

Name:

Teacher:

Class:

Date:

THE TEMPEST

Answers should be in complete sentences. Use **MLA formatting** when citing quotes (Act #: Scene #: Line #).

ACT I

1. What is **symbolic** about the play beginning with a storm at sea?
2. How does Gonzalo behave during the storm? Antonio and Sebastian? What clues to their **characters** do you get in this scene?
3. We learn that the storm is Prospero's design. Does he want to punish the conspirators or lead them to repentance? How do you know?
4. **Compare** and **contrast** Ariel and Caliban. Note what kinds of words are used to describe each character.
5. Miranda shows herself to be tenderhearted and sympathetic. Find evidence from the text to demonstrate these **qualities**.
6. Cite evidence in Act I Scene 2 that Prospero hopes Ferdinand and Miranda fall in love.

ACT II

1. What **type of person** is Gonzalo? Why do Sebastian and Antonio ridicule him?
2. Antonio and Sebastian are “birds of a feather” (similar in many ways). Give examples of their disrespect and scorn.
3. Antonio initiates the assassination plot. He puts forward a number of **persuasive arguments**. What are they?
4. Act II contains a **serious** scene followed by a **humorous** one. What are some reasons Shakespeare might have chosen to include both kinds of scenes?
5. What does Caliban offer to do in Scene 2 for Stephano and Trinculo? Where else has Caliban offered this? What does this say about Caliban?

ACT III

1. What is Ferdinand doing at the beginning of the scene? Why is Ferdinand doing this, and how is his **attitude** different from Caliban's?
2. How has Ferdinand's and Miranda's love deepened from their first attraction? What is Shakespeare suggesting about the **true nature of love**?
3. Ferdinand says of Prospero: "He's composed of harshness." Illustrate from Prospero's own words in this scene the **tender side of his nature**.
4. What is Prospero's **goal** in letting Miranda and Ferdinand get to know each other? What will Prospero gain by the arrangement?
5. What terrible realization does Alonso have at the end of Act III about his conduct toward Prospero and what he believes to be Ferdinand's **fate**? What does he decide to do?

ACT IV

1. Some readers believe that the long masque that dominates this act seems unrelated to the plot. Why do you believe Shakespeare included it? What is its **purpose**? **Support** your answer with **evidence** from the text.
2. Since *The Tempest* is Shakespeare's last play, Prospero's speech (4.1.146-163) has sometimes been taken as Shakespeare's farewell. How might one read it that way? **Offer support**.
3. How are Stephano and Trinculo distracted from their scheme? What does this show about their **natures**? What does Caliban think about their behavior?
4. Prospero is a man with the **power of a god**. **Cite proof** of this assertion from this act. What are the advantages for the dramatist in creating such a character?

ACT V

1. “To err is human, to forgive divine.” You have probably heard this saying before, which is actually a line from Alexander Pope’s long poem *Essay on Criticism*. What does this saying mean to you?
2. Prospero **forgives** all of the men who have wronged him, even those who have not repented. What **reasons** does Prospero give for treating his enemies mercifully?
3. Why does Prospero decide to give up magic? What has Prospero **learned**?
4. What **ironic** comment does Prospero make when Miranda marvels at the “brave new world” (5.1.186)? What do you think he means by this comment?
5. How are Ferdinand and Miranda revealed to the others? How does the **language** and **imagery** used in this section of the play reflect the theme of rebirth and regeneration?
6. How will Prospero gain his freedom from the island? Why does he need the help of the audience?