that something (usually bad) is going to happen soon.

Subject terminology	Definition
Metaphor	To describe something as if it is something else.
Simile	to compare one thing with another, using like or as
Imagery	Language that creates a visual image in the reader's mind
Personification	to use language that describes object or animal by giving it human qualities, such as emotions or thoughts.
Innuendo	A remark that suggests something offensive or sexual.
Oxymoron	Two words or phrases used together that have, or seem to have, opposite meanings.
Prologue	An introductory section of a literary, dramatic, or musical work.
Foreshadowing	When the writer gives clues or a warning about future events.
Soliloquy	The act of speaking one's thoughts aloud when by onesel or regardless of any hearers, especially by a character in a play.
Monologue	A speech delivered by one actor or character in a play.

Contextual factors	
Roles for men and women	In the 1600s, men had power. They were educated, made the laws, and were to maintain and support their family. Women were their father's property, and then their husband's property. They were thought to be too emotional and irrational to make decisions. Society was patriarchal – that simply means male dominated.
Masculine honour	Masculine honor, defined as the belief that aggression is sometimes justifiable and even necessary, such as when a man's manhood, family, or romantic partner is insulted or threatened.
Love and marriage	In the Elizabethan era, marriages were mostly arranged and alliances were made keeping in mind the financial and social status of both families. Love held very little importance in matters of marriage, and it was considered foolish to marry for love. It was legal for boys to marry at age 14 and girls to marry at age 12. Courtly love was love that emphasized nobility and chivalry – this was an expectation in the Elizabethan era.
Religion	The Elizabethans believed that God had set out an order for everything, known as the Great Chain of Being. This also included the order of society and your place in it. The Queen was at the top and controlled wealth and life chances, and inequalities further down the chain were accepted.
Fate and Destiny	The Elizabethans believed that fate was the main controlling factor in a person's life; this concept of fate eliminated a person's ability to control his own destiny. Many people also believed in astrology. Astrology is the belief that the position and movement of the stars could influence events on Earth.

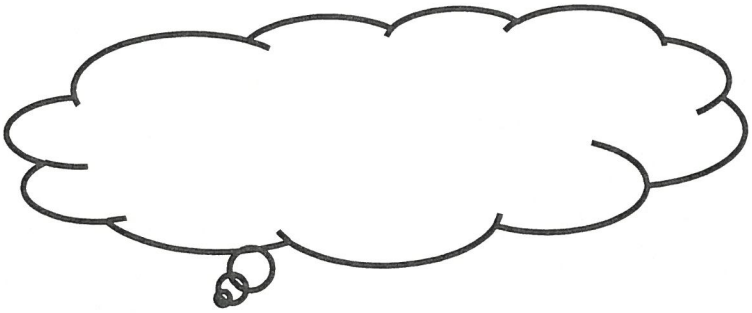
Independent Learning

3. Flash Cards

Topic:

Your task

1) Create 6 flash cards for the topic you are studying at the moment. Your teacher will specify whether you need to cover plot, character, techniques or key vocabulary:



2) You will write the questions on one side, and detailed answers on the other.

3) You can practise independently, or with a friend/parent/guardian.

- Read the question to yourself, or get a partner to read to you.
- Aim to answer in as much detail as you can.
- If you get the question right, put the flashcard in a separate pile.
- If you get the answer incorrect, put the flashcard at the bottom of the pack to revisit later!
- When you have answered all questions correctly, leave until another time. Come back to flashcards regularly!

Deadline:

Independent Learning

3. Flash Cards

Example for the play, Romeo and Juliet:

Front	Back
CHARACTER CARD Can you: • Give at least 3 adjectives to describe Mercutio • Recall a key quote for Mercutio and explain why it's important • Link Mercutio's character to social context of the time?	• Aggressive, arrogant, impulsive, hard-headed, loyal • "A plague o' both your houses!" Mercutio blames his death on the families, and curses them in his final words • Mercutio represents masculine honour of the Elizabethan era, the importance of reputation to men, patriarchy

Ask your teacher for coloured card if needed!

You must bring the flashcards in as evidence of completing your homework.

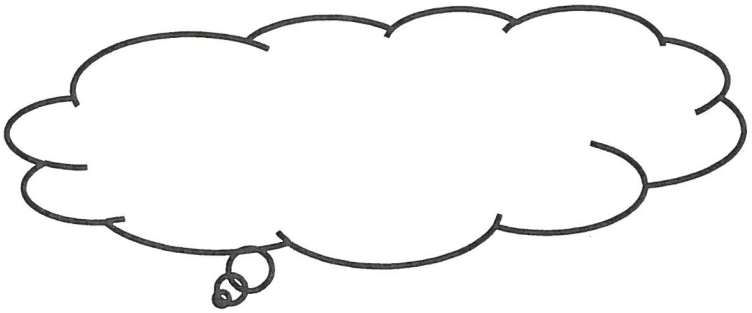
Independent Learning

5. Retrieval Practice

Topic:

Your task

1) Read through the information sheet that you have been given on your current topic, and aim to recall as much as possible. Note down what the information is about in the bubble:



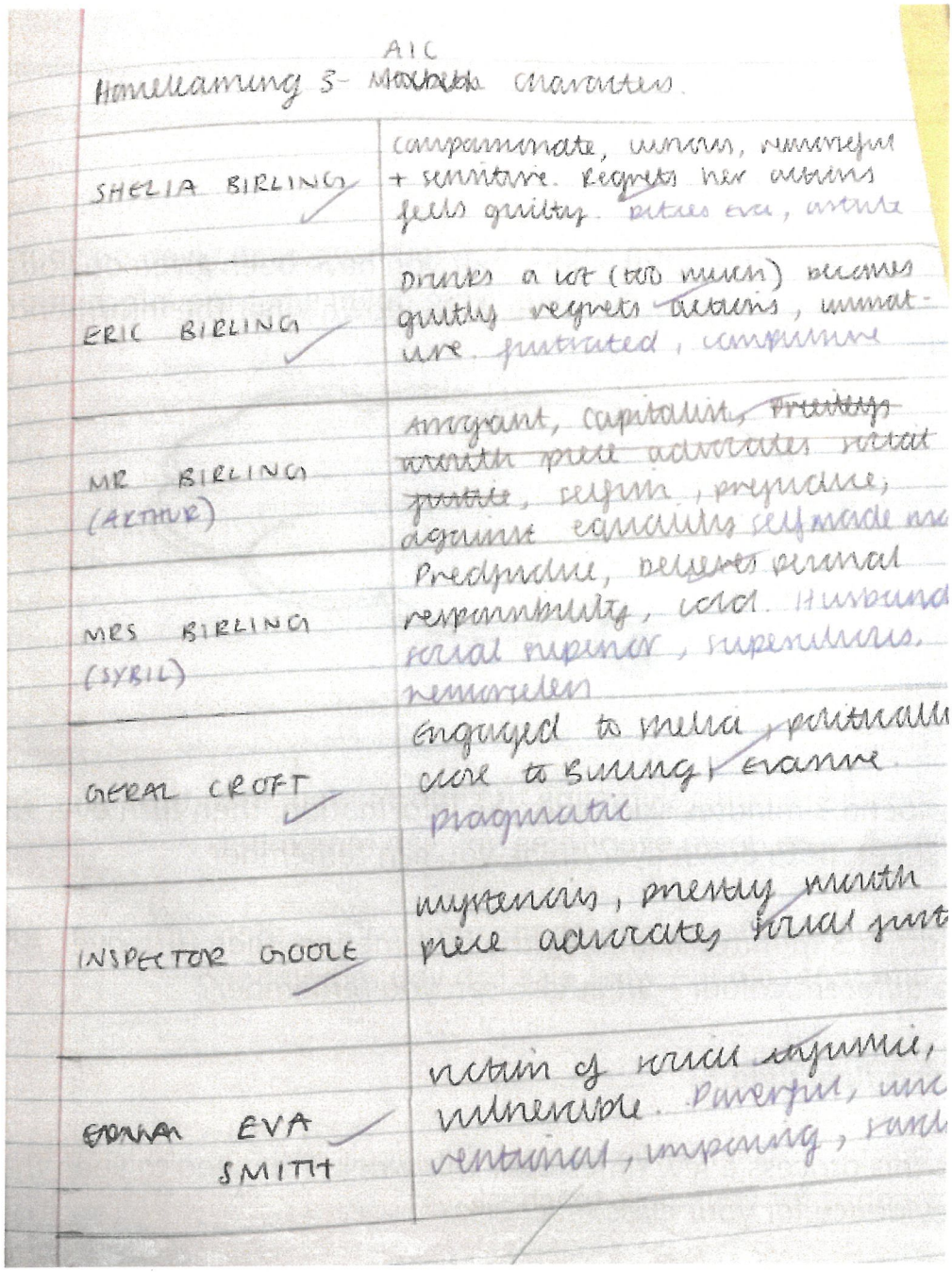
- At home, spend 3 minutes skimming the information, then turn over the sheet. On a separate sheet, note down everything you can remember.
- Spend another 3 minutes skimming the information, then turn over. Add to your notes in a different colour – what else can you remember?
- Repeat this a final time.
- Complete this process a few times over this week. You need to keep the notes you make as evidence for your class teacher!

Deadline:

Independent Learning

5. Retrieval Practice

Example for the play, An Inspector Calls:



AIC

Homellaming 5- ~~Macbeth~~ characters.

SHEILA BIRLING	compassionate, unsure, remorseful + sensitive. Regrets her actions feels guilty. Pities Eva, astute
ERIC BIRLING	Drinks a lot (too much) becomes guilty regrets ~~actions~~, immature. frustrated, compassionate
MR BIRLING (ARTHUR)	Arrogant, capitalist, ~~Priority~~ ~~worth piece advocates social justice~~, selfish, prejudice, against equality selfmade man
MRS BIRLING (SYBIL)	Predjudice, ~~deserves~~ personal responsibility, cold. Husband social superior, superstitious. remorseless
GERAL CROFT	Engaged to Sheila, privileged close to Burling + Evanne. pragmatic
INSPECTOR GOOLE	mysterious, pretty mouth piece advocates social just
~~EDNAN~~ EVA SMITH	victim of social injustice, vulnerable. Powerful, unconventional, imposing, sarc

The different colour shows where the student went back and added, after a second reading of the information sheet.

Independent Learning

5. Retrieval Practice

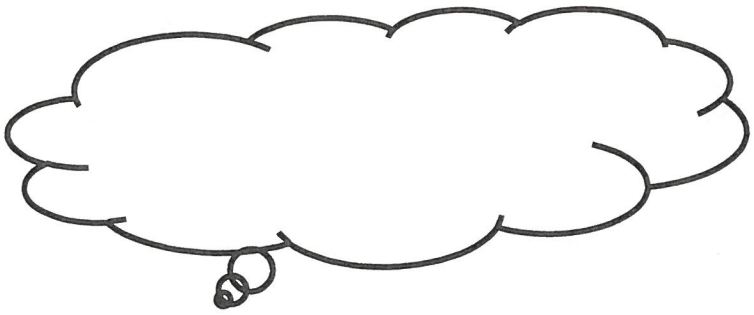
Independent Learning

6. Mind Maps

Topic:

Your task

1) Create a mind map covering aspects of the topic you have been studying, Your teacher will specify whether you should do this by character, or by theme:



- In the centre of your mind map, name the chosen topic., Around the outside, mind map key characters or themes, depending on teacher instructions.

- For each character or theme, draw more arrows, to add the following details:
- Where seen in the text?
- Key words to describe (use high level vocabulary)
- Key quote(s) and language technique(s)
- Link to social context

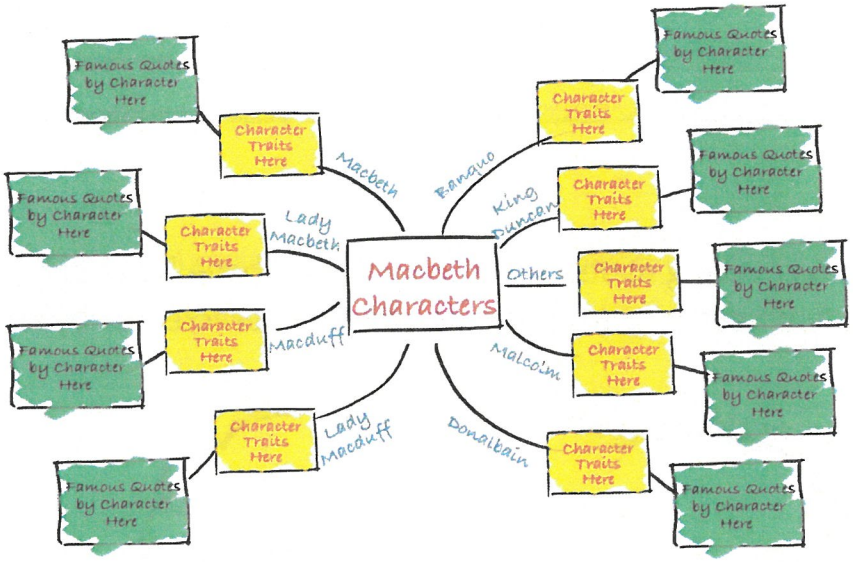
- You need to bring the mind map to lesson, as evidence for your class teacher!

Deadline:

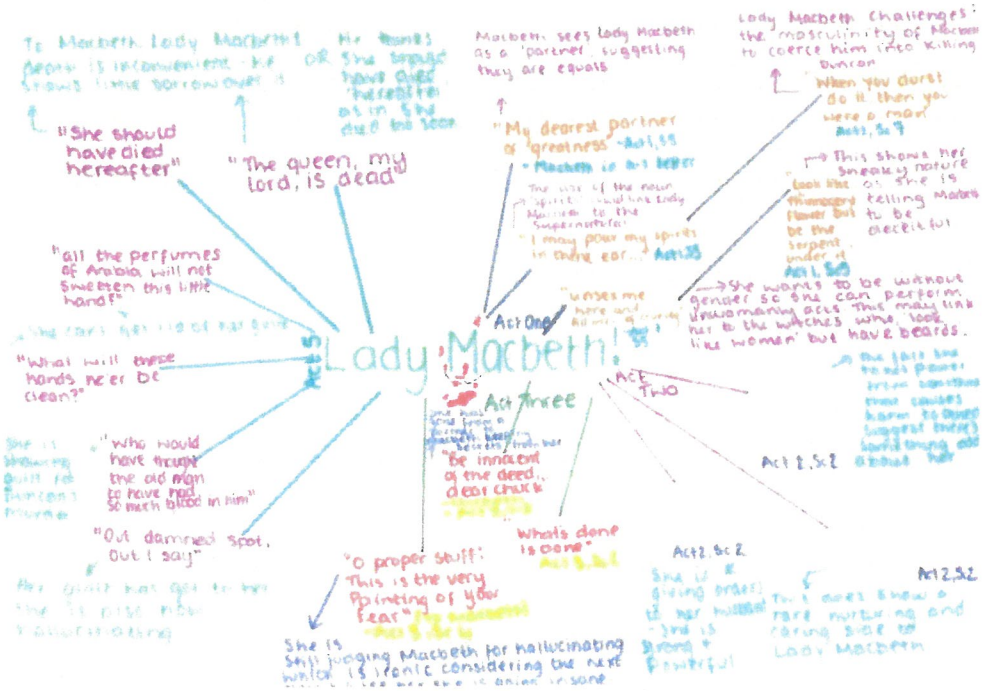
Independent Learning

6. Mind Maps

An example of how you might set out your mind map:



If you are focusing on one character/theme, here is an example for the character Lady Macbeth in Shakespeare's play.



The different colours are used to show quotes, explanations, and techniques.

Independent Learning

6. Mind Maps