

## Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

### Week 8: May 18-22, 2020

**Course:** Humane Letters 9

**Teacher(s):** Mrs. Hunt ([natalie.hunt@greatheartsirving.org](mailto:natalie.hunt@greatheartsirving.org))

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#### Weekly Plan:

Monday, May 18

- Prepare for a seminar on *The Tempest* Acts III-V
- Watch the brief video on comedy and tragedy posted on Google Classroom

Tuesday, May 19

- Attend mandatory Zoom seminar
- Brief writing on Acts III-V of *The Tempest*

Wednesday, May 20

- Analysis of a theme from *The Tempest*
- Prepare for History Assessment

Thursday, May 21

- History Assessment
- Prepare for Tuesday Seminar

Friday, May 22

- Attend office hours
- Catch-up or review the week's work
- Upload your work to our Google Classroom

### Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

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Student Signature

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Parent Signature

## Monday, May 18

1. Watch the brief video on comedy and tragedy on the Classwork page of our Google Classroom.
2. Prepare for tomorrow's seminar on Acts III, IV, and V of *The Tempest*:
  - a. Thorough preparation involves reviewing the book, gathering citations to read aloud, and answering the following questions. It may be helpful to read the question aloud and practice speaking your answer, or even to jot down a few notes for each question. You may expect cold calling for our seminars and given this virtual setting, your participation is imperative to a great conversation! Do not be shy to share your thoughts during our conversation; we are working together to come to the truth.

### Act III:

- What is Ferdinand doing when Miranda finds him? How does he estimate this task? What does she say when she sees his predicament?
- Analyze Ferdinand's response to Miranda's name. Note the word-play.
- Miranda, in speaking to Ferdinand, is conscious of breaking her father's "precepts" (III.1.69). What does this add to our estimation of her character? Prospero, who watches all of this unfold, is not upset at her disobedience. Why is that? What do we make of the contradiction in his words in III.1.111-113?
- Consider the way Ferdinand and Miranda speak to one another in this scene. How are they alike, and how are they different? Who leads the conversation to marriage, and what might that indicate about their respective characters?

### Act IV:

- Why does Ariel ask, "Do you love me, master?" IV.1.52. How does Ariel view Prospero? What type of relationship do they have? What is Prospero's response?
- Analyze Prospero's brief speech on IV.1.163-180. What do these lines mean and how does Shakespeare speak through them?
- What is the point of the masque?
- How does Prospero respond to Caliban?

### Act V:

- Why does Prospero initially lie to King Alonso?
- What does Miranda's reaction to the people tell us about her? How does she view humanity?
- Prospero chooses mercy and forgiveness instead of enacting justice. What does this share about his character? How did he come to the decision to have mercy on his enemies rather than prosecuting his just revenge?
- Read the epilogue aloud. Analyze what Prospero (and Shakespeare) are saying here.

## Tuesday, May 19

1. Please see the Google Stream for your link to the mandatory seminar. Remember to use your own name so that your teacher can admit you from the waiting room, and be prepared to keep your camera on and directed at your face throughout the seminar.

2. Choose one of the Acts III-V questions that was **not** discussed in the seminar and answer it in one to two paragraphs. Cite the text. (Ex. IV.1.163-180)

## Wednesday, May 20

1. Considering the play as a whole, trace a theme throughout the development of a character or through the development of the plot. Choose three moments in the text to illuminate using thoughtful analysis of carefully chosen quotations from the play. Your composition should be 1 typed, double spaced page. You must write on one of the following themes:
  - a. Education
  - b. Good government
  - c. Freedom
2. Prepare for tomorrow's history assessment by reviewing your textbook and notes on chapters 27-30.

## Thursday, May 21

1. Please log on to Google Classroom to complete the ch. 27-30 History Assessment posted on the Classwork page. You may use your textbook and notes.
2. When you have finished the History Assessment, please prepare for our last seminar together on Tuesday.

### **The Last Freshmen Humane Letters Seminar:**

We are going to conclude our time together with a broader seminar over the books, stories, and poems studied this year. As you prepare for this final seminar, please gather textual evidence and ideas from what you have studied. Here are the books we have read together this year: *A Documentary History of the United States*, *Billy Budd*, *The Federalist Papers*, *Democracy in America*, *Huckleberry Finn*, *The Great Gatsby*, *Old Man and the Sea*, and *The Tempest*.

Congratulations on your diligent efforts during your first year as a Humane Letters student. We're looking forward to a great conversation on Tuesday.

1. In any discussion of literature, a central focus is the presence of **conflict**. Often the conflicts in what we read – and arguably in the history that we study – stem from the difficulty of living in common with other people. Yet it seems inescapable that we must live with others.

**How does what we have read this year, and what we have studied in history or government, reflect the enduring tension between living in common with others and finding personal happiness?**

- A. From what does conflict between people arise? (The French Enlightenment philosopher Rousseau said it is our capacity for reason that gets us in trouble, because we learn from reason how to compare ourselves to others. The Western spiritual tradition would blame a

tendency toward selfishness, or cite certain “deadly sins” as the source of trouble. What do our texts suggest?)

- B. What do different texts suggest as solutions to this basic conflict, if any solutions are possible?
  - If a solution is not possible, what force *keeps* us in conflict? Why isn’t it always possible to resolve the issue?
- C. What is the role or purpose of **law** in helping people live together? How effectively does law allow men to live peaceably together? Does law have its limitations? If law is not enough, what needs to supplement (be added to) it, for people to live together?

**2. Looking at what we have read and studied, what is the fundamental nature of man?**

- A. Man is often said to be the only rational animal. To what degree does our reading and our discussion of people in society support the idea that humans are rational beings?
- B. The Declaration of Independence speaks of the inalienable right to “the pursuit of happiness.” What does it take to become happy, if happiness is achievable? What works against our happiness? Which characters in what we have read achieve happiness, and how? Which characters particularly fail to do so, and why?

**3. Jay Gatsby, Manolin, and Prospero are each pulled toward their past life in a monumental way.**

**To what extent are we continually affected by our past?**

You can consider this from the viewpoint of the mentioned characters in stories, and from the standpoint of our nation’s history via the *Documentary History*. For the latter, consider how we continue to deal with issues that have been part of our history as a nation, even as conditions have changed. Have we made progress?

**Friday, May 22**

- 1. Come to office hours to ask your questions.
- 2. Submit all work on Google Classroom. For Week 8 you must submit:
  - a. Short composition on Acts III-V
  - b. 1 page thematic analysis
  - c. History Assessment