**Year 7 Churchill Academy English**

**Extended Learning Project**

**The Tempest: 3 weeks**

Ethos of the extended learning project: The purpose of an extended learning project in Year 7 is to get you into good habits of learning at home. As you go through Churchill Academy a good home working ethos will be invaluable in: helping you cope with revision for exams, ensuring you have good time management skills, as well as showing you can meet deadlines and work independently.

This term the Icaris focus will be helping others, completing extension work, acting upon improvement advice and responding well to pressure and setbacks.Rewards will be given by your teacher for achieving this. As this is a homework project you will also be able to earn excellent homework points based on the quality of your work. Your challenge is to manage your time efficiently so that at the end of the unit of work you have a fantastic quality extended learning project to hand in. There are three levels of challenge in this booklet, so you need to choose which level you are aiming for and explain why at the start. At the end you will self-assess, you will have to decide if you have met the level of challenge you were aiming for and how have you done this.

*Finally, we want you to be creative and enjoy – so if you want to do these tasks on the computer, add pictures, create a collage, design a canvas painting, make it into a dance, video link or any variety of interesting and creative ways please do. We look forward to your fantastic and creative outputs.*

Task One/Fortnight of the unit

Task One

Research and storyboard The Tempest story by William Shakespeare

L3/4 – Story board of pictures and simple explanation of what is happening

L5/6 – Story board of pictures and more detailed explanation of what is happening

L7/8 – Story board of pictures and more detailed explanation of what is happening with quotes from The Tempest for each of the key events.

EXTENSION at all levels: You could also select examples from their other work and explore what this shows about their writing.

Task Two

Create a key character profile for one of the characters in The Tempest

L3/4 – 5 facts about the character and a picture

L5/6 – 5 facts about the character and a picture of the character with explanations of the different ways this character develops or changes in the play

L7/8 – 5 facts about the character and a picture of the character with explanations of the different ways this character develops or changes in the play. Also, analysis of the importance of the character and a selection of key quotes from this character with detail of what they tell you and why.

Task Three: Challenge task

Looking at language use in Shakespeare’s ’The Tempest’. Use the extract below and answer the questions using PEA to different levels.

L3/4 – example:

Point – Shakespeare takes away all of Prospero’s power making me feel sympathy for him. Evidence: This is shown when he says “charms o’erthrown”

L5/6- example:

Point – Shakespeare takes away all of Prospero’s power making me feel sympathy for him. Evidence: This is shown when he says “charms o’erthrown” Explain: suggesting that Prospero needed to have his magic taken away from him in order for everything to be right again. Now that he no longer has power he can return home instead of being exiled on the island.

L7/8 – example:

Point – Shakespeare takes away all of Prospero’s power making me feel sympathy for him. Evidence: This is shown when he says “charms o’erthrown” Explain: suggesting that Prospero needed to have his magic taken away from him in order for everything to be right again. Now that he no longer has power he can return home instead of being exiled on the island. Connotations of “charms” are magic, excitement and possibly creating spells, so to remove these could be seen as negative. However, other readers may suggest that this shouldn’t have to happen to Prospero as he has been able to survive on the island as a result of his magic.

TASK: use the examples above to help you write to the different levels.

L3/4 – pick two words/phrases from the original text and use PEA to explain the way Shakespeare uses these words/phrases to create emotion.

L5/6– pick two words/phrases from the original text and use PEA to make a point about the way Shakespeare uses words/phrases to create emotion

L7/8 - pick two words/phrases from the original text and use PEA to make a point about the way Shakespeare uses words/phrases to create emotion

Using P E A – A guide

P – What is my simple answer to the question? (What do I think about …?)

E – What quote will help me to show this is what I think? (What quote shows me this.)

A – How can I explain this is what I mean? (What does the quote mean and how does it link to the question?)

What else is suggested by this?

Is there a particular word that I can closely examine to show how it answers the question? Is there anything else I can say about the quote to show what I mean?

Can I explore the connotations of a particular word? (Remember this is what is implied by a particular word and what else it suggests)

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|  | **Original VERSION** |
|  | *Spoken by* ***PROSPERO*** | MODERN VERSION |
| 5101520 | **PROSPERO** Now my charms are all o'erthrown,And what strength I have’s mine own,Which is most faint. Now, ’tis true,I must be here confined by you,Or sent to Naples. Let me not,Since I have my dukedom gotAnd pardoned the deceiver, dwellIn this bare island by your spell,But release me from my bandsWith the help of your good hands.Gentle breath of yours my sailsMust fill, or else my project fails,Which was to please. Now I wantSpirits to enforce, art to enchant,And my ending is despair,Unless I be relieved by prayer,Which pierces so that it assaultsMercy itself and frees all faults.As you from crimes would pardoned be,Let your indulgence set me free. | **PROSPERO** Now my spells are all broken,And the only power I have is my own,Which is very weak. Now you allHave got the power to keep me prisoner here,Or send me off to Naples. Please don’tKeep me here on this desert islandWith your magic spells. Release meSo I can return to my dukedomWith your help. The gentle windYou blow with your applauseWill fill my ship’s sails. Without applause,My plan to please you has failed.Now I have no spirits to enslave,No magic to cast spells,And I’ll end up in despairUnless I’m relieved by prayer,Which wins over God himselfAnd absolves all sins.Just as you’d like to have your sins forgiven,Indulge me, forgive me, and set me free. |
|  | *Exit* | *He exits.* |