

Before sharing:

The title of the book is *Violet's Tempest*. What do you predict the story might be about? What is a tempest? How might someone experience a personal tempest? Create a mindmap of words, pictures, phrases and any associations linked to 'confidence'. How are bravery and confidence linked? Are confident people always happy? Are you confident about any of your abilities and skills? What makes you worried and anxious?

Cover image:

Based on the cover, what do you think *Violet's Tempest* is about? Has your prediction changed? Who is the author? Who is the illustrator? What colours can you see on the front cover? Who might the character on the front cover be? What are they doing? Where and when do you think the story might be set?



Share the blurb:



Violet's world has changed. Her voice has gone from a giggle to a whisper. So when her teacher casts her in the school play, she is filled with worry. How will she ever stand in front of a crowd and overcome her shyness? With the love and support of her family, Violet must find her inner confidence and turn that whisper into a roar!

What sort of book might this be?
Do you have any questions?
What do you predict the story will be about?
Why is Violet worried?
How does Violet feel about the school play?
How might Violet's family support and help her?

Pre-learning:

Do you know anything about Violet's school play, *The Tempest*? Who is it by? Who wrote *The Tempest*? Who are the main characters in it?

These are some great versions of *The Tempest*:
The Tempest (A Shakespeare Story) by Andrew Matthews and Tony Ross
The Tempest adapted by Georghia Ellinas and Jane Ray

An animated version of the play. [Learn more.](#)
Shakespeare: The Animated Tales (DVD). [Learn more.](#)

Pages 1 and 2:

Can you describe the setting? How does the weather add to the mood and atmosphere?
Why do you think Violet is frowning?
What might have happened to Violet to change her 'giggle to a whisper'?
What do you notice about Violet's body language?
What do you notice about the other children on page 2?

Pages 3 and 4:

Can you describe the setting? How does the weather add to the mood and atmosphere?
Why do you think Violet is frowning?
What might have happened to Violet to change her 'giggle to a whisper'?
What do you notice about Violet's body language?
What do you notice about the other children on page 2?



Pages 5 and 6:

How would you describe Nan? What might she be thinking and feeling on page 5?
How can a person smell of 'love and happier times'?
Can you think of anyone you know that has a familiar smell that you associate with them? Be polite!
What do you think Nan is doing on page 6?
What can you infer about the relationship between Nan and Violet?

Pages 7 and 8:



Spend some time exploring the 'Full fathom five' song from *The Tempest*, which is sung by Ariel to Prince Ferdinand.

Prince Ferdinand believes that his father has drowned and 'suffered a sea-change'. What might this mean? You might enjoy learning this song (Click [HERE](#))

Are there any clues about Violet's life in the photographs hanging on the wall?

How are Uncle Tony and Uncle Sebastian trying to help Violet? Do you think they are successful?

Why do you think Violet shrugs?

Pages 9 and 10:

What sort of 'chaos' might you expect to see during a school play?
 Who is Nathan playing in the school play?
 Why doesn't Mr Newland shout at Violet?
 Why do you think Violet is mumbling and stuttering? How is she feeling?
 Do you know why Ariel was trapped in a tree in *The Tempest*? Sycorax, an evil witch who once lived on the island, trapped Ariel in a tree because they wouldn't carry out her evil wishes. How might Ariel have felt being squeezed and imprisoned inside a tree?

Pages 11 and 12:

Where is Violet?
 What does the verb 'sighs' suggest about Violet and how she is feeling?
 Why might Violet understand how Ariel felt?
 Have you seen any other images in the story where Violet is sitting in the same tree? Check the photographs hanging on the walls!



What do you notice about the patterns on Violet's dress on page 12? Why might this be?
 Why does Violet want to escape?
 How has the illustrator shown the reader what Violet is imagining and thinking of? Is it successful?
 Have you ever felt like you wanted to 'just hide away'? Why?
 What advice would you give to Violet?

Pages 13 and 14:



Can you describe Nan in three words and explain your word choices?
 How does Nan help and support Violet?
 Can you spot any interesting details in the photographs hanging behind Violet and Nan?
 Do you think Nan's words will inspire Violet? How do you think she will react to Nan's advice?

Pages 15 and 16:

What is Violet doing on pages 15 and 16?

Can you talk about Violet's changing thoughts and feelings across this double page spread?

How does she feel in the first illustration? How does she feel in the last?

Violet keeps rehearsing – what does this tell us about her personality and character?

Again, spend some time reflecting upon what Violet is wearing – how does it change? Why?

Pages 17 and 18:


Why do you think Violet mutters again, even though she has been rehearsing?

How do you know Violet is feeling nervous on page 17?

Why does Violet think of Nan when she is answering the question?

What does freedom feel like?

Why do you think everyone refers to Ariel as 'they' rather than 'he' or 'she'?

How is this illustration different to the other illustrations? Why might this be?

Why do you think Mr Newland smiles and nods? What might he be thinking and feeling?

Pages 19 and 20:

Discuss the recurring theme of storms/water/waves. What might this symbolise throughout the story?

Why do you think the wave is surrounding and engulfing Violet on page 19? What might she be thinking and feeling?

Violet sees her family in the front row – how does this make her feel?

Pages 21 and 22:

Which verbs describe Violet's movements around the stage?

What might 'She is Ariel' mean? How can Violet be Ariel?

Discuss the recurring symbolism of birds – what do they represent in the story?

How has Violet's voice changed? What might this symbolise?

Where do you think the roses/flowers have come from?

Why do you think Uncle Sebastian's eyes are shining? What might he be thinking and feeling?

Why do you think there is an exclamation mark after 'She'd done it!' How should this be read?



Pages 23 and 24:

The story finishes with Violet saying, 'Merrily, merrily shall I live now...' Why do you think the author chose these words from *The Tempest* to end the story?

What can you infer about the relationship between Uncle Tony and Uncle Sebastian? Are there any other clues in the story?

The wind has gone now – what might this symbolise?

How important is the weather throughout the story?

What do you notice about where Violet is positioned on this double page spread? Why might this be important?

At the end of the story:

Do you think this story has a message?

What was your favourite page? Why?

How do you think the author/illustrator feel about facing your fears?

Why do you think the author/illustrator wrote this?

Do you think this book will encourage children to face their fears and worries? Why? Why not?

Do you think there is a main character in this book?

Key Topics:

Worry
Self-confidence
Shakespeare
Freedom
Family

Friendship
Bravery
Magic
Loss

Discussion:

During a class reading of *Violet's Tempest* use the headings: "Likes", "Dislikes", "Patterns" and "Puzzles" to analyse the book. Children can contribute ideas and categorise them under the four headings, thus forming a basis for discussion. Go through *Violet's Tempest* page by page adding thoughts under the four headings. Children can also take notes during the reading themselves.



Resources to accompany *Violet's Tempest* written
by Ian Eagleton and illustrated by Clara Anganuzzi
(written by The Reading Realm)

Extending Discussion Ideas:

- What do you think Violet has learnt by the end of the story? How has she changed?
- Can you find any symbols in the story? For example, what might the soaring birds symbolise?
- How important is the theme of freedom in this story?
- How did you feel as you started reading this? How did you feel at the end?
- If you've read *The Tempest*, can you consider and discuss how Violet and Ariel are the same? How are they different?
- Use a Venn Diagram to compare this story with [Anita and the Dragons](#) by Hannah Carmona and Anna Cunha. How are the stories similar? How are they different? Which one do you prefer and why?

Cross-curricular activities:

Drama

Look at these famous lines from *The Tempest*.

O, I have suffered
With those that I saw suffer.
(Miranda, Act 1 Scene 2)

Here Miranda is recalling watching the ship struggle at sea. She talks about suffering, as if she were there experiencing it – she completely empathises with those on board. How is she feeling? What might she be thinking? Can you say this out loud in a variety of ways? Try: angrily, sadly, quietly, desperately. Which performance fits this extract the best? Where in *Violet's Tempest* do you think Violet experiences similar feelings?

All hail, great master! Grave sir, hail!
(Ariel, Act 1, Scene 2)

These are Ariel's first lines in the play. Here they are greeting their master, Prospero. But how might Ariel feel about Prospero? Do they address him with wonder and politeness or do they address the wizard with hatred and bitterness? Ariel is after all bound to do Prospero's bidding! Explore some different ways of saying this!

You taught me language, and my profit on 't
Is I know how to curse. The red plague rid you
For learning me your language!
(Caliban, Act 1, Scene 2)

Caliban is furious here! He feels that he was on the island first and that Prospero and Miranda have taken his island away from him and made him a slave. Here, he shouts at them that they taught him how to speak but it was worthless! All he can do with Prospero's language is curse him! Try and capture Caliban's fury and sadness when you perform this.



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You fools! I and my fellows are ministers of Fate!
(Ariel, Act 3, Scene 3)

In this part of the play, Ariel appears as a terrifying harpy to frighten the men who have wronged Prospero. Ariel tries to scare the men and finally tells them that they have been brought to the island by Prospero as punishment. Can you capture Ariel's anger and mighty, booming voice? Or maybe you'll whisper it in a sly and evil manner? How do you think Violet feels when she says these lines in her school play?

Your charm so strongly works 'em
That, if you now beheld them, your affections
Would become tender.
(Ariel, Act Five, Scene 1)

At the end of the play Ariel tries to convince Prospero that his tricks and magic have worked and changed the minds and ways of the people who so badly wronged him. How can you convince Prospero to forgive his brother?

Geography

The illustrator of this book, Clara Anganuzzi, is originally from the Seychelles. Can you find the Seychelles on a map? Spend some time looking at the scenery and landscape. How do you think this connection with the Seychelles has influenced and shaped *Violet's Tempest*?

History

The Tempest was written by William Shakespeare. What can you find out about this famous playwright and the time in which he was writing? You might wish to carry out some research on the Globe Theatre. Read Michael Rosen's excellent *What's So Special About Shakespeare?*

Art and Design Technology

Spend some time exploring the various set designs for *The Tempest*. The island has been presented in many different ways when the play has been performed in the theatre! Do you have a favourite? Create a map of the island in *The Tempest* and then use a range of materials to design your own 3D model on the island.

Spend some time exploring the painting 'Full Fathom Five' (1947) by the artist Jackson Pollock. Which materials do you think he has used? How do you think he has applied the paint? Can you create your own painting in the same style, using these lines from *The Tempest* as inspiration?



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Where the bee sucks, there suck I:
In a cowslip's bell I lie;
There I couch when owls do cry.
On the bat's back I do fly
After summer merrily.
Merrily, merrily shall I live now
Under the blossom that hangs on the bough.

In this part of the play, Ariel has finally been given their freedom. They are imagining all the wonderful things they will do as they flit around in the summer sun. Can you create a piece of artwork in the style of Jackson Pollock which captures Ariel's feelings of happiness, relief, and freedom?

Music

At the beginning of *The Tempest* there is a storm. Can you work in small groups and use musical instruments, your voices and body percussion to create a terrifying soundscape, which captures the moaning wind and roaring waves? Over the tempest, Prince Ferdinand shouts, 'Hell is empty and all the devils are here!' Perhaps one of you could try performing that line too?

Creative Writing

- Imagine you are stuck on a distant, faraway island. Write a message in a bottle describing the island, how you're surviving and asking for help!
- Write a diary as Violet recounting the night of the school play.
- Create your own poem in the style of *Anger* by John Foster to describe Violet's feelings of fear, concern and worry. You can find the poem [HERE](#)
- Spend some time reading and enjoying *Miss Flotsam* by Joseph Coelho. Do you think Violet feels the same way about Mr Newland? Write a poem in the same style as *Miss Flotsam* about Mr Newland. You can find the poem [HERE](#)
- Imagine you were watching Violet's school play. Write a review about the play discussing the scenery, costumes and performances.
- Imagine you are Violet. Use one of the photographs hanging on the wall to write about a special memory with Nan, Uncle Tony and Uncle Sebastian!
- Draw an outline of Violet. On the inside of your drawing write down everything you learn about her in the book. On the outside, record any questions you might like to ask her. In a different colour, you could imagine you are Violet and write her answers.
- Read and enjoy *Granny Is* by Valerie Bloom. You could either imagine you are Violet and write your own poem about your Nan or you could write your own version to a special family member of your own. You can find the poem [HERE](#)