between the lines

A lesson written for every student in the room

FREE LESSON SAMPLER

The Tempest: What cares these roarers

How does Shakespeare use the storm in Act 1 Scene 1 to question who has power?

Lesson 3 of 33 from the scheme of learning

Teacher notes, slides and student pages at all three levels

Written for the AQA specification



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What is in this sampler

This is one complete lesson from our The Tempest scheme for Literature Paper 1, Section A. It comes exactly as it appears in the full scheme, so you can teach it next week and see how our lessons work.

Teacher notes	Timings with slide numbers, Do Now answers, the exploded quotation, the hinge question and what each answer tells you, the task at three levels, a model and notes on misconceptions and adapting the lesson (next pages).
Slides	The editable PowerPoint deck for Lesson 3, with teacher notes on every slide (separate file).
Student pages	The lesson's pages from the student booklet: one question, with the Securing, Strengthening and Soaring support side by side (at the end of this document).

How every lesson works

Know	Do Now from memory, vocabulary, then the reading. The five Do Now questions build on what students learned in Lessons 1 and 2 of the full scheme.
Apply	Explode one quotation together; a hinge question checks understanding.
Master	One shared task, with Securing, Strengthening and Soaring support; then a model and an exit ticket. Most Master tasks are What–How–Why paragraphs, and some are creative or other forms: in this lesson, a eyewitness account.

Three levels of support

Every student answers the same question in every lesson. What changes is the support on the page, so the whole class does the same lesson:

Securing	The most support: a word bank, a choice of quotations, a worked example and sentence starters. For students working towards a grade 4.
Strengthening	Prompts for What, How and Why, a paragraph planner and a checklist. For students working at grades 5 and 6.
Soaring	A debatable statement, prompts to think further and an argument planner. For students aiming at grades 7 to 9.

The names describe the support, never the student. The hinge question shows who might start where, and students move between levels from lesson to lesson.

In the full scheme

- 33 lessons like this one, with editable slides and a teacher handbook (lesson notes, unit map, assessment guide and knowledge bank)
- A student booklet with every lesson and all three levels of support, plus the same lessons as one pack per level
- Six weeks of independent practice homework at three levels
- Four Feedback Loop progress checks with whole-class feedback sheets and improvement tasks

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- An exam-style end-of-unit essay with a teacher guide, level guidance and annotated model answers
- A Soaring stretch booklet for students aiming at the top levels
- A catch-up sheet for every lesson, for students who missed it
- An inclusion guide: pre-teaching, SEND, EAL and pupil premium notes for every lesson
- The revision workbook and the model answer pack, to print for every student
- Every licence for the scheme also includes its 30 Raising Achievement drills for intervention sessions

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Lesson 3: What cares these roarers

SEQUENCE 1: CONTEXT AND ACT 1 · 60 MINUTES

How does Shakespeare use the storm in Act 1 Scene 1 to question who has power?

By the end of the lesson, students can

- Explain how the Boatswain's short orders and the lords' polite requests show who has authority on the ship
- Analyse how the question "What cares these roarers for the name of king?" makes a storm the equal of rank
- Write an eyewitness account as a sailor that uses at least three exact phrases from Act 1 Scene 1

Lesson at a glance

Time	Phase	What happens	Slides
0–8	Know	Do Now: five quick questions on Lesson 1 and the context of 1611. Students self-mark from the answer slide.	2–3
8–20	Know	Pre-teach "boatswain", "authority", "counsellor" and "mischance". Read the extract aloud, with students as the Boatswain, Alonso, Antonio and Gonzalo, then ask: who gives the orders, and who has to obey them?	4–8
20–30	Apply	Explode the quotation together. Think aloud about what a storm does and does not care about, then students annotate their copy. Before you reveal any notes, students try the four empty boxes on the first explode slide, on their own or after you model one box.	9
30–35	Apply	Hinge question on mini-whiteboards. Use the answers to decide who starts on which level of support.	10–11
35–53	Master	Students write the sailor's account of the storm for the court at Naples, using their level of support in the student booklet. Share the model account in the last five minutes and ask three students to read a sentence aloud.	12–13
53–60	Master	Exit ticket. Collect and sort into three piles to plan the start of Lesson 4.	14

Do Now answers

1	On what date, and before whom, is the first recorded performance of The Tempest?	1 November 1611, before King James I at Whitehall
2	Which ship was wrecked off Bermuda in 1609?	The Sea Venture
3	Where was the Sea Venture sailing when the storm struck?	To the new colony at Jamestown in Virginia
4	What was a masque?	A court entertainment of music, dance, costume and spectacle, often with gods and goddesses
5	What did King James write a book against in 1597?	Witchcraft (the book is Daemonologie)

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Vocabulary

boatswain	the ship's officer who looks after the ropes and sails and gives orders to the sailors
authority	the right to give orders that other people must obey
counsellor	an adviser to a king or ruler
mischance	bad luck, or an accident

Reading

Act 1 Scene 1: the Boatswain and the king's party

A ship is in danger of running aground in a storm. The master has ordered the Boatswain to drive the sailors. The king, his brother, his son and his lords come on deck, and the Boatswain tells them to go below.

ALONSO.

Good boatswain, have care. Where's the master? Play the men.

BOATSWAIN.

I pray now, keep below.

ANTONIO.

Where is the master, boatswain?

BOATSWAIN.

Do you not hear him? You mar our labour: keep your cabins: you do assist the storm.

GONZALO.

Nay, good, be patient.

BOATSWAIN.

When the sea is. Hence! What cares these roarers for the name of king? To cabin: silence! trouble us not.

GONZALO.

Good, yet remember whom thou hast aboard.

BOATSWAIN.

None that I more love than myself. You are a counsellor; if you can command these elements to silence, and work the peace of the present, we will not hand a rope more; use your authority: if you cannot, give thanks you have lived so long, and make yourself ready in your cabin for the mischance of the hour, if it so hap. Cheerly, good hearts! Out of our way, I say. Exit.

GONZALO.

I have great comfort from this fellow: methinks he hath no drowning mark upon him; his complexion is perfect gallows. Stand fast, good Fate, to his hanging: make the rope of his destiny our cable, for our own doth little advantage. If he be not born to be hanged, our case is miserable.

William Shakespeare, The Tempest (1611), Act 1 Scene 1

Word help **mar**: spoil, get in the way of · **counsellor**: an adviser to the king · **complexion**: appearance, the look of a person · **mischance**: bad luck, an accident

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Explode the quotation

Method

A rhetorical question. The Boatswain asks it of the king's party and expects no answer, because the storm has already given one.

Zoom in

"roarers" is a noun that turns wind and waves into loud, shouting creatures. "name" is a noun that treats the title of king as only a word.

"What cares these roarers for the name of king?"

Effect

The audience watches rank lose its force. The crew has the skill, and the lords are only in the way.

Purpose

Shakespeare opens by asking who has power. In Scene 2 the audience learns that Prospero's art raised the storm, so the answer comes from a man who is not a king.

Hinge question

The Boatswain asks "What cares these roarers for the name of king?" What is he saying?

A. That the waves and wind are shouting insults at the king.

B. That the king has caused the storm.

C. That the storm does not obey rank, so a king's title has no force against it. (the right answer)

What the answers tell you

A takes "roarers" as people who speak and misses the point about rank: ask who is roaring, and who is expected to obey. B means the student has read blame into the question: re-read the Boatswain's answer to Gonzalo, "use your authority", and ask what he is challenging Gonzalo to do. These may be your students who start on Securing.

Why the answer is right

The Boatswain says the storm does not care about the title of king, so rank gives the lords no power over the sea.

Master task: eyewitness account

Write a sailor's account of the storm, written later for the court at Naples. Say what the Boatswain said to the king and his lords, who helped and who got in the way, and what the sailor now thinks of men who give orders on land. Use at least three exact phrases from Act 1 Scene 1.

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