THE TEMPEST IN WISCONSIN engages high school teachers and students from across the state in the interdisciplinary study of major works of world literature, both in their own contexts and for the present. Through close reading and collaboration with University of Wisconsin-Madison scholars, THE TEMPEST IN WISCONSIN will bring to life the last, tempestuous and most magical of William Shakespeare’s dramatic works, whose unforgettable characters are by turns treacherous and honorable, enigmatic and familiar, supernatural and unmistakably human. The program’s capstone event, the Annual Student Conference, will feature a keynote address by Booker Prize-winner Margaret Atwood, whose most recent novel takes up the complexities and politics of one of Shakespeare’s most controversial creations: Hag-seed or, as he is better known, Caliban.

MARGARET ATWOOD
BOOKER PRIZE-WINNING NOVELIST AND AUTHOR OF HAG-SEED

The Tempest in Wisconsin is an initiative of the Center for the Humanities at the University of Wisconsin-Madison, supported by the A.W. Mellon Foundation, the Evjue Foundation, UW-Madison Libraries, the Department of English, the Anonymous Fund of the College of Letters & Science, the Wisconsin Department of Public Instruction, and the Promega Corporation.

EVENTS

EDUCATOR COLLOQUIA
WEDNESDAY, OCTOBER 5, 2016
WEDNESDAY, FEBRUARY 8, 2017

2016-2017 GREAT WORLD TEXTS STUDENT CONFERENCE
MONDAY, APRIL 3, 2017, 8:30AM-3:30PM
VARSITY HALL, UNION SOUTH
THE TOWN CENTER AT WID

KEYNOTE ADDRESS: A CONVERSATION WITH MARGARET ATWOOD
MONDAY, APRIL 3, 2017, 11:00AM
VARSITY HALL, UNION SOUTH
The Tempest in Wisconsin is the twelfth installment in the Great World Texts program sponsored by the Center for the Humanities at the University of Wisconsin-Madison. Today, we are delighted to welcome students from 26 high schools around the state who have read The Tempest, William Shakespeare’s last, enchanting, and perhaps most enigmatic play. Great World Texts supports Wisconsin high school teachers and students in the effort to engage with important works of world literature that otherwise would not have a place in their classrooms. 2,000 students have participated in this year’s program.

Nearly 90 of Wisconsin’s finest teachers join us today. These dedicated teachers have introduced their students to the complex historical, political, and cultural issues that emerge in Shakespeare’s dramatic work. In October and February, they came to the UW-Madison campus for intensive preparatory colloquia. We thank them for teaching world literature in Wisconsin classrooms, and applaud them for the impressive work of their students.

We are especially honored to welcome our keynote speaker, Margaret Atwood, to Wisconsin. Students will have the unique opportunity to join in conversation with her during the keynote proceedings. UW-Madison faculty and their students also are part of today’s events, and will moderate Prospero’s Library Sessions: breakout discussion forums for high school students who have produced creative and analytical written work.

Throughout the day, students who have analyzed and discussed The Tempest in their schools will have the opportunity to connect with their peers from across the state, as well as members of the University of Wisconsin community. They will experience firsthand the power, potential, and significance of literature, and the vibrant culture of the University of Wisconsin-Madison. The Tempest—a tale that oscillates between illusion and truth, treachery and nobility, monstrosity and humanity, bondage and freedom—has brought these students, teachers, and scholars together, leading them to engage with questions of imperialism, indigeneity, race, gender and sexuality, and human identity. The dialogues that Great World Texts has cultivated in classrooms across the state give a taste of what happens every day at UW-Madison and demonstrate how studying literature, history, and culture prepares us for the demands of global citizenship.

We welcome you—the students, teachers, and campus partners who make this conference matter—and we invite you to be active participants in our full day of events.

Sara Guyer
Director
Center for the Humanities

Devin M. Garofalo
Public Humanities Fellow
Great World Texts in Wisconsin
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THE TEMPEST IN WISCONSIN: CONFERENCE OVERVIEW

WISCONSIN INSTITUTE FOR DISCOVERY & UNION SOUTH (IN THAT ORDER)
8:00 - 8:30 Arrivals: Check in at registration table at WID. Students presenting during Poster Sessions should set up at their school's assigned tables. Students presenting during Plenary Sessions should proceed immediately to Varsity Hall at Union South. Center for the Humanities staff will assist you upon arrival.

UNION SOUTH (VARSITY HALL, SECOND FLOOR)
8:30 - 8:45 Welcome: Sara Guyer, Director of the Center for the Humanities
8:45 - 9:45 Plenary Session 1
9:45 - 9:55 Break: We will resume programing promptly at 9:55.
9:55 - 10:55 Plenary Session 2
10:55 - 11:00 Break: Keynote Ambassadors should proceed immediately to the stage, where they will be seated and given further instructions. We will resume programming promptly at 11:00.
11:00 - 12:00 Keynote Address: “A Conversation with Margaret Atwood”
12:00 - 12:45 Lunch: Bagged lunches will be provided. Please remain in the near vicinity of Varsity Hall during the lunch hour.
12:45 - 1:00 Passing Period: Proceed to WID immediately. We will resume programming promptly at 1:00.

WISCONSIN INSTITUTE FOR DISCOVERY (FIRST FLOOR)
During their school's designated Poster Session, students with digital projects assigned to ARIEL'S IMAGINARIUM should proceed to the H.F. DeLuca Forum. Students with written projects assigned to PROSPERO'S LIBRARY should proceed to the East and West Conference Rooms. All other students should proceed to their school's assigned tables.

1:00 - 1:45 Poster Session 1
Group 1 Schools: Present projects.
Group 2 Schools: Tour project sessions.
1:45 - 2:30 Poster Session 2
Group 1 Schools: Tour project sessions.
Group 2 Schools: Present your projects.

GOT A SMARTPHONE? LIVE TWEET THE CONFERENCE!
We encourage attendees to live tweet the 2016-2017 Great World Texts in Wisconsin Annual Student Conference. Use Twitter to share photos of your favorite projects!

Tweet at us [@STORMYBADGER] and we'll re-tweet your posts.
Use the following hashtag to keep up with the conversation: #SHAKESCONSIN

VOTE FOR YOUR FAVORITE PROJECTS
See something you like? Vote for the best projects on show by visiting the web address listed on signs posted around Union South & WID. Crowd favorites will receive special recognition and a prize!
## PARTICIPATING SCHOOLS & LEAD TEACHERS

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Bay Port High School</td>
<td>Janelle Bailey</td>
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<tr>
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<td>Suzanne Floody</td>
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<td>Amy Isensee</td>
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<td>Krista Claypool</td>
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<td>Jason Cummings</td>
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## POSTER SESSION GROUPS

### SESSION ONE

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<td>EAGLE School of Madison</td>
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### SESSION TWO

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<td>Lodi High School</td>
<td>New Horizons for Learning Charter School</td>
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<td>Oshkosh North High School</td>
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If you are presenting in Prospero’s Library, please see page 13 for information about where you will present your project.
ABOUT OUR KEYNOTE SPEAKER: MARGARET ATWOOD

A winner of many international literary awards—including the prestigious Booker Prize—Margaret Atwood is the author of more than forty volumes of poetry, children’s literature, fiction, and non-fiction. Her MaddAddam trilogy is currently being adapted for HBO by celebrated filmmaker Darren Aronofsky. Her novels include The Blind Assassin (winner of the Booker Prize) and The Handmaid’s Tale—coming soon as a TV series with MGM and Hulu.

When asked to name her favorite author, Atwood answers: Shakespeare. Her rationale: “he is infinitely interpretable.” In her most recent novel, Hag-Seed, Atwood experiments with the seemingly endless imaginative possibilities of The Tempest. Reviving some of Shakespeare’s most beloved and unsettling characters, Hag-Seed casts Ariel as a hacker using modern digital technologies to create illusions and Prospero as director of a prison literacy program director who is in search of revenge. If Shakespeare were alive today, Atwood believes he’d be using holographs!

KEYNOTE AMBASSADORS

<table>
<thead>
<tr>
<th>Kelsey Beauchamp</th>
<th>Bay Port High School</th>
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<tbody>
<tr>
<td>Carrie Nickels</td>
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<td>Kajal Khatri</td>
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<td>Kalli Kuhlow</td>
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<tr>
<td>Christian Repinski</td>
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<td>Iyani Raines</td>
<td>Community High School</td>
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<td>Siena Perna</td>
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<td>Simone Bulebosh</td>
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<td>Jacob Christopherson</td>
<td>Green Bay East High School</td>
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<td>Mallorie Smits</td>
<td>Hartford Union High School</td>
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<tr>
<td>Serena Williams</td>
<td>IDEAS Academy</td>
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<td>Sean Michael Stephan</td>
<td>James Madison Academic Campus</td>
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<td>Emma Malloy</td>
<td>Laconia High School</td>
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<td>Trevor Howells</td>
<td>Lake Mills High School</td>
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<td>Hannah Busser</td>
<td>Lodi High School</td>
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<tr>
<td>Eli Shlimovitz</td>
<td>Madison Country Day School</td>
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<td>Sydneiy Koch</td>
<td>Madison East High School</td>
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<td>Shenika Jackson</td>
<td>Milwaukee High School of the Arts</td>
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<td>Gwen Maurer</td>
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<td>Rebecca Geffers</td>
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<td>Emily Orth</td>
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<td>Xelos Maas</td>
<td>Rock University High School</td>
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<tr>
<td>Samantha Peters</td>
<td>St. Francis Xavier High School</td>
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PLENARY PRESENTATIONS

Plenary project presentations are selected by the students and teachers to represent their school’s work on The Tempest. The plenary presentations allow each school to formally share their students’ stellar interpretations of William Shakespeare’s most enigmatic play.

PLENARY SESSION 1 // 8:45 - 9:45

<table>
<thead>
<tr>
<th>School</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Lodi High School</td>
<td>Brandon Steiger, Axel Holmqvist &amp; Matthew Lins</td>
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<tr>
<td>EAGLE School of Madison</td>
<td>Matthew Berthoud</td>
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<tr>
<td>Oshkosh West</td>
<td>Brecca Bettcher &amp; Anna Gannon</td>
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<tr>
<td>Madison East High School</td>
<td>Sheehan Breyne-Grace, Thuy Trang Le, Tenzin Woeser, Muhamed Sanneh &amp; Dren Zajmi</td>
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<tr>
<td>Clark Street Community School</td>
<td>Ronnie Roll</td>
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<tr>
<td>Clinton High School</td>
<td>Brady Connors, Cameron Klein, Amir Chrayah, Sara Hogan &amp; Malena Medrano</td>
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<tr>
<td>Community High School</td>
<td>Sharnae Batchelor, Iyonna Grady &amp; Khalil Williams</td>
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<tr>
<td>Brookfield Central High School</td>
<td>Maclaren Krueger &amp; Sanchi Kalra</td>
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<tr>
<td>Hartford Union High School</td>
<td>Allison Dentice &amp; Anna Hermann</td>
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<tr>
<td>St. Francis Xavier High School</td>
<td>Cecilia Martinez, Samantha Peters, Sienna Rasmussen, Elizabeth Coolidge, Roslyn Van Abel, Katrina Counter, Courtney Oswald, Jessica Kwasny &amp; Michelle Van Asten</td>
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<td>Milwaukee High School of the Arts</td>
<td>Nyanna Krajewski &amp; Claire Hanel</td>
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<td>Lake Mills High School</td>
<td>Emma Mae Weber</td>
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PLENARY SESSION 2 // 9:55 - 10:55

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<tr>
<td>Big Foot High School</td>
<td>Logan Gruenow</td>
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<td>Osseo-Fairchild High School</td>
<td>Hattie Frieburg, Ximona Pederson &amp; Cole McIlquham</td>
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<tr>
<td>Bay Port High School</td>
<td>Corinne Andres, Madison Biebel, Jadyn Gentz, Mitch Grosam, Hannah Hawker, Jon Koby, Brett O'Shaughnessy, Quinn Pierner, Ethan Splan, Mitch Steckler &amp; Jake Weber (a.k.a. the Spanish Dream Team)</td>
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<td>Oshkosh North High School</td>
<td>Charlie Bock, Connor Bowe &amp; Dane Laufer</td>
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<tr>
<td>James Madison Academic Campus</td>
<td>Gina Roznak</td>
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<tr>
<td>Rock University High School</td>
<td>Sean Michael Stephan &amp; David Walls II</td>
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<tr>
<td>Green Bay East High School</td>
<td>Daniel Benitez</td>
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<tr>
<td>New Horizons Charter School</td>
<td>Darrell Greer</td>
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<td>Laconia High School</td>
<td>Steven Berry, Dakin Nolan, Grant Kuharski &amp; Brayden Nolan</td>
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<tr>
<td>IDEAS Academy</td>
<td>Keira Collin, Caleb Klinzing, Simon Ulrich &amp; Veronica Williams, Josh Kleinmaus, Kyle Westphal, Bryan Beske &amp; David Braungardt</td>
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<tr>
<td>Cochrane-Fountain City High School</td>
<td>Christian Repinski</td>
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<tr>
<td>Elkhart Lake-Glenbeulah High School</td>
<td>Raechel Grunewald, Holly Zorn, Camrie Schmitz, Andrew Sitko &amp; Mandy McLaughlin</td>
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</tbody>
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PLENARY SESSION 1 PROJECT DESCRIPTIONS

LODI HIGH SCHOOL
Brandon Steiger, Axel Holmqvist & Matthew Lins, A Modern Adaptation of Shakespeare’s Musical (Amy Jelinek, AP Literature): The Tempest is commonly referred to as William Shakespeare’s musical for the songs that are sung throughout the play. Our project aims to capture this sense of musicality in a more modern style. The project analyzes the characters and the plot using different paces of music for each. Our song consists of original lyrics and rhythms. It evaluates the play and creates a song from its themes and plot. The tempo of the music also matches well with the pace of the play’s narrative.

EAGLE SCHOOL OF MADISON
Matthew Berthoud, Inner Ariel (Jenn Sauer, 8th Grade English): My project uses a speculative monologue to explore how Prospero could be an unreliable narrator. Prospero’s understanding of Ariel’s origins might differ significantly from the actual story, or at least Ariel’s perspective. This original monologue is imagined as running through Ariel’s head in Act I Scene 2, when Prospero is "reminding" the spirit Ariel of his own history and debt to the magician.

OSHKOSH WEST HIGH SCHOOL
Brecca Bettcher & Anna Gannon, Prospero’s Power (Kelly Wayne, Global Academy Level 2): We decided to make this project because of our interest in engineering and robotics. Our goal is to convey the theme of power as imagined in The Tempest using a 3D model. Throughout William Shakespeare’s play, Prospero demonstrates superiority over other characters. Our base is meant to display the shipwreck scene. We have added waves to represent the chaos of the storm. Above this we have rocks and soil, representing Caliban, who is strong, yet weak and fragile. Higher up we have green moss and a tree standing strong. This shows Prospero and the social hierarchy that that extends throughout the play.

MADISON EAST HIGH SCHOOL
Sheehan Breyne-Grace, Thuy Trang Le, Tenzin Woeser, Muhamed Sanneh & Dren Zajmi, The Journal of Prospero (Judy Gump & Amy Isensee, AP English Language and Composition; & Cynthia Chin, AP Calculus AB): This journal—written by Prospero—aims to show his thoughts, ideas, emotions and reasoning. It also reveals the varied elements of his everyday life by featuring different kinds of entries: formal spells, personal journal entries, casual doodles and thoughts in the margins of the journal. Readers of Prospero’s journal can gain a more thorough understanding of him as a character and better understand his actions—and interactions with other characters—by reading it. The journal also captures the messages that William Shakespeare is trying to share with his readers through his main character, Prospero.

CLARK STREET COMMUNITY SCHOOL
Ronnie Roll, Faces of The Tempest (Bryn Orum & Robyn Roberts, Great World Texts): My project is based around theatrical makeup. Using my background in theatre makeup, I created a personalized piece that represents Ariel, Miranda, Prospero, and Caliban. I chose colors that I thought best fit each character and based my design on them (i.e. Ariel is blue because that color is representative of air). In addition to makeup, I also used paint and clay.

CLINTON HIGH SCHOOL
Brady Connors, Cameron Klein, Amir Chrayah, Sara Hogan & Malena Medrano, Dr. Will’s Island Intervention (Amanda Sullivan, AP English Language and Composition): This project is an adaptation of The Tempest rendered in a modern talk show format. The talk show host, Dr. Will (as in the author, William Shakespeare), takes his contestants through the elements of what happened in The Tempest. From Miranda and Ferdinand’s “true love” to Caliban and his misguided “leaders” Trinculo and Stephano, to Prospero and his concluding act of forgiveness, Dr. Will interweaves the thematic elements of The Tempest from the perspective of a modern reader.
COMMUNITY HIGH SCHOOL
Sharnae Batchelor, Iyonna Grady & Khalil Williams, Reaching Out (Jayme Timmons, English 12): Our project is a sculpture of Prospero’s outstretched hand, which is meant to symbolize forgiveness and the progress that Prospero made from the beginning of the play to the end. Behind it, we have quotes from the play wherein Prospero forgives all those who have wronged him. Providing an analysis focused on forgiveness was important for us because we felt it was crucial to show how despite what wrongs a person might commit against another, being able to forgive someone is a very important part of growing up as a person.

BROOKFIELD CENTRAL HIGH SCHOOL
Maclaren Krueger & Sanchi Kalra, The Broken Staff (Patrick Perez, AP English Literature and Composition): A sequel to The Tempest that shows what might happen if Antonio and Sebastian were still set on taking the dukedom, and possibly the crown. Prospero has just gone from being a powerful being, with magic, to a frail old man. In a moment of relapse, he aims to get his magic back by going to the island, and putting his staff back together. Antonio follows him to steal the magic for himself. This story focuses on how unresolved character arcs in The Tempest might lead to conflict in the future.

MADISON COUNTRY DAY SCHOOL
Mert Dayi, Isa Hernandez-White, Amy Riha, Anya Reddy, Evelyn Yee & Priya Muldowney, Mapping the Island (Evelyn Lasky, English 9): This multimedia presentation combines original music (“The Storm”) along with images of some of the sculpture, portrait and textile art that MCDS students created in response to The Tempest. Each of these projects makes a statement about the importance of perspective in The Tempest. The magical setting and even the physical layout of the island obscures the perspectives of various characters and makes it difficult for them (and sometimes us, the audience) to distinguish between illusion and reality. Reality is also colored by the characters’ different ways of perceiving the world. Each is locked in his or her own perspective, whether through magic, isolation or outlook.

HARTFORD UNION HIGH SCHOOL
Allison Dentice & Anna Hermann, Nature of The Tempest (Matt Geracie, Drama): This project consists of a model of the island where the action of The Tempest takes place. Our model was made using organic resources like grass, dirt, etc. Certain materials represent the characters from The Tempest, describing their true human nature. Our ideas and analysis of each character can be found on a posterboard that accompanies the model.

ST. FRANCIS XAVIER HIGH SCHOOL
Cecilia Martinez, Samantha Peters, Sienna Rasmussen, Elizabeth Coolidge, Roslyn Van Abel, Katrina Counter, Courtney Oswald, Jessica Kwasy & Michelle Van Asten, Xavier Hand Puppet Tempest Production (Lynn Zetzman, Introduction to Art & Maureen Milbach, Media Productions): This project consists of a display of the nine puppets used in the Xavier hand puppet production of The Tempest: a 13-minute film that interprets and performs the play. This film—and the shorter version presented during the plenary—has some fun with the tale. It mixes a bit of the original Shakespearean language with a modern tongue to retell the basic story. The backdrop, props, and puppets were created from scratch.

MILWAUKEE HIGH SCHOOL OF THE ARTS
Nyanna Krajewski & Claire Hanel, The Squall (Krista Claypool, Honors English 10): Using multimedia in stop motion, we created a humorous and artful version of The Tempest called “The Squall.” The project tells the story of The Tempest through a humorous lens. Since it is hard for the average teenager to comprehend Shakespeare, our angle is to show that a story does not need to have familiar dialogue to be understood.
LAKE MILLS HIGH SCHOOL
Emma Mae Weber, *Miranda Speaks Out* (Brenda Morris, AP English Literature and Composition): My project consists of three pieces of poetry written from the perspective of Miranda. The poems focus on her experience of attempted rape by Caliban. To capture the deep emotion of the poems, I will dress as Miranda and act as her during my performance.

PLENARY SESSION 2 PROJECT DESCRIPTIONS

BIG FOOT HIGH SCHOOL
Logan Grunow, *The Milan Gazette* (Suzanne Floody & Nicole Raskin, Great World Texts): This project is titled “The Milan Gazette.” It is a newspaper which focuses on the “headlines” generated from *The Tempest* from the press’s point of view as they inform the everyday citizens of Milan. This project establishes a whole new perspective that was never introduced in Shakespeare’s *The Tempest*. For example, an article that may have been entitled “Duke Prospero and daughter Miranda go missing!” becomes “Prospero’s brother, Antonio, takes over Prospero’s dukedom and sends him and his daughter adrift to die.” This project is meant to explore the power of the written word, and how point of view can change the outcome of a story. It provides the people of a Milan with a separate, alternative perspective, revealing how point of view can change public perception, and explores the role and duty and motivation of journalism in society: truth or propaganda?

OSSEO-FAIRCHILD HIGH SCHOOL
Hattie Frieburg, Ximona Pederson & Cole McIlquham, *Ariel’s Arias* (Denise Beasley, Advanced English 12): Our vocal and instrumental compositions of Ariel’s three songs in *The Tempest* include an upbeat jazz song that mirrors Ariel’s pleasant mood in Act 5, Scene 1. In Act 1, Scene 2, the music is mournful because the lyrics are about Ferdinand’s father’s drowning. The song in Act 2, Scene 1 occurs when Antonio and Sebastian plan to kill Gonzalo and Alonso; this music is loud and alarming. Instruments include: alto saxophone, tenor saxophone, trumpet, ukulele, guitar, piano and percussion.

BAY PORT HIGH SCHOOL
Corinne Andres, Madison Biebel, Jadyn Gentz, Mitch Grosam, Hannah Hawker, Jon Koby, Brett O’Shaughnessy, Quinn Pierner, Ethan Splan, Mitch Steckler & Jake Weber (a.k.a. the Spanish Dream Team), *La tempestad: Una telenovela* (Justin Nelson, Español 5/6/7): Betrayal. Passion. Magic. Mystery. Are we describing a work by William Shakespeare or a modern day Mexican telenovela? Watch our group’s trailer for our brand new telenovela (Mexican soap opera) *La tempestad*. Inspired by Shakespeare’s timeless themes and dramatic characterizations, *La tempestad* explores family dynamics, betrayals, secrets, and magical mysteries set against the backdrop of a Latino family. All your favorites from *The Tempest* are re-interpreted: Prospero, Miranda, Caliban, Alonso. All your favorite scenes from *The Tempest* are re-imagined: the island, the boat, the humor. The connections to the culture of a modern day Mexican telenovela are everywhere.

OSHKOSH NORTH HIGH SCHOOL
Charlie Bock, Connor Bowe & Dane Laufer, *A Tempestuous Tragedy* (Emily Nault, English 1 Honors): For our Great World Texts project, our group created an alternate ending to *The Tempest* in the form of a puppet show. In our opinion, the actual ending of *The Tempest* was rather lackluster and unexciting, and we thought we could do a better job of finishing the story off in true and tragic Shakespearean fashion. To do this, we created a replica of the Globe Theater stage, wrote an alternate ending of the play as a tragedy, and made individual puppets representing the characters within our scene. We chose to have the only survivors of the play be Stephano, Trinculo and Caliban, who finally set the servants free. As the audience views our project, we hope they are able to see our group’s own interpretation of the story and the complex relationships amongst all the characters as they seek revenge on one another.
Almost any story can benefit from the addition of music. *The Tempest* is no exception. In fact, after watching both stage and movie versions of *The Tempest*, it is clear that music is incredibly important in conveying the feelings and messages of the play. Even modern music still deals with the very same topics the play revolved around.

To establish a stronger connection with the overall meaning of *The Tempest* and develop a greater understanding of the text, I created a playlist of 21 songs. The songs I picked relate to the characters, setting, symbols, themes and scenes of the play.

**JAMES MADISON ACADEMIC CAMPUS**

Sean Michael Stephan & David Walls II, *My Cloak Will Set Me Free* (Kelly Patschull, AP Literature and Composition): Our project consists of a two-part demonstration that showcases our interpretation of Prospero in *The Tempest*. The first part of the project includes a replica of Prospero’s cloak as it is imagined in Margaret Atwood’s novel, *Hag-Seed*. The second part consists of an epilogue to *The Tempest* to be performed by David while wearing the Prospero-inspired cloak. Our interpretation of the text helps show the true feeling and power at work in Prospero’s epilogue. We want people who didn’t read the play—as well as those who did—to feel the power in his words. Together, the two parts of this project show our motivation and dedication to understanding *The Tempest*, and to representing the work of our school, James Madison Academic Campus.

**ROCK UNIVERSITY HIGH SCHOOL**

Kailli Ackland & Lexie Kremer, *Wanted for Crimes Against the Prospero’s Crown* (Erin Jensen & John Pruitt, Epic & Romance: From Beowulf to Shakespeare): Our project consists of series of posters that depict Caliban, Ariel and Sycorax as if they were criminals. The posters are advertisements for the characters or “criminals” that should have been left peacefully on the Island, but were taken hostage under questionable circumstances. The wanted posters will contain the word “Wanted” at the top along with a brief character description at the bottom explaining who they illustrate and why they are wanted. The posters depict what it’s like to see through the eyes of colonial Europeans, meaning they represent the ideals and thoughts of people during a time when indigenous peoples and cultures were considered to be lesser, uncivilized and violent. Our project shows how brutal colonial Europe was and how the only reason these people are considered criminals is because Europeans said so.

**GREEN BAY EAST HIGH SCHOOL**

Daniel Benitez, *A Spirit Enslaved* (Susan Carlson, AP Literature and Composition): My project depicts the character Ariel and his/her (Ariel’s gender is historically seen as ambiguous) struggle for freedom and autonomy. Ariel is a character that is both mysterious and undermined, and this piece will bring to life Ariel’s ongoing search for a life free of captivity and repression.

**NEW HORIZONS FOR LEARNING CHARTER SCHOOL**

Darrell Greer, *The Magical Staff of Prospero* (Bohdan Neditsky, Renee Glembin & Brandon Hemphill): I’ve created a replica of Prospero’s staff to represent supernatural power and mystical folk magic. The background of the presentation are the quotes pinned from the play onto a visual cue card to provide examples of magic throughout the play. It also includes a performance of music playing through a speaker accompanied by the recitation of magic spells. I will also give a short biographical introduction to Prospero’s character to better reflect my understanding of the play. The staff’s embellishments represent his magical identity.

**LACONIA HIGH SCHOOL**

Steven Berry, Dakin Nolan, Grant Kuharski & Brayden Nolan, *Rap Battle: Prospero v. Caliban* (Rodnika Davis & Kaytie Storms, English 10): The group wrote and performed a rap battle. The battle is between the characters of Prospero and Caliban and is focused on the characters hurling insults at one another. After completing the lyrics, the group recorded the song and created a video with some great editing.
Josh Kleinmaus, Kyle Westphal, Bryan Beske & David Braungardt, The Tempest: Prospero’s Revenge (Pam Mumm & Danielle Olejniczak, English 12): We wrote a spoof of The Tempest that focuses on Prospero’s revenge. Of course, it also includes Miranda and Ferdinand’s love interest. Besides the film, we made movie posters and t-shirts to promote our adaptation.

IDEAS ACADEMY
Keira Collin, Caleb Klinzing, Simon Ulrich & Veronica Williams, Symphony of Storms (Addie Degenhardt & Dan Stenz, Issues and Ethics): In William Shakespeare’s The Tempest, Prospero uses fear and guilt to manipulate and control those beneath him to gain back the power he feels he lost. Prospero manipulates Ariel to serve him because he believes that he has done him great deeds that must be repaid: “When I arrived and heard thee, that made gape the pine and let thee out” (1.2). We have created paintings that showcase the struggle of imprisonment and the effects of control upon its victims. This is only heightened by a multi-movement symphonic work that depicts an overall tone of fear, control, and manipulation. It represents the struggle ignited between Ariel and Prospero when the former asks for his freedom.

COCHRANE-FOUNTAIN CITY HIGH SCHOOL
Christian Repinski, Caliban’s Island (Terri Karsten, College Prep Literature): My project is a musical prologue to The Tempest. It shows how Caliban lived alone on the island before Prospero enslaved him. As The Tempest is presented, Caliban has been enslaved by Prospero after Prospero had inherited the island. It is assumed that Caliban lives on the island because he has been enslaved within The Tempest. But what was Caliban’s life on the island like before slavery? What is Caliban’s origin story? What were his daily activities before the moment in which he was enslaved? These questions lingered in my mind as I searched for an answer. Through my in-depth research into Caliban himself and how Caliban describes the island within the text of The Tempest, I have imagined how Caliban lived as a free being in his paradise. The project creates the illusion of Caliban telling his stories while enslaved inside his prison rock.

ELKHART LAKE-GLENBEULAH HIGH SCHOOL
Raechel Grunewald, Holly Zorn, Camrie Schmitz, Andrew Sitko & Mandy McLaughlin, The True Sycorax (Lei Lund, College Credit English): Our video presentation depicts different characters from the play who present their views of Sycorax—or at least what they have heard about her. Sycorax herself, however, gets the last word, giving her side of the story. This project explores the mystery surrounding this character, who—because she is not actually in the play—is a victim of hearsay. We have given her a chance to defend herself!
**PROSPERO’S LIBRARY: SCHEDULE OF SESSIONS**  
*A Discussion Forum for Creative & Analytical Writing Projects*

Sessions are facilitated by Julia Dauer, PhD Candidate in English at UW-Madison & Katie Lanning, Postdoctoral Fellow in English at UW-Madison

Students will summarize their projects, sharing how they offer critical interpretations of the play. They will then discuss how their readings of *The Tempest* connect and differ from one another.

**SESSION ONE // 1:00 - 1:45**

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**SESSION TWO // 1:45 - 2:30**

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Carrie Nickels
Big Foot High School: Suzanne Floody & Nicole Raskin, Great World Texts
The Tempest of Social Media (essay): This essay delves deeper into Prospero’s intentions and actions while also applying the themes of The Tempest in a modern setting. Social media will be used as a lens to observe Prospero’s emotions, his anger and resentment to those who have done him wrong. During his time, Shakespeare observed human nature around him. He reflected on the lack of people’s forgiveness and he reflected on the greed for power, whether in politics or in belittling other people. This essay will refer to these themes in a contemporary aspect by analyzing the use of social media. It is a form of language through a veil of anonymity. We hold the power to curse others knowing that we will not receive personal reprimand for these actions. There is no protection from the storm of social media.

Emily Reschke
Big Foot High School: Suzanne Floody & Nicole Raskin, Great World Texts
A Modern Miranda (narrative): This project is a rewriting of The Tempest that explores how its characters would behave in the twenty first century. The project focuses primarily on Miranda’s behavior and how she interacts with other characters such as Prospero, Caliban, and Ferdinand. The project is meant to show the similarities and differences between a teenage girl as she would live in two completely different time periods. It will explore how women are more independent in society and stand up for their own personal beliefs and do not find the need to follow any norms. The essay brings Miranda into the twenty first century to give an overview and a more modern interpretation of how women behave in today’s society.

Nathan McIntyre, Kieran Featherstone & Riley Kaltenbach
Big Foot High School: Suzanne Floody & Nicole Raskin, Great World Texts
Antonio’s Tempest (narrative): This project is a reworking of Shakespeare’s The Tempest exploring how far too far is to be forgiven. Using different events from the play, the story is re-written and changed to focus mainly on Antonio. The story imagines what would happen if Antonio and Sebastian went through with their plan to kill Alonso and Gonzalo. It focuses on the struggle between forgiveness and revenge, primarily between two brothers: Prospero and Antonio. In my narrative, Prospero struggles with choosing whether to forgive his brother or take his revenge on him. This decision is complicated by the fact that Antonio murdered Alonso and Gonzalo.

Kathleen Blumreich & Sarah Tanck
Bay Port High School: Brooke Mraz and Sherri Hammie, Literary Analysis
The Lost Books of The Island (creative writing): Our project provides an in-depth look at characterization in The Tempest. Through the creation of character journals, our project primarily focuses on the construction of original analyses in respect to how Prospero, Miranda, and Caliban function as characters within the text. Through personal interpretations of these characters, our journals will cover events which take place prior to the opening scene of The Tempest.

Jessica Warner
Lake Mills High School: Brenda Morris, AP English Literature and Composition
Miranda’s Innocence (essay): Any character’s behaviors, actions and personality can be interpreted differently depending on the characters’ individual situations and the perspective of the story’s narrator. Prospero is the one dictating everything in The Tempest and, to him, Miranda is a sweet innocent child who knows no wrong. But is she really all that innocent? In this essay, I pull quotes from the text to show a different side of Miranda that might evade the reader’s attention. The essay looks into who Miranda really is beyond all the perfection that Prospero sees.
Andrew Aslam
Rock University High School: Erin Jensen & John Pruitt, Epic & Romance: From Beowulf to Shakespeare
Re-Interpreting The Tempest (essay): In my essay, I have suggested ways that The Tempest could be updated and modernized. I focused on how it could be more readable and accessible to today's readers.

B WEST CONFERENCE ROOM // 1:00 - 1:45 Moderator: Katie Lanning
Brooke Wellhausen
Big Foot High School: Suzanne Floody & Nicole Raskin, Great World Texts
Connotare Negativa (essay): This essay observes the psychological science and impact behind the brain’s interpretation of words that are considered to be negative in connotation. Utilizing specific words linked to various contradicting characters from The Tempest, this essay attempts to spotlight a contrast between the defeatist effects of negative connotation on one’s psyche as opposed to the optimistic repercussions of positive connotation on one’s persona. The project displays language’s cumulative fashioning of interpersonal relationships, behaviors and perceptions present in human nature.

Olinh Craig
Big Foot High School: Suzanne Floody & Nicole Raskin, Great World Texts
12 years of Isolation: The Story of Prospero’s Survival (creative writing): This project is a diary written by Prospero that focuses on the theme of isolation, how it fuels mental illness and how it affects the human condition. This project combines factors of psychology, love, fear, and hate, which impact perceptions that The Tempest does not. This project is meant to reveal psychological aspects that intertwine with The Tempest. The intent of this exploration is to examine certain mental illnesses that Prospero and the other characters of The Tempest may have. There are also parts of the story that are highlighted to have the readers guess which mental illness a character has in order to emphasize that those who were originally considered to be crazy are the sane ones in reality.

Gavin DeGroot & Philip Bjorklund
Bay Port High School: Janelle Bailey, Literary Analysis
Stephano, Trinculo, and Caliban’s Drunken Adventure (creative writing): We have written a new scene for The Tempest which incorporates clear understanding of the characters’ interactions, personalities and speech patterns. It demonstrates a comprehensive understanding of the main storyline of the play, with the intention of acknowledging, also, Shakespeare’s style.

Jacob Demrow
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing
The Great Contrasts (essay): This essay compares the Globe Theatre’s version of The Tempest and Julie Taymor’s film adaptation starring Helen Mirren. The comparison includes a cast lineup for both productions, and compares and contrasts the actors in each version. It also includes a comparison between the sets and stage, and how they influenced the production for the viewer. I also compared the visual effects and sound as they differ between the productions and wrote a small review of each based on this comparison.

Trevor Howells
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing
Catastrophe and Character (essay): I have decided to examine the prevalence of cataclysmic events as major plot drivers in The Tempest and in other forms of storytelling. I analyzed how characters in The Tempest are developed through their reactions to the storm and shipwreck, and what traits are best
emphasized when certain characters go through these events. I then gave multiple examples of recent films that use this trope, and why their use helped develop character.

**Jeana Schafer**  
Oshkosh West High School: Lori Moder, English 1 Honors  
*Modern Shakespeare (creative writing):* Modern Shakespeare is an interpretive rewrite of the classic William Shakespeare play, *The Tempest*. It places the characters and plot in the 21st century, which entails minor changes—such as transportation in the opening scene and how Miranda initially perceives Ferdinand. The point is to enhance the difference in perspective between Shakespeare’s time and our own.

**Gabriel Britt**  
Rock University High School: Erin Jensen & John Pruitt, Epic & Romance: From Beowulf to Shakespeare  
*Beam Engels: Shining Light on Shakespeare’s Tempest (essay):* In this essay, I analyze various elements of *The Tempest*: the characters themselves, the setting, and the interactions of characters from the perspective of class-relations/struggle. I explore how *The Tempest* is, in a way, reflective of the social institutions it is a product of. This is a critical interpretation of the text because, according to Marx, the collapse of capitalism and the establishment of a communist society is a historical inevitability.

**Leslie Bonilla & Mia Manney**  
Brookfield Central High School: Patrick Perez, AP English Literature and Composition  
*Before the Storm (short story):* Our project uses several written perspectives to examine events that may have occurred before the start of *The Tempest* and how they shaped characters like Prospero, Antonio, and Alonso. Our prequel also provided us with an opportunity to study the relationships between these three characters and expand on Shakespeare’s ideas. As a whole, our work reflects on Shakespeare’s theme of revenge by exploring Antonio’s plot against Prospero and Prospero’s anger after his wife’s death, as well as his eventual forgiveness of Antonio at the end of *The Tempest*.

**Taylor Hatley**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  
*The Fight for Milan (short story):* This project tells the story of Antonio following the banishment of Prospero. As Antonio attempts to consolidate his power, those still loyal to Prospero make it difficult. This story analyzes Antonio’s motives and his idea to murder Alonso.

**Rachel Campbell & Simon Sharpswain**  
Madison Country Day School: Evelyn Lasky, English 9  
*The Tempest: Choose-Your-Own-Adventure Alternate Endings (creative writing):* For our *Tempest* project, we wrote a Choose-Your-Own Adventure book, in which we follow Prospero’s choices. The book highlights how essential these choices are to the development of the plot. We created alternative endings, in which one can see the outcome of Prospero’s decisions, and the following consequences of his actions.

**Nicholas Rusch**  
Madison Country Day School: Evelyn Lasky, English 9  
*Civilization and Manners in The Tempest (essay):* For my Great World Texts project, I have written an essay comparing Caliban and Ferdinand. These two characters are interesting to compare because Caliban is colorful, as he has not been raised in civilization, while Ferdinand, a prince, is the epitome of the civilized man. These themes of the “civilized” versus the “barbaric” run throughout the play and were a European preoccupation during Shakespeare’s time.
Yesenia Franco
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
*Monster or Minority?* (poem): I created this extended poem to explore the theme of monsters and humanity, which are at issue in *The Tempest*. I wanted to connect this idea to our lives today and explore how today minorities and immigrants are seen as modern-day monsters.

Kyla May
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
*What Is Freedom?* (PowerPoint presentation and poem): The project explores the idea of freedom: what it means to me, what it means to others, and the freedom we find in *The Tempest*. The poem is inspired by Ariel's desire for freedom, but I think it also relates to each of us and our own search for freedom.

Saleaqua Winston
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
*4 Shades of Tempest* (dramatic monologues): This project focuses on four characters from *The Tempest* and consists of monologues that fit each character. These thoughts are written in a poetic form that I will present in a spoken word style.

D WEST CONFERENCE ROOM // 1:45 - 2:30 Moderator: Katie Lanning

Cassie Smith
Brookfield Central High School: Susan Wilson, Senior Literature
*Spirits and Monsters: Interpreting Shakespeare’s Language Today* (essay): My paper discusses the differences in and significance of Shakespeare’s language as compared with modern English. It emphasizes inaccuracies in contemporary interpretation.

Kyle Mayberry & Riley Faust
Lodi High School: Carrie Kerska, Honors World Literature and Composition
*The Diaries of Sycorax and Ariel* (creative writing): Our project is an analysis of Ariel and Sycorax. It analyzes and extends the story and the background of these two magical characters. It consists of a first-person diary written by each character that shows how they connect and relate to each other. The two diaries intersect towards the end of their journal entries. They extend the reader’s knowledge and provide a reason for Sycorax’s imprisonment of Ariel.

Joseph Roman-Flores
Madison Country Day School: Evelyn Lasky, English 9
*Prospero’s Leadership Guide for Dummies* (essay): For my Great World Texts project, I have written a parody of a Forbes-style article written from Prospero’s perspective. The article advises executives on leadership styles and strategies. I chose this theme because most of the characters in the play are, at one time or another, preoccupied with power and control. This article will make clear the flaws—and strengths—of Prospero’s particular leadership style.

Alana Yevzlin
Madison Country Day School: Evelyn Lasky, English 9
*Master and Servant in The Tempest* (essay): In William Shakespeare’s *The Tempest*, many of the characters are preoccupied with the ideas and roles of “master” and “servant.” For my Great World Texts project, I have written an essay comparing the master and servant roles of Prospero, Stephano and Caliban. Through a close reading and analysis of the text, I explore how these different characters develop this central theme.
Taste of Independence (script): We have created a collection of monologues that explain our life story back in refugee camps. We wanted to discuss the challenges we faced, particularly as they resonate with The Tempest’s theme of seeking independence. We will also be wearing our traditional clothing for this event.

Lakira Grant
Milwaukee High School of the Arts: Krista Claypool, Honors English 10
The Internal Minds from The Tempest (poem collection): My project is a collection of poems spoken by characters of my choice. The collection is based on the conflicts of major characters in The Tempest as perceived through their very own minds. The poems describe their inner feelings about what's going on in the play. For example, Ferdinand’s experience of falling in love with Miranda. I used some specific themes for inspiration, such as betrayal, love, revenge, and man vs. monster. This offers a critical interpretation of each of the characters’ feelings in the text.

Mariah McDougle
Milwaukee High School of the Arts: Krista Claypool, Honors English 10
Dear Love (creative writing): My project interprets the conversation between Miranda and Ferdinand in Act 3, Scene 1. I’ve recreated their love confessions to one another in the format of letters. I rewrote their conversation using modern-day language to make possible a deeper understanding of how Miranda and Ferdinand feel about each other. Instead of having a conversation in person, they are sending letters back and forth to each other.
Lauren Destiche, Emile Voigt & McKayla Wenner
Bay Port High School: Independent Study
Collage for a Woman (collage): Our project is a collage of Miranda, consisting of pages torn from different works of literature that describe the "modern woman." The combination of each of these literary pieces represents the evolution that the perception of femininity has undergone, and it highlights William Shakespeare’s interpretation of Miranda in *The Tempest* as being particularly ahead of its time. The collage is accompanied by an explanation of each work of literature and how it fits into the overall interpretation of how Miranda exists solely for herself and not for the sake of others.

Ashley Enomoto & Lucien Petit
Bay Port High School: Literary Analysis
The Tempest: A Dual Monologue (spoken-word performance): Our duo monologue takes place after *The Tempest*’s epilogue. Lucien will play Prospero and Ashley will play Miranda. Together, we will talk in turns to the audience. Prospero’s monologue explores the experience of leaving his “art” behind to become the Duke of Milan. Miranda’s describes her love for Ferdinand, and how she needs to learn new customs for the upcoming wedding. We hope our project will provide a detailed explanation of the characters’ true feelings and thoughts.

Olivia DeBaker
Bay Port High School: Janelle Bailey, Literary Analysis
The Storm (painting): My project is a painting showing the island on which the story takes place in *The Tempest*. It shows all the characters in their different places as Prospero looks down on them, watching their actions. Ariel appears just behind Prospero, showing how the two are often set unseen and watching what the others are doing.

Shelby Ostrom & Brianna Wied
Bay Port High School: Janelle Bailey, AP English Literature
Miranda and Ferdinand (sculpture): In *The Tempest*, Miranda’s relationship with Ferdinand is her first with someone not from the island in many years. This sculpture conveys this relationship, showing how it is critical to her personal development as well as her changed relationship with her father.

Carter Olson & Julia Warren
Bay Port High School: Janelle Bailey, AP English Literature
M.M. Connection (character map): Our project shows the connections that characters in *The Tempest* have with each other and their families. Our character web is made with a board, nails and string. The strings that connect characters have corresponding colors. We have green for a positive connection, red for a negative connection, and black for deceased characters. The nails are placed in the shape of a sailboat. We have included explanations for the main characters and their interpersonal relationships to provide the history or background behind the project.

Kelsi Harden
Bay Port High School: Janelle Bailey, Literary Analysis
Instant Connection (painting): My project shows the instant connection between Miranda and Ferdinand.
McKenna Braspennickx, Kennedy Klaus & Daniel Rusch
Bay Port High School: Janelle Bailey, Brooke Mraz and Sherri Hammen, Literary Analysis
Slavery vs. Servitude: Our project focuses on the conflict between slavery and servitude in *The Tempest* and how it connects to the past and present. It also connects to the idea of colonization and the conflicts that arise from it. This is especially prominent in the differences between Caliban and Ariel’s relationships with Prospero, the major focus of our project.

Kelsey Beauchamp
Bay Port High School: Brooke Mraz, Literary Analysis
*A Lesson on Womanhood* (spoken-word poem): Miranda is the only female protagonist to appear within *The Tempest*, and her character development is largely dependent upon the male figures in her life—an obedient daughter to Prospero, a devoted lover to Ferdinand, and a bargaining chip to Caliban. Miranda’s entire character is shaped by a forgone society that expects all three of these things from her. Interestingly, many of the “taught” ideals of today parallel Miranda’s behaviors and actions within the play. Conceivably, Miranda’s character supports the notion that gender expectations have transcended time as, arguably, women of today are expected to adhere to similar conjectures. With Miranda as the driving force, I have created a spoken word poem that reflects upon the modern idea of what “defines” a woman and how that shapes the mindsets of young women today. Furthermore, my poem also considers the ways in which women use such predetermined roles to their own benefit, just a Miranda does within the text—her obedience allows her to control Prospero, and her devotion allows her to protect Ferdinand.

Erin Whitman, Aubrey Peters, Megan Nygaard & Maggie Plouff
Bay Port High School: Brooke Mraz and Sherri Hammen, Literary Analysis
*The Desire for Power and Justice* (multimedia project): Our project is a celebrity news source website that provides a modern interpretation of the characters in *The Tempest*. Direct quotations are used as inspiration to create modernized, dramatic news stories regarding the events of the play. This project focuses primarily on the overarching theme of betrayal between friends and family while offering insight about various characters’ motives, behaviors, and actions.

Abbey Ambrosius & Libby Breider
Bay Port High School: Brooke Mraz, Literary Analysis
*The Perception of Reality* (painting): We have created a painting which incorporates direct quotations from *The Tempest* to examine the contrast between different characters’ perceptions of reality while on the island. The thematic idea that perception and reality often do not align is evident in the experiences and perspectives of various characters in the play. Through the inclusion of direct quotations, abstract representations, and symbolic renditions, the painting reflects the multifaceted and multidimensional views beheld by certain characters.

Addison Kay, Peyton Kane & Lauren Hennes
Bay Port High School: Brooke Mraz and Sherri Hammen, Literary Analysis
*Characters Dance Through The Tempest* (original dance): We have choreographed an original dance routine to illustrate the contrast between characters and to emphasize the character development in *The Tempest*. This dance routine provides interpretations of four characters from the play, including Prospero, Miranda, Ariel, and Caliban. Our choreography includes different styles and moves to demonstrate our own analysis of characters throughout *The Tempest*.

Abbi Bender
Bay Port High School: Brooke Mraz and Sherri Hammen, Literary Analysis
*The Power of Socialization and Isolation* (painting): My project explores the effect of socialization, or lack thereof, on human development. I have created paintings that represent how growing up in isolation has affected both Caliban and Miranda in *The Tempest*. Through analysis of these characters’ interactions with others, I have determined that isolation has had a positive effect on Miranda and a negative effect on Caliban. This analysis guided the creation of paintings that compare Miranda and
Caliban. My project explores the following question: “Is socialization what hinders humankind or what promotes self-actualization?”

Sydney Farr, McKenna Schroeder, Grace Krause & Katy Kane
Bay Port High School: Brooke Mraz and Sherri Hammen, Literary Analysis

Shakespeare: Views of Society as Seen Through The Tempest (visual art): This project explores William Shakespeare’s commentary on social and political ideals as revealed through his construction of The Tempest. We have chosen to focus on four different aspects of society and to analyze Shakespeare’s heavily connotative language to determine his opinion of these aspects of society. The societal aspects at the center of our analysis include the contrast between slavery and servitude, the notion of leading through fear or leading through trust, the dynamics of socially constructed gender roles, and the sentiment toward civilization and colonization.

Elise Cutler, Paige Kopke & Kelly Dolgner
Bay Port High School: Brooke Mraz and Sherri Hammen, Literary Analysis

Decine di Emozione (original musical composition): We have composed and recorded an original song which offers an of characterization in William Shakespeare’s The Tempest. This original composition includes several sections which use musical elements to portray the development of different characters throughout the play.

Zachary Prestly
Bay Port High School: Brooke Mraz and Sherri Hammen, Literary Analysis

Symbolism of Numbers in The Tempest (infographic): This infographic reveals how numbers are utilized in The Tempest, especially in relation the play’s story and characters. Through research exploring number symbolism and analysis of events and characters in The Tempest, I have highlighted the importance of numeration in the play.

Sara King
Bay Port High School: Todd Richardson, IB Visual Art

Enchantment - an Abstract Look Into the Motif of Magic (painting): My painting focuses on the motif of magic in The Tempest, which symbolizes control and power. My painting presents a portrait of Ariel locked in the tree trunk. I employ enchanting colors inspired by a color study of Disney’s Tinker Bell and an image of a fantasy painting.

Lauren Fiala
Bay Port High School: Janelle Bailey, Independent Study

Polar Opposites (painting): My painting is of Ariel and Caliban. It explores how they are foils to each other, as well as the various elements they represent. Ariel represents air and water for freely choosing to obey Prospero until he was freed at the end of the comedy. Caliban represents earth and fire for his fiery defiance of Prospero, as well as his rock-hard loyalty to Stefano.

Grace Roberts
Bay Port High School: Todd Richardson, IB Visual Art

Looking Glass Self (painting): Using the ideology of the looking glass theory, my project explores both the characters and settings in The Tempest to create a visual representation of its meaning.

Maggie Armstrong, Abbey LaCroix & Andres Mendoza
Bay Port High School: Janelle Bailey, Brooke Mraz & Sherri Hammen, Literary Analysis

Ariel who? (mixed media): The Tempest’s Ariel is a mythical creature who has been interpreted in a variety of ways. s/he has been portrayed by both male and female actors, with variations such as wings, different colors, and different personalities. Sometimes s/he is shown as being graceful and fairy-like, whereas other times s/he is shown as rough and monstrous. All of these changes and variations are based on the director’s interpretation of his/her character. The goal of our project is to shine light on the importance of these interpretations and how these things impact the way viewers connect to the play, and more specifically, the character of Ariel.
**BIG FOOT HIGH SCHOOL**

Steven Gyenes  
Big Foot High School: Suzanne Floody & Nicole Raskin, Great World Texts  
*The Truth of Ariel’s Magic in The Tempest* (multimedia project): Ariel is a magical spirit, but how much power does Ariel truly possess? What exactly is Ariel’s magic? This project explores the world of fantasy in order to contemplate the true nature of Ariel’s magic. It incorporates the history of magic ranging from its earliest origins to the contemporary intersection of magic and science. Ariel’s entire being is also magical and is actually linked to the specific type of magic that s/he uses to do Prospero’s bidding. Beyond using references to other text and stories, this project examines some scenes showing Ariel’s unique brand of magic. If Ariel truly has this power in his/her hands why could s/he not be free from the tree and Prospero’s servitude long ago? The genre of Fantasy frequently employs magic when it needs to abridge and suspend scientific laws in the natural world. This project examines Shakespeare’s interpretation and utilization of magic as a vehicle for exploring human nature at large.

**BROOKFIELD CENTRAL HIGH SCHOOL**

Sami Somers & Kajal Khatri  
Brookfield Central High School: Patrick Perez, AP English Literature and Composition  
*Caliban: The Story of a Real Estate Mogul* (multimedia project): This project offers a multimedia interpretation of what might happen to Caliban after the end of *The Tempest*. Our main focus is characterizing Caliban while also including Prince Ferdinand, Stephano, and Trinculo. In our presentation, Caliban has ownership of the island and is selling real estate to Prince Ferdinand, Stephano, and Trinculo. We take an analytical and comical approach to define each character’s personality and thoughts on each lot of land.

Mackenzie Gardiner, Vivian Gross & Steph Jarecki  
Brookfield Central High School: Patrick Perez, AP English Literature and Composition  
*Miranda of Naples* (children’s picture book): This project tells the story of Miranda and Ferdinand’s future, formatted as a children’s story. We wanted to turn their short romance into a fairytale-style story. It emphasizes the fact that Miranda has never been in a real civilization. We highlight her feelings of anxiety and excitement while she is preparing for arrival on the ship, as well as getting ready for her first formal dinner. It ultimately ends happily with Miranda realizing everything will be okay because Ferdinand loves her for who she is. We chose to do a project on their relationship because wanted to draw the lighter element of love out from *The Tempest*. Miranda and Ferdinand’s relationship was not a major focus of the play as whole, so we chose to look back at that aspect of the text and create our own mini-story of it.

Emma Ossmann & Madison Hummel  
Brookfield Central High School: Patrick Perez, AP English Literature and Composition  
*In the Middle of the Sea* (scrapbook): This project uses a scrapbook format to represent the events that occurred throughout the lives of those in *The Tempest*, in which we express the relationship between Caliban and all of the other characters of the play. We use specific quotes from the play to inspire ideas about different events that might have happened. Caliban remarks on these events using a red crayon.

Lizzie Peterson & Laurel Chen  
Brookfield Central High School: Patrick Perez, AP English Literature and Composition  
*Who Would You Be in The Tempest?* (quiz game): Our project analyzes the relationships among five main characters: Miranda, Prospero, Antonio, Alonso, and Sebastian. It focuses on the multifaceted father-daughter relationship between Miranda and Prospero, and the intent of revenge in Prospero, Antonio, Alonso, and Sebastian, respectively. Project viewers take a quiz that shows which character best resembles them based on the aforementioned “themes.”
Rohan Ramachandran, Sam Rohde, Arnav Bhat, Steven Hizmi & Ethan Hizmi
Brookfield Central High School: Patrick Perez, AP English Literature and Composition
The Island: A Documentary (film): Our project uses film to explore the different perspectives of the island in The Tempest. We interview major characters, including Prospero, Antonio, Alonso, Caliban, and Ariel. These characters explain their opinions of the island and how their island experience has changed them as a character. These claims are based on textual evidence that supports the characters' feelings and emotions towards the island.

James Steinhafel & Hannah Ludwick
Brookfield Central High School: Patrick Perez, AP English Literature and Composition
Job Application (character study): This project compares and contrasts the personalities and pursuits of Ariel and Caliban through the job application process. It consists of several documents that an employer would expect from an individual in the process of applying for a position. Our group took an interest in Ariel and Caliban. Both characters face imprisonment, yet their attitudes and behavior greatly differ in regards to their situation. We chose to delve deeper into the characteristics that make them different. We have filled out job applications, answered interview questions, taken personality tests, and written letters of recommendation from the perspective of Prospero. These documents are used to best represent how each character views their situation, and how they are viewed by others.

Thomas George, Katie Matus, Alex Uy & Valerie Yurk
Brookfield Central High School: Patrick Perez, AP English Literature and Composition
Tempestuous History: A Retelling (film): Trinculo, Sebastian, and Miranda retell The Tempest through their own perspectives, highlighting the differences between social classes and how they affect characters' perceptions of events. Trinculo represents the lower class, Sebastian the upper, and Miranda is the medium upon which both classes can make an impression: she is portrayed as the “control group” equivalent for our purposes. Created as a “mockumentary,” this short film situates The Tempest in a new light through the use of textual evidence and student creativity.

Faith Xiong
Brookfield Central High School: Patrick Perez, AP English Literature and Composition
William and William (Prezi presentation): My project explores The Tempest and its probable connection to William Strachey's journal on the rescue convoy to Jamestown. I researched information on Stachey's entries and had formulated stances in regard to the connections between character personas, events, and more from the play and the journal. After I had connected the dots from the two pieces of literature, I found textual evidence from the play to support my hypothesis, which was then put into a presentation format.

Natalie Quinn
Brookfield Central High School: Patrick Perez, AP English Literature and Composition
Ariel and Prospero; A Love Story (oil painting): This is a water-soluble oil painting of Ariel being affectionate towards Prospero with the Island in the background. It depicts the nature of the strong bond between these two very powerful, but very different characters.

Ben Antonneau, Geet Pandya, Brian Li & Max Schroeder
Brookfield Central High School: Patrick Perez, AP English Literature and Composition
Caliban as Seen on TV (film): Our project explores the character Caliban, and the themes of slavery and imprisonment throughout The Tempest. We created a satirical infomercial in which Prospero is selling Caliban, showing how he objectifies his servants. We hope that this project provides a new perspective of this aspect of the relationship between Prospero and Caliban.
**Ryan Bohr & Ben Geibl**  
Brookfield Central High School: Susan Wilson, Senior Literature

*The Burdens of Ariel* (video game): Our project is a multi-level video game in which the player controls Ariel to perform tasks given by Prospero. It explores different aspects of Ariel’s character and illustrates the nature of her/his relationship with Prospero.

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**CHIPPEWA FALLS SENIOR HIGH SCHOOL**

Hannah Sedlacek, McKenna Erickson, Maddie Clark, Zach Gaede, Elise Elystad, Desi Jones,  
Carter Billen, Sierra Smith, Seth Frizzell, Anna Strecker, David Blank, Camryn Billen, Tim Wollman & Elizabeth Zugier

Chippewa Falls Senior High School: Pam Bowe, AP English Literature and Composition

**Humument Collection** (found poetry): In 1966, contemporary artist Tom Phillips created a form of art he named Humument wherein he altered each page of a secondhand book to create entirely new texts with new meanings. He called this art form “Humument” after *The Human Document*, the first book he altered. After studying this technique, we found powerful passages from *The Tempest* and altered its text to create new texts with new meanings. The artwork and backgrounds that frame the altered texts represent the meaning of the new texts, not necessarily William Shakespeare’s intended meanings. Shakespeare’s words offered much inspiration and creativity as we looked at them in new ways.

Danny Leos

Chippewa Falls Senior High School: Lisa Crocker, British Literature

**The Tempest: Concept Art** (visual art): In his time, William Shakespeare entertained the masses, producing exquisite plays that enthralled royalty and scum alike. Now, in media today, there is still theatre, and it still entertains millions, but the real captivating performances of our time are to be found in television and movies. This project expands the ideas of Shakespeare, taking his them further to develop *The Tempest*’s characters in new ways, and to offer a light-hearted and child-friendly version of Miranda, Caliban, and Ariel.

Mara Grant

Chippewa Falls Senior High School: Molly Barnes, World Literature

**The Tempest in Strings** (visual art): For my project, I made a diagram of *The Tempest’s* main ideas using string art. Each string-art picture has a meaning. The storm represents Prospero’s resentment of the royalty of Milan and Naples, and his ignorant belief that he is God-like and should be worshipped for his knowledge and magical abilities. The sailboat brings together the idea of royalty and commoners, and represents social checks and balances. The royalty relies on the crewmembers to take them home, while the crewmembers possess some control over the ship but at the same time do not have equal authority or social status. I visualized the island as tropical and mystical: a place of serenity for Prospero and Miranda after being banished. It is also the birthplace of Caliban’s mother. The island also becomes a place for the shipwrecked travelers to mourn, start new life and make a new home. It is a place that is special for everyone in a different way. The last string-art picture shows a bride and groom. It represents Miranda and Ferdinand. Their relationship could be understood as contrived or deceptive, but ultimately it proves the opposite. Prospero’s plan was to manipulate Alonso’s son, Ferdinand, in order to win back his dukedom. But his plan backfires, because Miranda and Ferdinand truly fall in love.

Olivia Renee Gunderson

Chippewa Falls Senior High School: Molly Barnes, World Literature

“Oh, What a Brave New World!” (painting): In this piece, I wanted to highlight Miranda’s contribution to *The Tempest*, which remains unrecognized. The project consists of a portrait of Miranda from the side, with small snips from the book entangled in her hair. It shows how she is the true backbone of this story, holding together her father and what he wants and talks about. She also somehow tends to appear in every little subplot, even if only brought up in conversation. In this way,
she is one of the things that controls and holds the story together, even when present only in thought. Readers should recognize that she plays a bigger part in The Tempest.

Alanna Rae Jevne  
Chippewa Falls Senior High School: Molly Barnes, World Literature  
The Magic of The Tempest (painting): In this piece, I have chosen to represent Prospero’s magic, the bonding of Ferdinand and Miranda, and the tempest itself. The ribbon of glitter is meant to represent Prospero, one of the most important characters due to his influence on everyone else, and the magic that he uses to destroy the ship and bring everyone to the island. The swirling of the two colors of glitter are meant to represent bonding of Ferdinand and Miranda, their budding relationship, and the changes this might bring for Prospero due to “losing” his daughter. The acrylic paint in the background is meant to represent how the tempest violently stranded the passengers of the ship onto the island, starting the whirlwind of interactions on the island.

Macy Robinson  
Chippewa Falls Senior High School: Molly Barnes, World Literature  
The Tempest: Retelling and Graphic Novel (visual art): I love to draw cartoons and design characters, so naturally, I thought I’d design the characters of The Tempest and draw scenes from the play. I also found it very interesting that there is only one female character in The Tempest, and so I decided to play around with the idea of a retelling of the story in which all the characters are women, allowing us to see how gender influences the story. The original story is very male: it is full of kings and dukes, the father figure of Prospero and a large number of other male characters. I wanted to play with gender and shake it up a little bit! This retelling includes a queen, duchesses, the mother figure of Prospera, a sweet romance between two girls, a drunkard woman and a jester, as well as a monster woman. My drawings present the possibilities of an all-female cast.

Sydney Parkhurst & Evan Mancl  
Chippewa Falls Senior High School: Molly Barnes, World Literature  
“Romance in a Tempest” & “In the Heart of the Storm” (painting and poem): This painting and poem duo was created to show off one of the things William Shakespeare loves to incorporate into almost every one of his plays, whether they are tragedies or comedies: the idea of romance. “Romance in a Tempest” (painting) shows Miranda and Ferdinand embracing in the midst of all the negativities that are in the play. Their romance brings more of a light-hearted feel to the story during a time of betrayal and plots. It also drives the plot to its conclusion, when Prospero gives up his plans for a vindictive vengeance. “In the Heart of the Storm” (poem) echoes the painting by bringing up the evils and covert plots transpiring on the island, only for a romantic wedding to ensue. Together, this poem and art piece highlight the tone of the play leading up to the wedding.

CLARK STREET COMMUNITY SCHOOL

Annie Geel  
Clark Street Community School: Bryn Orum & Robyn Roberts, Great World Texts  
Musical Themes (musical composition): My project is a collection of musical themes to represent multiple characters and settings in The Tempest, including Prospero, Ariel, Caliban, Miranda, Ferdinand, Alonso/Milan, and Sycorax/the island. Each leitmotif is based upon the individual characters’ traits and emotions that we see and infer throughout the play. Accompanying the themes is a concert poster.

Zoe Wei Wyse  
Clark Street Community School: Bryn Orum & Robyn Roberts, Great World Texts  
The Tempest: A Magazine (magazine): Who are you? A Prospero? A Caliban? Or maybe an Ariel or Miranda? Perhaps a Gonzalo? Still don’t know? Well then, you’ve come to the right place! I’ve created a guidebook that includes a personality quiz, which you can use to determine which character from The Tempest you most closely resemble. Once you have the results of the quiz, you can read advice for your personality type that was written by your Tempest doppelgänger.
Kaila Alonza, Paige Niman, Laura Schultz & Lillian Yang
Clinton High School: Kim Bindl, English 10: Honors

**Ariel’s Song (musical composition):** Our song is a modern-day recreation of one that drives the plot of *The Tempest*. This song was used to trick Ferdinand into following Ariel to Prospero. We wanted to make it modern so those listening could understand what the song’s message was about. We wanted to help those who are reading or watching the play to understand what was happening in the story.

Nadia Arteaga, Abby Garner, Sofi Gonstead & Jessica Jacobson
Clinton High School: Robert Lucas, AP Literature

**Ferdinand’s Surprise (puppet show):** Our puppet show portrays the shocking untold ending of *The Tempest*, narrated by Ferdinand himself. It is set in Milan, where Prospero has recently regained his dukedom, and Ferdinand and Miranda settle into their married life, until things start to get out of control. Ferdinand tells the story of excitement and tragedy in the first person, making his own shocking discoveries, and searching for self-understanding. Our puppet show further explores the character traits of Prospero, Miranda, Caliban, and Ferdinand, with unorthodox inferences and shocking twists.

Kendyl Bagley, Kallie Inman, Molly Kemp, Brenna Mullooly, Jackson Nelson & Evan Ruplinger
Clinton High School: Kim Bindl, English 10: Honors

**The Tempest: Act 6 (film):** The video imagines what happens after *The Tempest* ends. Sycorax is awoken by the magic from Prospero’s broken staff and immediately seeks revenge. She kidnaps Prospero, Miranda, Ferdinand, and King Alonso and takes them to her secret lair. While Caliban is walking through the forest, he finds Miranda’s scarf and knows something is wrong. The video portrays the journey Caliban must take to save his friends and to defeat his mother. Our goal with this video was to change the persona of Caliban from a monster to a hero. With great gratitude for saving them, Alonso invites Caliban back to Naples with them and makes him a Lord. Caliban is filled with great joy and lives happily ever after.

Erin Bauer & Elisa Swanson
Clinton High School: Kim Bindl, English 10: Honors

**Tempest Land (board game):** Our project is a board game that includes playing cards which relate to *The Tempest*. Each game card is tied to a significant event or a character in the story that allows the player to move either forward or backward. It is a fun and interactive way to feel connected to the story and is also a way to be competitive. It brings in actual details from the story and it helps the player gain a new understanding of the book because you can empathize with all of the characters and understand the motivation behind their actions.

Jason Bomkamp, Jordan Decker & Caleb Wille
Clinton High School: Kim Bindl, English 10: Honors

**Tempest Chess-Cubed (3D game board):** This project consists of a three-dimensional chess game that allows players to explore how characters’ plans are undermined by unpredictable outside forces. In “Tempest Chess Cubed,” you draw a card at the end of each move that causes something to happen that may interfere with the strategy of either player, such as a movement or a chessman changing sides.

Emma Brewer, Sierra Keithley & Rileigh McCoy
Clinton High School: Kim Bindl, English 10: Honors

**The Origin (diorama):** Our project is a representation of the storm with which *The Tempest* begins and the sinking of the boat. These events shape the entire story by bringing all of the characters together on the island. The sinking of the boat is the first challenge that the play shows to us. The storm was caused by Prospero because he wanted revenge on his brother and the King. He was full of hatred toward them because they banished him to the island with his young daughter.
Abigail Buchanan
Clinton High School: Robert Lucas, AP Literature
The Tempest Character Wheel and TEMPEST (color wheel and acrostic poem): This project includes a character color wheel that portrays the main moods and traits of the characters throughout The Tempest. Two characters are paired with each of the six colors, as well as words that describe the characters’ moods or traits. The acrostic poem gives a shortened summary of the play in a different format. The poem focuses primarily on Prospero, because he is the main character. The different pieces of the project together trace the story of the play and connect the characters to the plot changes within the production.

Rachel Burno, Cole Floberg, Hana Jacobs & Rachel LeFevre
Clinton High School: Robert Lucas, AP Literature
Prospero’s Spell Book (magic book): Our book highlights some of the spells that Prospero used and others that he might have used. We created this book to expand upon Prospero’s character and to offer more insight into where Prospero found his inspirations and what influenced his life over many years. Our project makes Prospero more relatable in that we show how Prospero’s magical obsession started, providing more insight into the reason he was put on the island to begin with.

Sam Carrillo
Clinton High School: Kim Bindl, English 10: Honors
Contemplation (sculpture): This project depicts Prospero standing upon a promontory, just before breaking his staff in half. The breaking of the staff is a very symbolic moment in The Tempest. Not only does it convey the new freedom of Ariel, but it also marks the end of William Shakespeare’s career as an individual playwright.

Allison Carter & Payton Severson
Clinton High School: Robert Lucas, AP Literature
The Race to the Magical Island (board game): This board game consists of trivia questions that correlate with The Tempest. Each question quizzes your knowledge of the play’s storyline. During your turn, you choose a card with a question and if you answer the question correctly, you roll the die and can move forward. If you answer incorrectly, you roll the die and move back that many spaces. There are “chance” spaces that follow mishappenings that occurred throughout the story. The project shows Prospero and Caliban’s troubles throughout their lives by translating them into a trivial game. This game tests the player’s knowledge of The Tempest, all while being competitive and fun.

Ysabel Imhoff, Clara Lund & Justin Mitchell
Clinton High School: Robert Lucas, AP Literature
Ariel Re-imagined (costume): Our project is a wearable costume reminiscent of the attire Ariel wore when impersonating a harpy. This project began as a mask whose purpose was to bring the story to life, but once the group grew in numbers, we integrated each of our strengths and skills. Ysabel creates detailed cosplay costumes for commissions: she contributed by creating the bodice and cloak. Justin works hands on building structures: he contributed by developing the stand. Clara is artistically gifted: she contributed by creating the mask. The project itself consists of a lightweight wire-framed paper mache mask, a corset bodice garnished with feathers, a circular cloak representing the wings, and a plywood stand supported by brackets. The costume brings a critical scene to life: that is, the scene in which Ariel scares the king’s men while accusing them of sin. This dramatic event shows Ariel’s versatile nature and helps the audience understand the complexity of his/her devotion to Prospero.

Cora Laatz, Makayla Leske & Charlotte Mueller
Clinton High School: Kim Bindl, English 10: Honors
The Connection Between Shakespeare and Prospero (diorama): Our diorama shows three scenes that display the connections between the author, William Shakespeare, and the main character of The Tempest, Prospero. The project focuses on how these two personalities control the play from within
and without. One example of such interplay between author and character is when Shakespeare writes a farewell to his audience through Prospero’s epilogue.

Joe Moroney  
Clinton High School: Robert Lucas, AP Literature  
The Tempest (musical composition): This electronic song builds off the idea of finality in The Tempest and how the play functions as Shakespeare’s goodbye to the theater world. Inspired by Porter Robinson’s “Goodbye to a World,” it is sung by a robotic software voice named Hatsune Miku. The song presents a bit of chaos and energy throughout the song as the play does and with its fast tempo. It is meant to be the grand finale to Shakespeare’s career presented with the modern effect of synthesizers and big powerful electronic effects.

Joseph Wellnitz  
Clinton High School: Kim Bindl, English 10: Honors  
The Tempest (multi-percussion composition): This percussion solo gives a feel for the mood of The Tempest. It ties into the story’s beginning in storm and mayhem. Throughout the song, there is a quiet, consistent beat with a more random melody highlighting the tension that within the story peppers moments of simultaneous joy and madness. At the end of the piece, there is an abrupt, loud pause, that fades out into a soft whisper with a happy vibraphone part symbolizing the feeling of conclusion at the play.

Rhian Wolff  
Clinton High School: Kim Bindl, English 10: Honors  
Prospero Controls Storm (watercolor painting): This painting shows Prospero controlling the storm that brought the others to the island in The Tempest. With his back to the viewer, Prospero faces into the storm rather than taking shelter, which illustrates how he is in control of it. The boat will soon crash, stranding the duke and his son. Prospero knows they are there and chooses to punish them for taking his rightful spot as Duke of Milan.

COCHRANE-FOUNTAIN CITY HIGH SCHOOL

Matt Oldendorf, Jordan Wachowiak & Zach Becker  
Cochrane-Fountain City High School: Terri Karsten, College Prep Literature  
The Reality of an Illusional Feast (trifold display): Our project portrays a feast that is accurate to the Elizabethan Era during which The Tempest is set. It explores recipes and ingredients from this period. Through Prospero’s imaginary feast, William Shakespeare uses magical illusion to blur the lines of reality. Our project highlights the spectacle of the feast through intricate and colorful designs of the different foods that are famous during Shakespeare’s lifetime.

Becca Adank, Abbey Engel & Hayley Duellmann  
Cochrane-Fountain City High School: Terri Karsten, College Prep Literature  
Survival of The Tempest (board game): This board game imagines the island of The Tempest, on which all of the characters are stranded. The game pieces consist of some of the main characters in the play, and the goal of the game is to get back to where the ship landed before other players can get there. However, there are obstacles that players must overcome on their journey. The obstacles in the game are based on the obstacles that characters faced in The Tempest so that each character follows a different path. The game represents the contrasting themes of freedom and confinement. The island is a prison, while the ship represents the satisfaction of freedom.

Kashes Franz, Anna Rumpca & Deanna Wiersgalla  
Cochrane-Fountain City High School: Terri Karsten, College Prep Literature  
Prospero’s Spellbook (magic book): This project consists of a magic spellbook full of incantations and their purposes, based on research both from the play and from outside sources. In The Tempest, no one is completely evil and the protagonist, Prospero, is bent on revenge. In the play we see that ideas of good and bad are at least partly determined by the casting of spells. This book of spells catalogues
the different spells used on the island and examines their purposes to show the complexity of human values.

**Jake LaDuke**
Cochrane-Fountain City High School: Terri Karsten, College Prep Literature
This Island Prison (film): This short film shows scenes that I feel are of great importance to The Tempest’s recurring theme of imprisonment. The film is set in a city and modern clothing is worn in order to show what my interpretation of certain scenes would be like in today’s world. My goal is to depict the island as a prison, and show the relevance of The Tempest as it exists today. I demonstrate how the characters in the play viewed the island as a prison, and how things in today’s world relate to this ideology.

**Katelyn Abts & Ashley Auer**
Cochrane-Fountain City High School: Terri Karsten, College Prep Literature
Prospero’s Recipe Book (recipe book and poster): Our project is centered around the recipe book used to create Prospero’s feast. Our goal is to show how food of the new world informed the magical and exotic feel of the island. In our project we tested real food from William Shakespeare’s time using new world ingredients, such as homemade colonial stew, cornbread, and pumpkin pie. The preparation of the samples was as authentic as possible. We present our results in a recipe book that Ariel could have used. A poster is added to provide information about the cooking styles of the early modern era.

**Briar Putz**
Cochrane-Fountain City High School: Terri Karsten, College Prep Literature
The Character Named Shakespeare (scrapbook): In this scrapbook, I draw connections between William Shakespeare and Prospero to prove that Shakespeare is trying to emulate himself in Prospero through the powers of illusion and drama. I use evidence from the text, as well as from actual productions of the play. The scrapbook explores depictions of both author and character to point out the similarities between the two.

**COMMUNITY HIGH SCHOOL**

**Alexia Edwards**
Community High School: Jayme Timmons, English 12
Island Life (poster): My project re-creates the island of The Tempest by modeling certain elements of the island, such as the ship and the play’s characters. I created this project using various paints and types of clay. My project focuses on three themes in the play: betrayal, freedom and isolation, and forgiveness. I chose to focus on these themes because I felt they each carry an important message that the audience can take something away from.

**Rashaad Calhoun, Iyani Raines & Marlena Scales**
Community High School: Jayme Timmons, English 12
On An Island (sculpture): Our project is a sculpture of the island that focuses on one of the most major themes in the play: isolation. Created using clay, paint, and customized characters that reflect the personalities of three major players (Prospero, Miranda, and Caliban), our project is meant to highlight how each of the characters that live on the island feel so small and alone. We chose to focus on isolation because ignorance of things beyond what we know can make us feel alone, and feel as though we are stranded on an island.

**Alexis Baker, Tyrese Bluntsont, Octavis Hicks & Christina Frazier**
Community High School: Jayme Timmons, English 12
All Fun and Games (board game): Our project is a board game focused on The Tempest that aims to both quiz players on major events in the play and get them to explore critical analysis questions that are centered around Marxist Theory, Gender Theory and Reader Response Theory. Using major scenes to create the quiz questions and deep thinking questions to formulate the critical analysis ones, we hope that our game is a fun way to conduct a deep analysis and foster discussion around this play.
Siena Perna & Charlotte Sweet
EAGLE School of Madison: Jenn Sauer, 8th Grade English
The Domino Effect: An Exploration of Prospero’s Power (Rube Goldberg machine): Our project analyzes the power dynamics throughout the plot of The Tempest, specifically Prospero’s direct and indirect effect on others’ actions and interactions. By using many specific plot points that show Prospero’s power, we created a visual representation of the “domino effect” his “magic” has on others. We chose to make a Rube Goldberg Machine, as it clearly represents the concatenation of events while simultaneously analyzing Prospero’s power.

Andrew Siehr
EAGLE School of Madison: Jenn Sauer, 8th Grade English
An Isle Full of Noises: Musical Motifs for The Tempest (musical composition): I used music composition software to create a unique motif for several of the characters while also portraying the mood of the scenes in which they appear in The Tempest. Using specific instruments and sounds, this project aims to create an audio representation of each character’s role in the play.

Josie Ronk & Lauren Stoneman
EAGLE School of Madison: Jenn Sauer, 8th Grade English
Thing of Darkness: Exploring Caliban's Paternity and the Origins of Sycorax in The Tempest (painting and monologue): Our project uses a series of hand-painted canvases to describe a corresponding original monologue that is an extension of the Act 5 Scene 1 line, “This thing of darkness I acknowledge mine.” Prospero’s famed monologue inspired us to create a backstory for both Caliban and Prospero, and the relationship between them. We also wanted to further explore the mysterious Sycorax, a character upon whom Shakespeare chooses not to elaborate.

Pranav Tiwari
EAGLE School of Madison: Jenn Sauer, 8th Grade English
Prospero's Study (multimedia project): My project explores the roles of science, colonization, magic, astrology, and alchemy in The Tempest and during the Renaissance period, while finding contrasts and similarities between the two. My display includes a selection of Prospero’s books that include my research on each topic; a map of the known world that highlights the role of colonization in the play and in Prospero’s plot; and visual aids such as a model of the planets and Prospero’s staff.

Simone Bulebosh, Claire Feldmann & Sonia Schubert
Elkhart Lake-Glenbeulah High School: Lei Lund, European Literature
Diary Diorama (3D model and trifold poster display): Our 3D model is divided into three parts to portray an aspect of the lives, backgrounds, and futures of three characters in The Tempest: Miranda, Caliban, and Ariel. Each section is accompanied by a diary entry written in the voice of the character that explains the significance of the 3D scene.

Catherine Brotz-Twohig
Elkhart Lake-Glenbeulah High School: Janice Hannon, Art V & Lei Lund, College Credit English
The Island (triptych oil painting): My painting represents the island on which The Tempest takes place. The left side is stormy. It represents both the aftermath of the storm and the conflict between Prospero, Antonio and Alonzo, which is resolved by the play’s conclusion and is reflected in the painting’s more peaceful right panel. The three sections represent how Prospero keeps the shipwrecked characters apart from each other.
Lauren Boos  
Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English  
*Covering* The Tempest (book cover): A picture is worth a thousand words! Consisting of an original painting, my book cover for *The Tempest* includes many of the important scenes, as well as objects that represent characters or crucial events. I have brought them together in a format that speaks more than a paper could, showing the beautiful and complex elements of the play. A “guide” to the painting is provided as well.

Paige Nelson & Jade Henschel  
Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English  
*Tunes of* The Tempest (musical composition and slideshow): Our original musical composition illustrates the personalities of the main characters in *The Tempest*. Instruments used include violin, piano, flute, trombone, and many percussion “toys.” The accompanying slides identify the character whose music is playing and reveal the connection between the character’s personality and the music.

Cassandra Griepentrog  
Elkhart Lake-Glenbeulah High School: Leslie Corbin, Independent Study (GEAC candidate) & Janice Hannon, Art IV  
*It’s Magic!* (sculpture): My ceramic sculpture captures the essence of the magic of Prospero—a human who is fixed on getting his revenge by using his magic—and of Ariel, a whimsical, spirit-like creature who is a slave to Prospero. Although they seem to work together, they would also seem to possess different magical talents.

Summer Henschel  
Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English  
The Tempest’s Soundtrack (Youtube playlist): In this project each scene of *The Tempest* has been assigned a song, chosen from a variety of genres. A playlist description, which moves scene by scene, explains the reasoning for the song choice (i.e. why the song best fits the scene as a whole or how it represents a theme present in the scene).

Jessica Mehre  
Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English  
*Flipped Perspectives* (poster): My project—an optical illusion—uses the classic image of a witch that, when flipped upside down, looks like a beautiful princess. This illusion symbolizes the difficulty of perceiving Sycorax as a reader. If we believe Prospero, she is an evil witch. However, rather than being as Prospero describes her, she might have been a beautiful and powerful African woman.

Allie Wisman  
Elkhart Lake-Glenbeulah High School: Lei Lund, College Credit English  
*Match the Magic* (memory game): My memory game is inspired by the different kinds of magic Prospero possesses: that of the magus, the wizard, and the entertainer/illusionist. Players must match cards that name one of the three kinds of magic to statements that illustrate that kind of magic.

 GREEN BAY EAST HIGH SCHOOL

Alicia Arnold, Paige Neumeyer & Alyson Nordstrom  
Green Bay East High School: Susan Carlson, AP Literature and Composition  
*Characterization Through Music* (musical composition and poster): Our project is a musical interpretation of five of the principal characters in *The Tempest*. Through music, we show the unique characteristics and emotions that each character possesses and expresses.
Maren Assef, Jacob Christopherson, Kennedy Corpus, Connor DeGrave, Louis Jelinsky & Josh Villers
Green Bay East High School: Susan Carlson, AP Literature and Composition
Shakespearsical (mini musical): In this project we used our musical and acting abilities to portray a scene from The Tempest. The project consists of a dramatic interpretation of a scene that contains one of Ariel’s songs, as well as musical instrumentation that portrays our interpretation of that song.

Nallely Berumen, Grecia Guzman, Sarai Haese & Deyssi Pino
Green Bay East High School: Susan Carlson, AP Literature and Composition
Majestic Ariel and her Melody (sculpture and musical composition): Our project uses sculpture and music to portray our perception of Ariel’s appearance. Using plastic wrap and tape, we’ve created an exact model of how we feel Ariel would appear. To accompany our sculpture, we have included music that shows Ariel’s ethereal and majestic personality.

Erick Carranza & Logan Gibson
Green Bay East High School: Susan Carlson, AP Literature and Composition
Prospero’s Prisons (sculpture): Inspired by the idea of prisons in Margaret Atwood’s Hag-Seed, our project depicts three different forms of imprisonment to which Prospero subjects Miranda, Ariel, and Caliban. Prospero places each of them in a “psychological prison” specifically designed for the type and strength of control that he holds over them. Our project seeks to give physical form to each prison, as we imagine it.

Kaya Entringer & Emily Helgesen
Green Bay East High School: Susan Carlson, AP Literature and Composition
Modern Aesthetic Moods in The Tempest (poster): Our project represents characters from The Tempest by using the modern aesthetic idea of “moodboards.” A moodboard usually consists of a series of images that represent the idea or person it portrays. In our project, we decided to add more tangible objects to our moodboards, using both objects and pictures to represent the characters.

Lisa Kong & Cristina Montejano
Green Bay East High School: Susan Carlson, AP Literature and Composition
The Ariel and Caliban in My Mind (drawings): Our project shows differing interpretations of the two characters, Ariel and Caliban. Each of us will draw what we imagine the two characters look like in real life. By doing this we will be able to showcase that, though people might read the same text, the pictures they paint in their heads may vary.

Emma Malooly
Green Bay East High School: Susan Carlson, AP Literature and Composition
Eyes on the Island (poster): My project artistically compiles the different ways characters in The Tempest perceive the island during their time on it by using pictures and quotes to summarize their views. The quotes are written out and grouped with corresponding pictures that are cut out of magazines and newspapers, or that were found on the internet.

Ariel Malvitz & Mattie Rademacher
Green Bay East High School: Susan Carlson, AP Literature and Composition
Prospero’s Journey (3D timeline): Our project uses a visual timeline to portray the life events of Prospero, demonstrating his fall from and redemptive return to power. Our 3D timeline represents these experiences by creating figures for each event and then summarizing them.

Katie Phillip
Green Bay East High School, Susan Carlson, Language Arts Academic Team
Staging The Tempest (stage design): This project outlines my interpretation of how the stage might look during a performance of The Tempest. Using modern lighting and stage design, I illustrate the
moods and magic of the play. Special effects like fog, light flashes, and gobo light fixtures (patterned light frames) all help to bring Prospero’s island to life.

Kaitlin Resch
Green Bay East High School: Susan Carlson, AP Literature and Composition

Prize or Possession (poster): This project illustrates how the main characters in the book perceive Miranda as more of a possession than a human being. The different ways that Miranda is viewed by all of the characters give insight into how men viewed women in William Shakespeare’s time.

Maddy Sweeney
Green Bay East High School: Susan Carlson, AP Literature and Composition

Interpretation of Prospero’s Power (decorated cake): For my project, I baked and decorated a cake that demonstrates my idea of the extent of Prospero’s magic. The pieces on the cake will symbolize the aspects and characteristics of Prospero’s magical power, which, as I interpret it, ranges in character from “vengeful” to “angry” and “mysterious” to “controlling.”

Cassy Vander Loop & Natalie Ysebaert
Green Bay East High School: Susan Carlson, AP Literature and Composition

The Powerful and the Powerless (poster): Our project shows the similarities and differences between two of the female characters in The Tempest: Miranda and Sycorax. It displays how William Shakespeare portrayed Miranda as innocent and kind in nature, in contrast to the negative, dark, witch-like portrayal of Sycorax. Using visual images like stickers, magazine clippings, drawings and words, we hope to capture the varied and disparate ways women were perceived in Shakespeare’s time.

HARTFORD UNION HIGH SCHOOL

Mallorie Smits
Hartford Union High School: Katie Herrmann, Drama

Caliban’s Plight (essay and poster): This essay argues that Caliban is a product of nurture who uses his ego to make conscious decisions. This is apparent because he does recognize, through his superego, that his mother was a rotten and vile person.

Cora Meinberg
Hartford Union High School: Katie Herrmann, Drama

Tempest Poesy (poetry compilation): This project explores characters, conflicts, settings, and themes found in The Tempest via a compilation of poetry. My objective was to creatively expand on the play, basing my ideas on those details that William Shakespeare included in the text while simultaneously making inferences about matters that have been left open for the reader to interpret.

Jordyn Schultz
Hartford Union High School: Katie Herrmann, Drama

The Tempest for Young Readers (Prezi storybook): This project makes The Tempest accessible to children. Using Prezi, I created a storybook which would be appealing to and appropriate for younger audiences. I chose to convert the violent scenes/implications into a bullying-type conflict so as to make the central issues of the text more relevant to children. I maintained the same general plotline, but translated to modern English and chose words that would be more easily understood by children.

Henry Pink
Hartford Union High School: Katie Herrmann, Drama

William Shakespeare Wrote a Version of the Bible (essay and poster): I wrote an essay comparing details from The Tempest to the Bible, specifically analyzing well-known stories from the Bible and comparing them to the play’s characters, settings, and events.
Destiny Laplander & Abigail Bailey
Hartford Union High School: Katie Herrmann, Drama
*Her Before Me* (photography): We created a visual representation of the key motif of service within *The Tempest*, exemplified by two photographs representing Ferdinand and Miranda’s hands. We modernized this motif by using a common phrase in today’s society: “My hands look like this, so hers can look like this.” This was an attempt to show how *The Tempest* is focused on the need for service to maintain and build a healthy relationship.

Luke Carroll & John Gaffney
Hartford Union High School: Katie Herrmann, Drama
The Tempest Talk Show (film): Our project explores some of the philosophical questions presented in *The Tempest* via the format of a modern-day talk show. We each played the role of different, well-known public figures (including Donald Trump, Aaron Rogers, Kevin Hart and Blake Shelton) in our discussion of *The Tempest* and our characters’ likely responses to the questions posed.

Nicole Weber, Ryan Zuern, Quinn Meinerz & Jacob Katzenberger
Hartford Union High School: Matt Geracie, Drama
The Tempest Trailer (film): Our project consists of a movie trailer for William Shakespeare’s *The Tempest*, along with an abstract as to what purpose the trailer serves. This piece shows how Shakespeare continues to influence today’s audience, juxtaposing modern settings and costumes with original Shakespearean dialogue. The ultimate goal was to incite interest in Shakespeare among today’s youth and society overall.

IDEAS ACADEMY

Keira Collin
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
Freedom (paintings): Freedom of thought, action, and self-expression are rights that all individuals should be allowed. In *The Tempest*, Prospero manipulates both Caliban and Ariel to serve him because he believes that he has done both of them great deeds that must be repaid: “When thou cam’st first, Thou strok’st me and madest much of me” (1.2) and “When I arrived and heard thee, that made gape the pine and let thee out” (1.2) respectively. My paintings showcase the struggle of imprisonment and the hope for freedom that these characters carry.

Isabel Cerda, Cassie Grande & Sydney Fetterer
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics
Manipulation (original dance and spoken word): Prospero is an example of someone who abuses his power by manipulating others—Ariel, Caliban and Miranda—with his magic. This manipulation of perception is an attempt to gain more personal power and to assert his place above everybody else. Our project portrays this dynamic through a theatrical dance in combination with spoken word from *The Tempest* and connected sources.

Jonesha Detiege & Sarenna Beltran
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
Movements of Fury (original dance): In *The Tempest*, Prospero controls the storm, and takes advantage of Caliban and others in order to seek revenge. Prospero’s ultimate goal is to gain back the power he once had. Our dance shows Prospero’s vengeance by using movements that mimic the power dynamics of the play: one dance is in control of the other and uses harsh, sharp movements to represent the feelings of Prospero. Power involves the control and manipulation of people’s thoughts and feelings, and our dance illustrates how anger is used as a tool that empowers people in power to hurt others.
Michael Kraemer
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
*Fear and Subjugation* (visual art pieces): In *The Tempest* Prospero uses a system of scare tactics to control others, showing that fear is the creator of captivity. My visual art pieces portray Prospero as a giant black void, overseeing everyone else on the island. The black void overseeing the island is interpreted as Prospero being able to see and control anything that happens on the island. His looming presence keeps others from acting out because the fear of his power is enough to keep all others in captivity.

Bianca Ranieri & Casey Jordi
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
*We Can Be Gyros!: Shakespeare’s Heroes & Greek Literature* (paintings): Heroes represent the inherent goodness of humanity and inspire society to be better. However, art manipulates society’s perceptions of what makes a hero. The portrayal of heroes in William Shakespeare’s works, particularly *The Tempest*, directly reflect heroes from Greek literature, suggesting that the relationship between hero and society is transhistorical, but also shaped by the views of both the people and the artist. The base of the paintings portrays famous heroes from Greek literature and Shakespeare’s society. The embroidered overlay portrays heroes present in *The Tempest* to explore the connection between a society’s values and the notion of the hero, as well as the parallels between Shakespeare’s heroes and those of ancient Greek and early modern English societies.

Caleb Klinzing & Simon Ulrich
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
*A Symphony of Storms* (musical composition): William Shakespeare’s *The Tempest* represents the fight for governmental control in seventeenth-century England by depicting a world of conflict. Prospero created a world of fear and manipulation in order to gain the power he felt he lost. This multi-movement symphonic work depicts *The Tempest* through an overall tone of the events happening in the play: fear, control and manipulation.

Cassy Hehn & Tyrone Jay-Tupac Payne
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
*Patterns of Vengeance* (pop-up book): This project offers a visual interpretation of morals within *The Tempest*, primarily focused on the desire to commit vengeance. This book is a short visual summary of how vengeance influences the main character, Prospero, throughout the play. Prospero’s drive to achieve his goal of revenge opens up a dialogue about whether his actions are ethical. Each page of the pop-up shows a slice of emotional views and symbolic images that go with each scene of the book.

Jacob Folz, Milo Cartee & Paxton Allison
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
*The Project T: Tempest* (mixed media project): In *The Tempest* the inhabitants of the island put themselves in a state of blissful ignorance to shield themselves from Prospero’s hostilities. We each have created three different pieces that all connect with the idea of ignorance. The 3D plot chart shows where each of the characters stand on the scale of their own blissful ignorance. The sculpture is symbolic of the conflicting perspectives within the text, as well as its different layers of social hierarchy. The several layers represent the many characters who are influenced by Prospero. The different placements and appearances of the faces represent how Prospero controlled the narrative. Together, these pieces show how blissful ignorance impacts social hierarchy.

Caroline Judnic, Kera O’Connor, Destiny Montemayor & Astreya Rincon
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics
*Powershifts* (original song and dance): This is an original music piece set to a choreographed dance inspired by our study of *The Tempest*. The storyline of the dance portrays different elements of power: understanding the surrounding environment increases one’s power, colonialism causes a shift in power that oppresses free will, and less government control allows more individual power.
Issah O’Connor
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics

*Death Could Be Our Power (Prezi):* In *The Tempest* Prospero abuses his magic that he draws from the island on which he is marooned, and in doing so he uses his power for evil. This slideshow explores a set of hypothetical questions inspired by Prospero’s abuse of power: Should Prospero die for his use of power on the island or should Prospero live because of his forgiveness of those who drove him from his throne?

Sefrent Manyvahn
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics

*The Shipwrecked Colonist* (diorama): The themes of theft and greed run throughout *The Tempest*, resonating with how European colonialists stole from the indigenous peoples they colonized. This will be visually represented in a diorama of a ship heading to supply provisions to a new island that represents both the colonies of the New World and the island of *The Tempest*. The project represents how the Europeans stole the land and resources from the native population during colonization just as Prospero does in the play.

Connor Baumann
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics

*Waves of Betrayal* (musical composition): *The Tempest* demonstrates how different aspects of betrayal—such as pain, guilt, anger and suffering—relate to real-life examples. Caliban betrays Prospero by defecting to Stefano for alcohol similar to how soldiers or people defect to other countries for material gains, such as money. To portray the complexities of betrayal, this project employs soft, emotionally-stirring music that suddenly turns harsh. This piece shows how betrayal looks and feels through musical sound waves.

Kyle Bitters
IDEAS Academy: Addie Degenhardt & Dan Stenz, Issues and Ethics

*Echoes from the Dark* (animated film): In my project, I wanted to recreate *The Tempest* against the backdrop of science fiction. I have created a story that, like the Halo video game series, is open-ended and consists of an expansive universe. Many characters, technologies and general concepts from Halo share major similarities to William Shakespeare’s play.

Sara Bartol
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics

*Manipulating the Narrative* (visual art): *The Tempest* is a story about stories. It examines the human tendency to rely on narratives for meaning and control, and the powerlessness that ensues when those narratives are altered or suppressed. Prospero manipulates the narratives of Miranda, Ariel, and Caliban to gain power for himself, and strip the other characters of their agency. This interactive visual art piece poses questions about manipulation and the significance of narrative in *The Tempest*, as well as in current and historical circumstances, to depict the inextricable connection between power and the ability to tell a story.

Jacob Bartz & Samantha Ottman
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics

*Manipulation of Indigenous Beings* (visual art): *The Tempest* is a book about the manipulation of indigenous people and beings. How were characters such as Ariel and Caliban used for the agenda of colonists such as Prospero and Alonso? Were they stripped of their rights and identities when the colonists came? We explore these questions in our project.

Maddie Cabella
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics

*Shakespeare Meets Colonialism*: Throughout *The Tempest* Caliban is pushed around, laughed at and humiliated due to the lack of information the settlers (Prospero) had about him. Caliban is the primary
representation of colonialism in *The Tempest*. When Jamestown was settled by Europeans, thousands of Native Americans were slaughtered or died of diseases introduced by their colonizers. Another big issue that the Native Americans faced was being pushed off their land due to the greedy settlers. This diagram represents the colonization of Caliban as a metaphor for the Native Americans in the United States.

**D. Nicholas Carroll**  
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics  
*The Power of Prospero* (engineering project): A major theme throughout *The Tempest* is that Prospero has a lot of power, and he is always trying to gain more. This project shows how Prospero uses his cunning to advance his position of power, and how he gets around resistance. I made an electrical board that shows how the flow of power changes throughout the play, and how Prospero gains and loses power.

**Zoe Farrell**  
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics  
*Placating Power in The Tempest* (visual art): William Shakespeare’s *The Tempest* portrays power structures and societal hierarchy from many points of view. This happens first in Act 1, when a debate between royalty and boat workers occurs. My visual art project explores these shifting power roles and provides alternate points of view on them through classic elements of art such as texture, pattern and color. It offers an aesthetic representation of the structures of power in society.

**Pom Hoffman**  
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics  
*Manipulation in Order to Protect* (visual art): In William Shakespeare’s *The Tempest* there is always underlying talk of a power higher than Prospero, but the reader can only assume on the basis of vague clues alone. The reader often hears talk of Sycorax as envisioned through the eyes of Prospero. The disappearance of this powerful witch is a mystery of its own, and my project explores the possibility that Sycorax is the island itself—or that she offered herself up to the island to protect those who were already living on it (such as Caliban). After being banished to the island by her on people she dies, and in her dying moments she gives her powers to the island, so that it might protect Caliban and ensure his safety. Her entrapment of Ariel, in this version of the story, was an attempt to keep Prospero from gaining leverage over her son.

**Arden Howland**  
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics  
*Controlling the Surroundings* (film): In *The Tempest* the leader of the island, Prospero, is one of the most manipulative characters in literature. The extent of his power corrupts his being into thinking he is much stronger than he actually is. It even connects to the real world, reflecting how the world’s leaders can grow power hungry and corrupt to the point where they don’t focus on the people but focus instead on themselves. This film will show the daily life of Prospero and how he treats the people around him. It will show that when someone focuses only on themselves and doesn’t consider the feelings of others, that person gets trapped in an orb of selfishness.

**Briana Kraus**  
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics  
*The Story of Truth* (visual art): Plays like William Shakespeare’s *The Tempest* show how storytellers hold the power of making the truth: they are responsible for but also have the convenience of determining what is or is not true. Prospero possesses the ability to convince others that his version of the story is the truth, whether or not that is actually the case. Through my visual art piece I have conveyed the idea of truth and the way truth is made in *The Tempest*. Central to my project is the storyteller himself, Prospero.
McKenna Shimkoski & Alex Martinez
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics
Presumptuous Competence (poster): Power is a thing to be sought after in The Tempest, but is power even real? The constructed idea of power gives those in charge (such as Prospero) the perception that they hold absolute power over others. This happens when Prospero manipulates characters like Miranda or Caliban to believe that they are nothing. In order to accurately display our interpretation we created a poster that has elements of power connecting to governmental situations.

Jeremy Sharp
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics
Distribution of Power in The Tempest Represented with Plinko (probability machine): The events in The Tempest map out who ultimately has controlling power over the island. My theoretical probability machine shows the division of power among the play’s characters through a modified version of a game called Plinko. By switching pegs around certain events, the theoretical machine calculates who has power and how much of it. The customizable design makes the machine compatible with multiple theories and can show the power distribution based on how multiple readers perceive the story.

Paris Wolf & Tayler Spoden
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics
The Power Behind The Mask (visual art): Our project is an interpretation of The Tempest that explores the structure of power. Examples include character adaptation to new surroundings and the clash of different orders of power, such as when King Alonso is rendered defenseless on the island because his wealth and title garner no authority there. Our project explores conflicting structures of power within the play and considers in-depth how different levels of power affect others and how, initially, they feed off each other.

Veronica Williams
IDEAS Academy: Heather Sheets & Dan Stenz, Issues and Ethics
Persuading The Tempest (visual art): Persuasion through knowledge is a theme that reoccurs in The Tempest. This theme is often portrayed by the thirst for power that Prospero and Antonio both have. This theme is seen in Act 2, Scene 1 when Antonio persuades Sebastian to help him kill Alonso. It is also seen in Act 1, Scene 2 when Prospero speaks of how Ariel came under his command. The split between the canvas depicting Prospero and Antonio, who is under his control, shows how they came to be in their respective positions of power. The contrast between warm and cool colors depicts the conflict between the characters, and the difference in scale shows who has more power and why.

JAMES MADISON ACADEMIC CAMPUS

Littvisade Rattanavongsinh
James Madison Academic Campus: Kelly Patschull, AP Literature and Composition
Caliban’s Retaliation (drawing): This project shows my interpretation of Caliban and his introduction as a character in The Tempest. It shows the interactions between Caliban, Prospero and Miranda, and gives a clear representation of the conversation and relationships they have with each other. I chose a comic strip because it is a genre that is entertaining to follow and read. My project focuses on my interpretation of the characters by exploring the dynamic between the three as they converse.

Tia Smith
James Madison Academic Campus: Kelly Patschull, AP Literature and Composition
Sycorax (poster): My poster is about Sycorax as she is imagined in The Tempest. I created descriptions of her; questions about her and added a picture that illustrates how I envision her. To substantiate my interpretation, I used information from the play and researched more about her on the internet.
David Simms  
James Madison Academic Campus: Kelly Patschull, AP Literature and Composition  
*Ode to The Tempest (poem):* This project consists of a descriptive poem written in the sonnet format. It is based on the story of *The Tempest.*

Allen Newsom & Rickeya Bivens  
James Madison Academic Campus: Kelly Patschull, AP Literature and Composition  
*A Family Connection (poster):* Our project shows the relationships between the characters in *The Tempest.* It illustrates their connections to each other and their individual roles in the play.

Derrick Hicks  
James Madison Academic Campus: Kelly Patschull, AP Literature and Composition  
*Caliban (drawing):* This portrait demonstrates my stylistic interpretation of Caliban as he is described in *The Tempest.*

Lissette Leatherwood  
James Madison Academic Campus: Kelly Patschull, AP Literature and Composition  
*The Tempest (poster):* I made a poster illustrating the characters of *The Tempest* and their connections to one another. I used information from the play as evidence in support of my interpretation of these connections. My project includes both pictures and descriptions that illustrate each character’s role in the play. I created this project so that people who have never read *The Tempest* could understand its general themes without having to actually read it. The project offers a broad picture of the play’s narrative.

**LACONIA HIGH SCHOOL**

Kennady Gaffney, Sydnie Pollock, Cody Buechel & Emma Malloy  
Laconia High School: Molly Radke & Danielle Olejniczak, Cirrus and English 12  
*Miranda as the Bachelorette (film):* In our project, we explore an alternative storyline in which Miranda wants to explore her options before settling down and marrying Ferdinand. Miranda is thrown into the modern-day TV drama “The Bachelorette.” On the show, she goes on dates with several candidates, including Ferdinand and Caliban. The five men compete for Miranda’s love and hand in marriage.

Makayla Curtis, Makenna Pucker, Sadie Newbury & Savanna Newbury  
Laconia High School: Molly Radke & Danielle Olejniczak, Cirrus and English 12  
*Miranda and Ferdinand Lip Sync Conversation (film):* Our project takes the love story between Miranda and Ferdinand and places it in a modern-day setting in New York City. Miranda and Ferdinand met in a car crash, becoming stuck at Central Park with no ride home. We picked music that would describe how and what they would say in the book if it were modernized. Ferdinand immediately falls in love with Miranda after the first date, and he asked for Prospero’s permission to ask Miranda for her hand in marriage. Prospero says “No” and Ferdinand gets mad. Finally, one day when Miranda and Ferdinand are in the park, Prospero gives Ferdinand the permission to marry his daughter. We felt this was most related to when Prospero asked Miranda if she for sure wanted to get married to Ferdinand.

Dakin Nolan, Thatcher Lemond, Andrew Sullivan & Liam Bossenbroek  
Laconia High School: Molly Radke & Danielle Olejniczak, Cirrus and English 12  
*The Tempest: A Satire (multimedia project):* Our project is a satirical version of William Shakespeare’s *The Tempest.* Over multiple acts we go through the storyline of *The Tempest,* while keeping it satirical. Utilizing only four actors, we recreate the play through a series of five second clips edited together to be less than ten minutes long. By doing this, we give an overview of the play which focuses on the parts we found important to its narrative progression along with modernized language.
Amanda Hollander, Joshua Hollander, Joshua Yates & Makayla Mitchell  
Laconia High School: Molly Radke & Daniiele Olejniczak, Cirrus and English 12  
*Miranda and Ferdinand’s Wedding Cake* (culinary art): Our project uses different forms of decoration on each layer of a cake to represent different themes and ideas that happen in *The Tempest*. They range from a sea and sand layer, to two layers taking up the theme of magic by using quotes from different characters and a wing to represent Ariel. The cake also includes a wedding layer, which represents the marriage that might take place, given this had not yet occurred at the end of the play.

Shannon Saunders, Maggie Berry & Izzy Weber  
Laconia High School: Molly Radke & Daniiele Olejniczak, Cirrus and English 12  
*History of Harpies* (visual art): Our project uses visual arts to demonstrate what an early harpy might look like. We created an elaborate costume of a harpy that could be used in a modern rendition of *The Tempest*. In *The Tempest* Prospero uses Ariel in the form of a harpy to frighten Sebastian, Antonio, Gonzalo, and Alonso, which is similar to the way Zeus uses harpies to torture king Phineus in ancient Greek literature. In this project, we exposed some of the connections between Shakespeare and classical mythology.

Hailey Bartz, Jennifer Beattie, Alissa Dins & Sydney Dahlke  
Laconia High School: Rodnika Davis & Kaytie Storms, English 10  
*The Tempest: Chutes and Ladders* (board game): The group created a board game of Chutes and Ladders that focuses on the main events of *The Tempest*. The positive events like surviving a shipwreck served as the ladders in the game. The negative events, like being attacked by a harpy, serve as the chutes in the game. The group modified a game board to fit the needs of the project.

Abbi Pfum, Sarah VanZon, McKenna VanBuren & Cheyenne Grahn  
Laconia High School: Rodnika Davis & Kaytie Storms, English 10  
*The Tempest as a Mural* (painting): This group’s project takes specific events and settings of *The Tempest* and arranged them on a mural. Some of the events include the shipwreck and the love between Miranda and Ferdinand. The painting is meant to serve as a timeline showing the progression of the play through images.

Brooklyn Smit, Grace Leonard & Lore Bossenbroek  
Laconia High School: Rodnika Davis & Kaytie Storms, English 10  
*The Tempest Drama and Soundtrack* (script and audio recording): The group adapted the first act of *The Tempest* into a modern soap opera. They focused on developing the characters and how they would act in 2017. They group also created a soundtrack to accompany their written soap opera. The music is meant to reflect the emotions and actions of the individual characters.

Derek Stahmann, Sam Baalke & Jacob Dahlke  
Laconia High School: Rodnika Davis & Kaytie Storms, English 10  
*The Tempest in Memes* (visual art): This group took events and characters within *The Tempest* and commented on them through the creation of memes. They looked at events, personalities, and other questionable aspects of the play and used the memes the group members created to create a witty critique and commentary on them.

Maximilian Patterson & Trebeck Lemond  
Laconia High School: Danielle Olejniczak, English 10  
*Island Walkthrough* (digital model): Our project is a recreation of the island using Unreal Engine 4, an interactive scenic program. We have set up the landscape, post processing, ambient occlusion, lightmass importance, and landscape painting as well as foliage, moon, lighting and higher quality water that point out the highlights of the island and capture its mysterious and ominous vibe.
**Isabella Robbins**  
Laconia High School: Danielle Olejniczak, English 10  
*Then and Now* (yearbook): This project imagines what the two generations of characters in *The Tempest* might have been like in high school and represents them in a generational yearbook. The yearbook is organized around the theme of then and now, and was designed using Adobe InDesign program. The characters are split up into two age groups/classes, which helps to explain what happened before they were on the island and what caused them to be on the island. Captions and pictures provide insight into characters and plot.

**Loren Schaetzka, Zoey Fellerer & Mackenzie Bentley**  
Laconia High School: Danielle Olejniczak, English 10  
*Angel and Devil* (painting): This symbolic painting shows Prospero as the central figure of *The Tempest*, with an angelic Ariel and devilish Caliban alongside him. In his hands are three cards representing more characters in the story. Each character has a suit and number chosen by researching card meanings and their characteristics in *The Tempest*.

**Mykenna Dehn, Madison Mulder, Meghan Tabbert & Hunter Engelhardt**  
Laconia High School: Danielle Olejniczak, English 12  
*A Facebook Tale* (poster): This project imagines how Caliban, Prospero, Ferdinand and Miranda might interact on social media, given their interrelationships in *The Tempest*. Student and teacher photos are used to represent the characters, as well as direct and reimagined quotes from the play.

**Elexa Brandl, Jennifer Pflum & Caitlyn Tipton**  
Laconia High School: Danielle Olejniczak, English 12  
*The Tempest: A Children’s Book Collection* (book arts): We have decided to make two children’s books based on *The Tempest*. One focuses on magic and the other book is about forgiveness. They incorporate some limited quotations from the play, but focus on the themes and ideas more than the original Shakespearean language.

**Carrie Lefeber & Kara Sullivan**  
Laconia High School: Danielle Olejniczak, English 10  
*Prospero’s Magic Fortunes* (fortune-telling machine): A model of Prospero inside a fortune teller’s box, à la Zoltar. He will be able to move his hands and deliver fortunes to those who visit him. The goal of this project is to show the magical and supernatural aspects of *The Tempest*. Passersby can request a fortune and will be delivered a *Tempest*-inspired one by Prospero the Magical. Beware, though, as not all fortunes bode well.

**Josie Slager, Cali Poteet & Gabe Moore**  
Laconia High School: Danielle Olejniczak, English 10  
*The Tempest, Vol. II* (comic book): Our project is a comic book that takes place after the events of *The Tempest*, after everyone has re-boarded the ship and set sail for Milan. The comic book focuses on both relationships and political issues. What happens to Caliban after the action of the play? Is everyone really satisfied with forgiveness? What about Ariel and Prospero?

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**LAKE MILLS HIGH SCHOOL**

**Rosemarie Keiner**  
Lake Mills High School: Brenda Morris, AP English Literature and Composition  
*Gender Bending* (visual art): This project undertakes a comparison between modern gender roles using scenes from *The Tempest*. Feminism is an important topic in this day and age; people are constantly telling each other that certain genders should act a certain way. My project outlines these norms and compares them side by side using five scenes from *The Tempest*. One of the pictures I’ve made depicts how the genders are interacting in the play and the second picture features the same scene, but with one or more characters’ genders changed. The question viewers should keep in mind...
when viewing each is: “How does this change the message?” My goal for this project is to show that people do have biases about gender and that these biases are encountered every day.

**Stephen Moker**  
Lake Mills High School: Brenda Morris, AP English Literature and Composition  
*17th Century View on Magic Compared to Magic’s Inclusion in The Tempest* (poster): This project explores how witchcraft and magic in the sixteenth and seventeenth centuries were greatly feared and distrusted. Men, and more commonly women, who were accused of witchcraft would be exiled and even be put on trial or murdered for their unproven blasphemous acts. My project compares these views on magic with William Shakespeare’s treatment of magic in *The Tempest*, and the possible controversy or sexism surrounding it.

**Mikayla Masching & Julia Carncross**  
Lake Mills High School: Brenda Morris, AP English Literature and Composition & Renee Mitchell, Comparative Literature and Creative Writing  
*Prospero or Shakespeare?* (poster): Our project highlights the possible connections between William Shakespeare and the character Prospero in *The Tempest*, as well as the speculation that *The Tempest*, being Shakespeare’s last play, represents the end of his career. Our project explores these issues by comparing and contrasting the author and the character, and also by analyzing direct quotes that support the idea that this play has a deeper meaning.

**Ariana Rousseau**  
Lake Mills High School: Brenda Morris, AP English Literature and Composition  
*A Closer Look* (illustrate poetry collection): My project consists of poems based on each character’s feelings in *The Tempest*. I wanted to explore the way characters felt in the play and how that helped develop some of its central themes. I’ve also included an explanation with each poem to further show the inspiration for each poem.

**Shelby Riggleman**  
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing  
*A Tempest Type Playlist* (multimedia project): In *The Tempest* there is a wide range of emotions, attitudes and moods to which the reader is exposed. Music is a form of expression that can translate or capture these very same ideas. This project consists of a set of musical numbers that I argue relate to each event of the play. The lyrical parallels between the play and the songs are clear in lyrics themselves, as well as the evocation of similar moods, or similar underlying themes. This project allows you to click on certain parts of the play, listen to a related song, and see how it might resonate with the meaning of the text.

**Olivia Link & Elle Leary**  
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing  
*A Tempest Menu* (recipe book): Our project presents an array of foods based on characters in *The Tempest*. Each food represents one of the leading characters and their personality traits. Together, they comprise menu that ties together aspects of the characters’ personalities and the play overall.

**McKenzie Eschmeyer**  
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing  
*The Fabrication of Miranda’s Outfit* (fashion design): Based on the text of *The Tempest*, I will be designing a that Miranda might wear. The fabric and the design of the dress reflect her personality characteristics. I decided to create this project because I want to bring *The Tempest* to life while advancing my sewing skills by trying something new.
Inside the Globe (diorama): Our diorama showcases four scenes from *The Tempest* that we feel are important. We chose to interpret the first and last scene, as well as Miranda and Ferdinand’s marriage, and the bird scene with Ariel. These scenes are important to the play because they include most of the main characters, and they encapsulate its main points. We used a variety of materials to reconstruct in miniature the Globe theatre and the scenes within it. The reason we chose to use a globe as our base is to represent the idea that Prospero and Miranda are secluded in their own world.

Island of Revenge (diorama): My project is a diorama of the island imagined in *The Tempest*. On the island I included important scenes like Miranda and Ferdinand’s profession of love, the cliff where Prospero breaks his staff, and the swamp where Trinculo, Stephano, and Caliban are trapped along with a few others. I made the island out of styrofoam, tissue paper, fake flowers and leaves to make some of the plants. The areas where an important scene happens are labeled with small note cards.

Wheel of Fate (interactive multimedia project): Our project focuses on Prospero’s plan as it unfolds over the whole of *The Tempest*. Our project consists of an interactive model that ties different events to our female representation of Prospero (called Prospera) and her power over the island and everything on it. Our model also includes a smaller representation of Ariel, positioned next to Prospera, to show how she used him/her to do her bidding.

Tempest Costumes (miniature costumes): My project consists of two doll-sized costumes depicting what I think Prospero and Ariel’s dress might look like. The project includes a description the reasoning behind my designs, as well as the sketches I drew of the costumes. I based the costumes on what I think the characters would dress like considering their character traits and the conditions in which they live.

Tempest Who (board game): We created a *Tempest*-style game of Guess Who. The game features pictures of the actors from one of the film adaptations of the play. Each character is accompanied by a character profile, so that the player is driven to ask deeper questions about the individuals represented in the game.
the box features a game where players can match quotes from the play to the characters who said them. The back also features a maze in which the goal is to get the ship to its destination. However, the maze will not have an end because the ship never gets to its destination, as it is shipwrecked along the way to its destination. There will be prizes in the box, and the prizes will draw connections between Ishmael Beah’s memoir, *A Long Way Gone*, and *The Tempest*.

**Carsen McDermott, Austin Keach, Brady Wagner, Alex Ranney & Joey Carrigan**
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing & Brenda Morris, AP English

*Tempest Trivia Toss (game)*: In this game, contestants must throw balls into buckets of different sizes. The bigger the bucket the less difficult the question that follows. Points awarded vary based on the difficulty of the question. Easier questions earn fewer points, and the points will double in value every time you go up a bucket size. The only way you can secure a point is if you answer the question right and you make the shot. The game can accommodate teams of different sizes. The winning player or team will get a prize.

**Alaina Harkins & Meta Frey**
Lake Mills High School: Renee Mitchell, Comparative Literature and Creative Writing & Brenda Morris, AP English Literature and Composition

*The Tempest (film)*: For our project we created a film that displays key aspects of *The Tempest*. We’ve used cinematography to explore the relationships of the main characters and the magic of the island on which they’re stranded.

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**Tempest: A Game of Chess (board game)**: We made a chess set to show how, in *The Tempest*, Prospero is the king of the island who controls his people like pawns. He is essentially playing chess with all the other characters by dividing them, and then sending his pawns and other minions of his to take care of bringing them together for the end game.

**Gloria Bilse**
Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Caliban and Ariel (painting)*: This painting shows how Caliban and Ariel are both Prospero’s prisoners and how they are in nearly the same position, though they are viewed differently by the reader. It contrasts the attitudes of the two. My painting incorporates light (as Ariel) and dark (as Caliban) to show how they can mix. I incorporated other spirits into the background to show how the island’s magic is being controlled. I drew inspiration from my classmate Amanda Crowder’s compositions based on these characters.

**Alana Gilles, Kaelyn Kruchten & Megan Karls**
Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Life through the Eyes of Prospero: A Family Scrapbook (scrapbook)*: Our project is a family scrapbook depicting the relationships between characters in *The Tempest*. It includes the life of Miranda, Prospero, Caliban, Ferdinand, Antonio and Ariel. The scrapbook shows through pictures the events that occurred throughout the play, as well as scenes that the audience never witnesses on stage. We are giving depth to the play by adding more of a back story. The scrapbook also demonstrates how all the characters impacted each other’s lives through their actions. Finally, it is a very good visual representation of the characters’ milestones in their lives.
The Tempest: *a Children’s Story* (children’s book): We took *The Tempest* and re-wrote it using modern day English in order to make a children’s book out of it. The book is about a boy named Peter who has a big imagination and a lot of friends.

Symbolic Diorama of Physical Characteristics in *The Tempest* (visual art): Our piece is a 3’x3’ symbolic visual display divided into cells that represent each character or element of *The Tempest*. Our display shows our own physical interpretations of different symbols and themes that run throughout the play. It features multiple characters, plants, and the boat in which the visitors arrive on the island. The placement of where each character is located is designed to align with the symbols that represent each character individually.

All About Perspective (painting and creative writing): Our project shows a visual representation of the paradoxical views of Miranda and Caliban. One of the characters being portrayed, Caliban, is shown to have the island as his kingdom, but once Prospero is banished to the island, Caliban is made into a slave. Similarly, Miranda has had the same impact. She had thought of the island as her own paradise when she was a child, but once she sees Ferdinand, she realizes that she has been in a prison-like state her whole life and has been isolated from the outside world. Our critical analysis is further shown through Miranda’s diary and Caliban’s journal, where both characters state their feelings towards the island and how they have changed over time.

Prospero’s Scrapbook for Miranda (scrapbook): Our project is a scrapbook of Miranda’s life made by Prospero. It contains memories and photos from her birth to her wedding day. It contains photos, writings by Prospero, and articles from before their exile and after their return. It provides an idea of what Miranda’s life was like when she was isolated on the island, shows how she grew up, and how the island and her father’s exile impacted her life.

The World Map as Shown in *The Tempest* (map): This project shows the map of the world at the time of *The Tempest* and relates it to the play’s storyline. The world map—and by extension the Age of Exploration—are shown in *The Tempest* via a colonial social structure on the island. Prospero is in charge of the island, which is a mini kingdom over which he has control. Colonialism is shown when Prospero, representing European culture, arrives on the island where Caliban, the native, has lived on a long time. He then enslaves Caliban like the whites enslaved natives.

Art and Accounts of Ariel, Miranda and Prospero (visual art and creative writing): Throughout William Shakespeare’s *The Tempest*, each character has their own wants, weaknesses and backstory that make them the people they are in the play. While they do have differences, there are many similarities in personalities that bring them together, some of which include power, anger, love and compassion. One way to really have “eyes to the soul” is through a person’s writing, such as their journal or diary. Using different media, this project shows life as experienced through the eyes of three prominent characters in the play: Ariel, Prospero and Miranda.
Our project undertakes a comparison of William Shakespeare's life and *The Tempest* using the genre of the visual timeline. We decided to compare Shakespeare's life and that of the play's main character, Prospero, because of the puzzling question that follows: Did Shakespeare write *The Tempest* while imagining himself as Prospero? We decided to put the timeline on a globe because it symbolizes that it is unknown where *The Tempest* takes place.

### Cassidy Bender & Joye Hellenbrand
Lodi High School: Carrie Kerska, Honors World Literature and Composition

*The Power of Knowledge* (collage): This project includes the First Folio—which is a collected edition of all of William Shakespeare's dramatic works—inside of a box. Also included are objects that symbolize and connect to the overall theme of power. This project functions as a critical analysis by interpreting how power plays a role in the play as a whole, as well as in the history of the author, Shakespeare, and in the world today.

### Maddie Conklin & Tim Prosek
Lodi High School: Amy Jelinek, AP Literature & Carrie Kerska, Honors World Literature and Composition

*Caliban's Lost Journal* (creative writing and visual art): *Caliban's Lost Journal* is exactly as it sounds: a journal where Caliban wrote of all his internal thoughts and feelings that he could never convey out loud during his imprisonment. The journal gives readers insight into his inner motivations as well as a personal look inside his feelings and innermost thoughts. This project displays an alternative view of Caliban that readers might not initially see by showing them how he was before his imprisonment and how it changed him. It will show him less as a monster and more as a human.

### Allison Richard & Gwyneth Lincoln
Lodi High School: Carrie Kerska, Honors World Literature and Composition

*The Magic of the Mind* (visual art): Our project shows four characters in silhouette: Prospero, Miranda, Caliban and Ariel. Within their profiles, we show each character’s brain. In each brain, there are objects and ideas that are important to each of them. The different sizes of each word represent the level of importance to the individual. There is a detailed description about why we chose certain words and how each is important to the characters.

### Slater Fitzgerald & Jackson Furniss
Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Shake-spero* (Venn diagram): This project consists of a Venn diagram that helps viewers understand the many similarities between William Shakespeare and Prospero. It shows where in the play that these similarities emerge and how they directly relate to Shakespeare's life and feelings. Our Venn diagram will include pictures and texts that help draw a comparison between the author's and character's lives. We show deep knowledge and understanding of the topic and synthesize the great playwright's life with his final play.

### Owen Jelinek
Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Thy First Tempest Word Quarto; An Elizabethan English Primer* (children’s book): This introduction to William Shakespeare's Elizabethan English is a parody of a baby's book of first words. While introducing words used in *The Tempest*, and Shakespeare's other works, themes and characters are analyzed through illustrations and quotes from the play that represent the words explored. The book simplifies both the most interesting words and the themes found throughout the play.
**Emily Popp & Justine Morgan**  
Lodi High School: Amy Jelinek, AP Literature & Carrie Kerska, Honors World Literature and Composition  

*To Be Free or Not to Be* (diorama): Our project is a 3D diorama of the boat that is shipwrecked in *The Tempest*. It explores the themes of freedom and confinement by showing how King Alonso and his men believed they were confined on the boat during the storm with nowhere else to go. When they ended up on the island they thought they were free, but in reality Prospero was confining them there. On the sides of the boat there are drawings and quotes that show how freedom and confinement are displayed throughout the story, including examples relating to Caliban and Ariel (who are enslaved by Prospero), the nobles who Prospero trapped on the island, and Prospero and Miranda who are themselves confined to the island.

**Colin West**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  

*Family Tree of the Monarchies of England and Scotland* (poster): I have made a family tree of the English and Scottish monarchs and their families in the early modern period. This family tree helps us understand the alliances and connections between Britain and Scotland and how the monarchy contributed to William Shakespeare’s success.

**Emily Griffing, Alex Armbrust, Meagan Beyer & Meg McIntyre**  
Lodi High School: Amy Jelinek, AP English Literature  

*Distortion Misfortune* (visual art): Our project contains a captivating visual art display showing a distorted view of the shipwreck and “misfortune” that occurs at the beginning of *The Tempest*. At first glance, it seems to be a jumbled mess, but when you look at the mirrored cylinder you notice that the image is no longer distorted. The visual depicted on the paper represents the characters’ twisted view of the tempest that is transformed when they realize the reality of the storm.

**Amelia Thompson**  
Lodi High School: Amy Jelinek, AP English Literature  

*The Tempest of Society* (mixed media art): This project offers an analysis of societal, economic, and political problems that are subtly brought up in *The Tempest*. The piece links the cause of the actual tempest that occurs at the beginning of the play to broader societal problems—such as slavery, colonialism, the wealth gap and social classes—that create a “tempest” in society.

**Antonia Langowski, Katie McChesney & Megan Damit**  
Lodi High School: Amy Jelinek, AP English Literature  

*Part with your Illusions* (painting): Each of us has created a painting on a piece of framed plexiglass with a removable piece. When the piece is inserted the image will change like an optical illusion. (This concept is similar to drawing on two pieces of wax paper and overlapping them to create a new image.) *The Tempest* is full of illusions of sorts—nothing would seem to appear as it is in reality. The project shows how simple it can be to confuse reality with an illusion.

**Kieran Surges & Anna Harmon**  
Lodi High School: Amy Jelinek, AP English Literature  

*The YinYang of The Tempest* (painting): Our project is a unique comparison of some of the most important characters in *The Tempest*: Ariel and Caliban. We will compare them, explain how they are opposites, and what they are meant to symbolize. In our analysis Caliban is the Yin (the dark side). His materials are coarse and less visually appealing. Ariel, on the other hand, is the Yang (the light side). His materials are soft and appealing.

**Micha Avila, Bailey Leckwee, Riley Leckwee & Kaylyn Stephens**  
Lodi High School: Amy Jelinek, AP English Literature  

*Character Analysis Through Looks* (painting): In our project we analyze four of *The Tempest’s* characters through art: Miranda, Prospero, Ariel and Caliban. Additionally, there is a brief analysis of
each of these characters to supplement the paintings. Our project examines the characters’ personalities, morals, motivations and physical appearances. We show a connection between them through Prospero. Prospero enslaved Ariel, Caliban and Miranda. Ariel was enslaved because Prospero saved him. Caliban was enslaved because Prospero stole the island from his mother. Lastly, Miranda was not technically enslaved by Prospero, but she was in the sense that she was lied to her whole life. Prospero was all Miranda knew; Prospero could make Miranda do whatever he wanted.

Max Barreau, Dominic Scola & Trevor Joachim  
Lodi High School: Amy Jelinek, AP English Literature
The Prison (map): Our project is a 3D map of the island that the characters are staying on in The Tempest. We explore the idea of the island as a prison, examining which characters are in that prison and why. The different areas of the island represent different sections within the prison. For example, in prison they separate minor offenders from major offenders.

Sierra Furger, Paige Goethel & Nic Volle  
Lodi High School: Amy Jelinek, AP Literature and Composition
Sycorax and the Witch Trials (poster and slideshow): In The Tempest, Caliban’s late mother is said to have been a witch, but our project explores the following question: is there a possibility that this was untrue? We examine whether or not Sycorax was in fact a witch or was wrongly accused of witchcraft, as were many women in European and American history. Did Sycorax’s death conveniently open up the opportunity for colonialism? Discovering Sycorax’s past and its connection to the history of witch trials helps us see the correlation between Caliban’s enslavement and Sycorax’s death. Our critical analysis answers these controversial questions.

Anya Armbrust & Riley Persike  
Lodi High School: Amy Jelinek, AP English Literature
A Tale of Two Sides (painting): For our project, we made two paintings that come together. One of the paintings is "light" and interprets how Prospero and the other European characters see the enslavement of Caliban and Ariel. The “dark” one illustrates how slavery is actually experienced by Caliban. Our goal is to analyze the difference in how white Europeans thought the natives should be treated and how horrible enslavement actually was.

Clare Joutras & Paige Milne  
Lodi High School: Amy Jelinek, AP Literature and Composition
Tempest Snapchat Filters (social media): Although The Tempest was written in the early seventeenth century, its ideas and concepts can be seen both throughout history and in modern times. Combining aspects of the original play with characteristics of people in today’s world, our project offers a modern interpretation of the main characters of The Tempest and their roles using one of apps most popular with millennials today: Snapchat.

Robby Hatch, Casey Breunig, Carter Breunig & Jacob Heyroth  
Lodi High School: Amy Jelinek, AP Literature and Composition
Tempest Twitter (social media): Our project consists of Twitter accounts for several of the main characters from The Tempest. The different characters tweet at and interact with each other, but instead of tweeting in Elizabethan English they use modern slang and reference pop culture. Our project is a humorous and interesting experiment that explores what it would be like if Shakespeare’s characters lived in a modern setting and interacted using a modern platform, like social media. The different twitter accounts also reflect the main themes of the play. For example, Miranda and Ferdinand’s accounts reflect love, while Prospero and Caliban’s account reflects prison, power and revenge.

Matt Collins, Kyle Lee & Zach McManamy  
Lodi High School: Amy Jelinek, AP English Literature
Prospero’s Magic (mixed media art): In The Tempest, Prospero’s staff and books symbolize power, which is what the whole story revolves around and without which it wouldn’t exist. Inside the books
you will find illustrations of significant scenes from the play. Along with the pictures, there are also brief descriptions of how and why those specific scenes are important to the story.

**Callie Koziol & Jennifer Wideman**  
Lodi High School: Amy Jelinek, AP Literature and Composition  
*Miranda’s Threads* (costume): The styling of the costumes for *The Tempest* varies each time the play is brought to life. We made a costume for Miranda that shows our interpretation of what she might wear. We wanted to stay true to the style of the times while also making sure it would be practical for where she was living and the happenings of her day-to-day life.

**Elise Cutsforth, Hunter Bowman & Celia Woessner**  
Lodi High School: Amy Jelinek, AP Literature and Composition  
*Songs of the Spirit* [musical composition]: Our Great World Texts project on *The Tempest* consists of a vocal music composition. This is known as William Shakespeare’s most musical play, but how music operates within the play is open to interpretation. Our group will perform songs in arrangements that fit the themes of the play, and show how music can contribute to one’s experience of *The Tempest*. We also offer a brief psychological analysis to show how the songs could influence the characters.

**Jared Swadley, Sarah Bock & Natalie Purtell**  
Lodi High School: Amy Jelinek, AP Literature and Composition  
*The Islanders of Today* (poster): Our project illustrates how the islanders in *The Tempest* operate and act like a society today. For example, on the island there are criminals (Antonio and Sebastian), a leader (Prospero) and so on. Even though the play was written hundreds of years ago, its characters still together function like a society in our world today. We hope to compare and contrast how Shakespeare’s characters do things as compared with how we do them now. Are some of their methods barbaric in our eyes? Or are we just as bad as them, even though it has been hundreds of years since the play was written and first performed?

**Branden Erthum & Ryan Goethel**  
Lodi High School: Amy Jelinek, AP Literature and Composition  
*Tempest and the Boat* (model): We have constructed a model of the boat that was shipwrecked in *The Tempest*. The model represents how the boat was surrounded by the tempest with which the play begins and how it is eventually wrecked. We will include a short analysis of what we believe the storm represents along with another for the boat.

**Niam Tripp, Saba Rjoub & Adelie Maucout**  
Lodi High School: Amy Jelinek, AP Literature and Composition  
*Love and Power* (visual art): Our project explores two of the main themes of the book: love and power. We show how they are represented in the play and how they conflict with each other. We have organized words from the original text around the main themes of *The Tempest*, and which represent the opening scene of the wreck. The sky embodies power, the sea is love, and the boat—as it struggles in the storm—represents the characters of the play, who are tormented by love and power.

**Matthew Brisky, Luke Beckwith & Nathaniel Karls**  
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition  
*Prospero’s Staff* (wood carving): We have made a replica of Prospero’s staff by finding a stick in the woods that we then carved, finished and modified so that it resembles what we think Prospero’s would have looked like. Prospero’s staff is an important object in *The Tempest* and a very powerful tool for him.

**Colin Statz, Signe Lee & Thea Collins**  
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition  
*Web of Conflict* (visual art): This project maps out all of the conflicts in *The Tempest*. The conflict map is in the form of a spider web with lines going from Prospero to another person who has a conflict with the first person. This project helps us to better understand what is happening in the story by
illustrating who has a conflict with whom. It uses textual evidence from the play to determine what emotions the characters have. We will have people that are closer to Prospero located nearer to his name on the web, and those who aren't as close to him farther away on the web.

**Hannah Heider & Samantha Mori**
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition

*Subject Profile: Prospero and Miranda (visual art)*: This project consists of a character profile or portfolio for Prospero and Miranda. Illustrated and written in it are the following: a drawing of what we think they look like, a description of their past and present relationships with other characters, and a central theme for each. The central theme is based upon what they say and do in *The Tempest*, and how they handle certain situations that we have analyzed to find what encompasses them as a whole.

**Morgan McNeill, Amanda Miller & Kade Parsons**
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition

*Prospero (drawing)*: This project consists of a drawing of Prospero holding his staff. We used colored pencils to create it. The illustration represents one of the major themes in *The Tempest*: power. It shows how the play revolves around Prospero because he has all the power. He has power over the city of Naples and the people on the island. Prospero also has power over Miranda, so she appears in the drawing, too.

**Ashley Gray, Tori Falk & Elizabeth TenBarge**
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition

*Scenes from The Tempest (painting)*: Our painting depicts multiple important scenes from *The Tempest*. The painting displays the most key events that show power as it is imagined in the play. The main theme of *The Tempest* is power, so the stand on which the painting is displayed is in the style of Prospero’s staff. It thus represents the power that Prospero has in the story.

**Morgan Kern & Chloee Errthum**
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition

*Miranda’s Journal (creative writing)*: This project is a journal written by Miranda, which records her emotions and experiences throughout her days on the island. Miranda keeps her journal secret from everyone so that they won’t know how she is truly feeling. In it she talks about her father who is power hungry, Caliban’s attempts to regain power over the island, her first meeting with Ferdinand whom she loves, and her feelings about the island.

**Brandon Grover, Matthew Kearney, Zach Potter & Blaise Zander**
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition

*Journey to Power Board Game (game)*: This project explores the theme of power in *The Tempest*. Throughout the course of *The Tempest*, there are struggles for power involving almost every character. The gameplay, however, is pretty straightforward: on her/his turn, each player rolls a die to see how many spaces forward on the board s/he gets to move. Scattered around the board are special spaces that, if landed on, could either help or hurt the player by doing anything from taking away her/his next turn to advancing five spaces or even bumping another player back to the start. The objective of the game is to be the first player to reach the end and win all the power.

**Julia Wiessing & Ryan Winters**
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition

*Ariel’s Pine (sculpture)*: This sculpture of a tree represents one of the key themes in *The Tempest*: power. In the play we learn that Ariel was trapped in a tree for 12 years by Sycorax. Prospero freed him using his own power, making Ariel his servant and lording over him. Ariel’s story reflects multiple facets of power: the power to command, the power to trap and the power to free. Since Ariel was trapped in the tree on Sycorax’s command, and then freed by Prospero’s power, this sculpture reflects the many facets of power in *The Tempest*. 
**Colton Nicolay & Ben Simplot**  
Lodi High School: Kara Bercher, Grade 9 Honors Literature & Composition  
*The Connection Between Shakespeare’s Life and The Tempest (poster):* Our poster shows how William Shakespeare and Prospero of *The Tempest* are related. Many believe that Shakespeare wrote the play while envisioning himself as Prospero. This poster highlights the connections between Shakespeare’s later life and Prospero’s life on the island. For example, at the end of *The Tempest*, Prospero gives a farewell speech. This ties into Shakespeare’s life because *The Tempest* was his last play.

**Veronica Hendren, Amber Richter, Mai Ling Ness, Maddie Lee, Paige Vanderwerff & Jared McCracken**  
Lodi High School: Amy Jelinek, AP Literature  
*Tempted* (film): In our project, we analyze modern romance in a unique way through the recreation of the age-old tale of *The Tempest* as the contemporary TV program, “The Bachelor.” We evaluate the characters’ relationships with the others in a romantic yet manipulative way. We also test the limits of videography by gender-bending the characters, showing subtle corruption, and transforming Shakespeare’s tale into a more contemporary work of art.

**Isabelle Clary & Jessica Keller**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  
*The Tempest “Sonata”* (musical composition): This project consists of two solos that represent Ariel and Caliban respectively as individuals, and a duet that represents Miranda and Ferdinand’s love. Our interpretation unfolds through music instead of words. We named our project “*The Tempest ‘Sonata’” because it is a set of three pieces arranged to represent characters’ personalities in the play. The songs were first recorded on the piano, and are played for audience members as an audiovisual presentation.

**Amanda Crowder**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  
*Ariel’s Suite* (musical composition): For my project, I was inspired by the character Ariel from William Shakespeare’s *The Tempest*. I have turned Ariel’s character traits and actions into a musical composition. In the project I relate Ariel to different instruments, dynamic levels and tempos to illustrate how s/he feels about certain characters and situations throughout the play. I also created images of Ariel that allow the viewer to better comprehend her/him as a character.

**Molly McMahon**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  
*Storm* (acro dance): This project consists of a dance that interprets the chaos of the characters as they spot the storm in the first act of *The Tempest*. The characters are afraid and frantically running around on their ship in the sea to prevent the storm from destroying their boat and killing them.

**Jordan Mefford**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  
*Tempest RPG* (video game): This project is a video game version of *The Tempest*. In the game you play as Ariel, the wind spirit, who helps Prospero. You help Prospero complete his tasks to take revenge on his enemies. Some of the tasks include finding out what each person is planning to do now that they are stuck on the island. This game also adds a few extra things to the story to make it more like a video game, such occasional fights with monsters who were created by Sycorax and who roam the island.

**Emily Oetzman**  
Lodi High School: Carrie Kerska, Honors World Literature and Composition  
*The Face Beneath the Language* (visual art): For my project, I painted images of Caliban and Ariel that illustrate my interpretation of the text. Early modern ideas of colonialism shape the relationships between Prospero, Caliban and Ariel. Prospero views Caliban as lesser than him—as a savage—because
of the way he looks. On the other hand, he treats Ariel better—but still as lesser—due to his own background as a white European. I explore these relationships in my painting by depicting the characters’ physical features and appearance.

**Jenna Hamre**

Lodi High School: Carrie Kerska, Honors World Literature and Composition

*Ariel: A Dance* (contemporary dance): This dance illustrates Ariel’s character traits and his key role in the ultimate success of Prospero’s plan in *The Tempest*. I chose music that I thought best represented him, and the original choreography is my own.

**MADISON COUNTRY DAY SCHOOL**

**Evi Yee, Leanna Niesen, Alexandra Janis, Eli Shlimovitz, Drake Moschkau & Alana Yevzlin**

Madison Country Day School: Evelyn Lasky, English 9

*Message in a Bottle* (creative writing): For this project, students wrote messages in a bottle in the imagined voices of different characters from the play: Caliban, Miranda, Ariel, and Ferdinand. These letters give voice to complex characters and ambiguous situations and emphasize how much of Shakespeare’s characters are open to interpretation.

**Nicolas Donoso**

Madison Country Day School: Evelyn Lasky, English 9

*Prospero’s Revenge* (creative writing): For my project I have rewritten the ending of *The Tempest* as if Prospero had never had a change of heart and decided against taking vengeance on his enemies. This version of the story will help show what the importance of Prospero’s character was in the play and how his actions could have negatively affected a great many characters. In addition it explores the potential of revenge occurring in the play.

**Leah Bell**

Madison Country Day School: Evelyn Lasky, English 9

*Prospero’s Revenge* (poster): For my Great World Texts project, I have written an analysis that explores the following question: “What makes a man a monster?” My project compares the characters of Prospero and Caliban in *The Tempest*. I chose to focus on them because while Prospero is often viewed as the protagonist in the play (with Caliban as one of the antagonists), he demonstrates some behaviors that can be seen as even more “monstrous” than Caliban’s.

**Zoe Childs, Maisie Schuessler, Renae Rodefeld & Ethan DeLair**

Madison Country Day School: Evelyn Lasky, English 9

*The Tempest: Scenes in Verse* (poster and poems): For our Great World Texts Tempest project, we have written a series of nine poems, each depicting a scene from the play. The poems, written on paper, are made to look as though they were written on aged parchment, and are displayed on a poster board painted with impressionistic landscapes from the book. Through our poems and artwork, we emphasize the themes and imagery of the play.

**Erick Hallick, Noah Grenlie & John Bosben**

Madison Country Day School: Evelyn Lasky, English 9

*The Tempest: A Board Game* (board game): For our Great World Texts project, we have created a role-playing board game that allows players to experience life as one of the isolated characters trying to survive on the island in *The Tempest*. The objective of the game is to survive and make it home. In order to make it through the game, players must scavenge and compete for resources. We believe this game will help the audience to identify with the characters who are all, unknowingly, under Prospero’s control.
Isa Hernandez-White
Madison Country Day School: Evelyn Lasky, English 9

The Tempest in Portraits (visual art): For my Great World Texts project, I have created a series of portraits of Miranda from The Tempest. The portraits reflect how she is viewed from the perspective of other characters in the play. Miranda, like all of Shakespeare’s characters, is fascinating in part because she displays a wide variety of emotions that defy easy representation.

John Purnell & Skye MacCoon
Madison Country Day School: Evelyn Lasky, English 9

An Old Man’s Tale (musical composition): For our project, we have composed and recorded an original sea shanty, including the music, lyrics, and instrumental scores. The shanty retells the key events of The Tempest thirty years after the original story. We chose a sea shanty because the original story takes place on a ship and island, so if the tale was told again, it would probably be told on a ship or by sailors in a sea-shanty style, and the genre mirrors the legendary aspects of the original story.

Anya Reddy & Amy Riha
Madison Country Day School: Evelyn Lasky, English 9

Isolation in The Tempest (snow globe): Our snow globe depicts the isolation of the island in The Tempest by highlighting scenes involving different characters who are trapped with only a few resources. Although they are held captive in different ways (by magic, betrayal, chains, in a pine tree, etc.), the different characters in The Tempest are all isolated in their own way. Our companion piece of writing explores the theme of isolation.

Thomas Knott
Madison Country Day School: Evelyn Lasky, English 9

The Tempest, a Reunion (short story): My story imagines a reunion of various Tempest characters when they have met up after leaving the island. Because so much happens in the play in the span of just a few hours (three, it seems), characters might view the events of the play differently if they had some time to reflect on them.

Celia Kessler & Alex Janis
Madison Country Day School: Evelyn Lasky, English 9

A Dark and Stormy Night (podcast): In this “podcast episode,” we explore a range of ideas including: the possibility that Prospero doesn’t have spirits, but is deranged (told from the point of view of Miranda); Alonso scolding Ferdinand for not mourning him; a prank call by Stephano and Trinculo; and Ariel cursing the late Sycorax for getting him into all this trouble. We also have a song by Stephano and Trinculo, along with piano transitions. We are performing this in such a way that it sounds as if the characters have written to a radio station to talk about their problems. This project will help our audience see the themes and characters of The Tempest in a modern context. We also hope to expand on ideas, themes, and characters which the play left unanswered or unexplored.

Alexander Peek
Madison Country Day School: Evelyn Lasky, English 9

The Tempest: Act IV in Music (musical composition): I have composed original music reflecting the themes and tone of Act 4 from The Tempest, which is the scene in which Prospero faces his own weakness and mortality. In my music, I give dramatic expression to individual characters, while also reflecting the plot of the play.

Drake Moschkau, Eli Shlimovitz & Adam Hoerl
Madison Country Day School: Evelyn Lasky, English 9

The Tempest: Musical Scores (musical composition): Our project explores major characters in the play through music. For each of three characters—Prospero, Ferdinand and Ariel—we have written a theme and a short accompanying piece of writing which explains how the music reflects either the
personality or life story of the characters. Through music, we hope to explore the complexity and dynamism of some of the main characters in the play.

Leanna Niesen
Madison Country Day School: Evelyn Lasky, English 9

*Miranda’s Blog* (multimedia project): For my project I have written a blog from Miranda’s perspective. This involves multiple posts taking place throughout the play following major plot points that Miranda has witnessed. A blog is a modern form of communication that Miranda would have enjoyed if she had access to it. The blog genre would have allowed Miranda to express her complex, educated thoughts and to reach out to others while in isolation.

Priya Muldowney & Evi Yee
Madison Country Day School: Evelyn Lasky, English 9

*Prospero’s Cloak* (textile project): Inspired by The Marauder’s Map from *Harry Potter*, we have constructed a model of Prospero’s cloak with a map of the island drawn on it. On top of the map are major plot points of Prospero’s life on the island (for example: where the family got stranded or the pine tree where Ariel was imprisoned). This represents Prospero’s knowledge of the island, as well as his ability to control everyone’s lives on the island.

**MADISON EAST HIGH SCHOOL**

Florentine Amessepe
Madison East High School: Sarah Motl, World History Honors

*The Tempest* (game): For my project on William Shakespeare’s *The Tempest*, I have created a “character guessing game.” Using my drawing skills, I’ve designed a game around symbols that were important or very significant to individual characters. For example, Prospero’s wand. The game tests one’s understanding of the character and what readers have actually taken away from the book.

Anna Sniadach
Madison East High School: Sarah Motl, World History Honors

*The Air of the Island* (pottery and botany): This project displays *The Tempest*’s island’s plant life, as well as its overall mysticism, using strange succulents and airplants. This element of creating a botanical paradise in *The Tempest* relates to the under-appreciation of the simple beauty of struggle; such as Prospero and Miranda being trapped on the island.

Bridget Dempsey
Madison East High School: Sarah Motl, World History Honors

*Prospero’s Wand* (model): This project shows Prospero’s magical stick. On it is a representation of all the spells that he cast or the magical things that he did in *The Tempest*. The plot points are drawn onto the stick. I chose to represent the plot points on the stick because they are significant events in the story.

Corey Jacob
Madison East High School: Sarah Motl, World History Honors

*Destination Tempest* (website): This project re-imagines the characters and the island of *The Tempest* as a travel website. Think [http://www.visitmadison.com/](http://www.visitmadison.com/) but with the people and places of *The Tempest*. This is a project of irony because of the fact that no characters willingly traveled to the island in the play. The site includes descriptions of island attractions, food and history, as well as a promotional video and the opportunity to book your stay (donate to the Shakespeare Birthplace Trust through the Charity Aid Foundation).

Dieu-Hien Le & Cornelious Bragg
Madison East High School: Sarah Motl, World History Honors

*Tempest Baby Mobile* (baby mobile): This project is a baby mobile that represents the items, people and relationships that are significant to the story of *The Tempest*. Prospero has been put out in
the center, with his wand and books, to show how he is able to control it all through his magic. Also on the mobile are Ferdinand and Miranda who are brought together through Prospero’s spirit servant, Ariel. Represented in chains are Ariel and Caliban who through certain circumstances are under Prospero’s control. Others represented are the characters of the king, Alonso, and his advisor, Gonzalo. Also present are the antagonist characters of Sebastian, Antonio, Trinculo and Stephano.

Donyae Davis
Madison East High School: Sarah Motl, World History Honors

Shipwreck (painting): This project is an artistic representation of the shipwreck at the beginning of The Tempest. The use of acrylic and watercolor paints gives it a soft look, but also a strong meaning. This particular scene is the basis or backdrop for the story. Without the shipwreck readers would not have met crucial characters that impact the story in numerous ways.

Kendrick Alvarez-Carrera
Madison East High School: Sarah Motl, World History Honors

How The Tempest Follows a Regular Plotline (poster): This is a project on how The Tempest follows or does not follow a regular plot line. The poster shows the specific journey and how it deviates from the regular archetypal hero plot line. This project also interprets the characters and what role they play such as a mentor, villain, hero or even when the downfall starts.

Linnea Drott, Lily Cooper & Marissa Stewart
Madison East High School: Sarah Motl, World History Honors

The Tempest (multimedia project): The project uses social media to portray the different perspectives of each of the characters in The Tempest. Paintings and pictures are used to display the differing personalities of each character. The experiences and feelings of each of the characters is tracked throughout the story. This project puts a modern twist on an old, well-known play by incorporating modern elements into a Shakespearean classic.

Sam Ashenbrenner, Josh Soldner, Nick Soldner, Luke Myer, Hans Nielsen-Fox, Jude Langhammer, Ngige Kangethe, Tate Sayre, Marlin Lee and Liam McCarthy
Madison East High School: Sarah Motl & William Gibson, World History Honors

To Create a Tempest (film): This project is a comedic reimagining of William Shakespeare’s classic play, The Tempest. Watch the scenes that set the stage for the action of the play. Laugh along with favorite characters like Trinculo, Stephano and Caliban. See you ashore!

Touyer Thao
Madison East High School: Sarah Motl, World History Honors

The Magic of The Tempest (animation): This project shows visually the theme of magic that exists within the world of The Tempest. It is a voice-over animated film filled with the elements of real magic that exist within the characters rather than the magic Prospero could ever conjure, like the love between Ferdinand and Miranda. It is the storm inside ourselves that enacts the real magic of which we are all capable.

Pacheng Vang
Madison East High School: Sarah Motl, World History Honors

The Secret of the Shipwreck (paper mache diorama): The project is a paper mache reconstruction of the ship and the shipwreck at the beginning of The Tempest. This is the main incident that caused the people who destroyed Prospero’s life to be stranded on the same island as Prospero and his daughter, Miranda. Prospero purposely created a storm so that the ship would wreck and his enemies would be stranded on the island. In the end, however, he decided to forgive them and to give up on his powers. Therefore, the secret of the shipwreck is that it caused Alonso, Sebastian, Gonzalo and Antonio to meet with Prospero once again, so that they could forgive one another.
Ella Deitz & Rachel Ramsey
Madison East High School: Sarah Motl, World History Honors
*The Magical Library* (installation): The project is a mini library big enough to fit into. The set up will consist of three bookshelves and a curtain that closes you in when you enter. Inside of the mini library there will be battery powered lights inside. The project is meant to represent both the magic of Prospero’s books and the isolation that comes along with that power, as imagined in *The Tempest*.

Rachel Hughes, Bailey Richards & Alisha Caldwell
Madison East High School: Sarah Motl, World History Honors
*The Tempest: Through a New Lens* (photography): This photo series displays critical events, themes and metaphors from and relating to *The Tempest*, by William Shakespeare. Each photo has been shot and edited by us to reflect the specific elements of the play from which we have drawn inspiration. Each photo is named, but the meanings for each open to individual interpretation. The project displays key elements from the play through, quite literally, a new lens.

Annabel Stattelman-Scanlan, Kat Hansen, Laura Gratz, Olivia Warnke & Logan Tyrell Swafford
Madison East High School: Sarah Motl, World History Honors
Abstract Symbolism in *The Tempest* (visual art): This project is a collection of abstract art relating to the narrative and descriptions of the events that took place in *The Tempest*. These art pieces represent the characters’ individual emotions and personalities. Audience members will be asked to interact with our art installation by responding to related questions.

Eva Paddock
Madison East High School: Sarah Motl, World History Honors
*Untitled* (stop motion animation): Since *The Tempest* is a play, it is best understood and appreciated in a staged or filmed format. This short film reflects the beauty of the atmosphere of *The Tempest*. There is no dialogue so that the richness of the writing might be represented purely visually. This allows the viewer to be immersed in the setting just as deeply as they would be while reading, while at the same time compacting the story into a short film. The film also incorporates the themes of jealousy, revenge and love that are so central to the play.

Lily Xistris & Kasia Ostrowski
Madison East High School: Cynthia Chin, AP Calculus & Sarah Motl, World History Honors
*Prospero’s Power* (maze): This project provides a visual representation of how significant the power of Prospero really is in *The Tempest*. It is a maze constructed out of styrofoam and cardboard, and small remote-control cars will represent different characters. The cars have to follow a specific path if they want to finish the maze. This represents the way the characters in the play have to go through certain trials which are ultimately controlled by Prospero and Ariel.

James Pope, Laura Dinh & Aysa Klecker
Madison East High School: Sarah Motl & William Gibson, World History Honors
*Painting on Canvas* (painting): This project is inspired by Miranda’s isolation and the pain it brings her in *The Tempest*. Miranda is a minority on the island and she is so far removed from society, residing in a place with only ocean everywhere the eye can see. Miranda may not appear to be the strongest character, but this project shines a light on how strong she must be just to live her life.

Maddie Conowall & Ayden Romer
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition
*Power Over the People* (poster): This project uses events and characters from *The Tempest*, along with current and past events in history, to explain how power is often used to control and manipulate people. *The Tempest* is a reminder that people have always and will always use power to control those below them.
Lauren Clemment  
Madison East High School: Amy Isensee, AP Language and Composition & William Gibson, AP European History  
The Tempest Project (painting): This project portrays the motives that drive power through the symbolism of a painting. Power is one of the most identifiable themes running throughout The Tempest and the relationships between its characters, such as Prospero and Miranda. The story’s happy ending is the product of intimidation and magic. In this painting, I have portrayed scenes involving characters who are either in power or powerless. This dynamic is similar to the real-world relationships of power between particular groups of people, such as the rich and poor.

Isaiah Agnew, Sam Bauman & Atticus Sutherlin Sovern  
Madison East High School: Amy Isensee, AP English Language and Composition & Cynthia Chin, AP Calculus AB  
The Manifestation of Manipulation (mobile): This project captures the flow of influence through the characters of The Tempest and their manipulative use of power. This mobile illustrates different characters’ power over one another through the placement of representative objects within a broader system of influence. The project shows the ties of influence using connecting threads between characters.

Olivia Lee & Harley Lee  
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition  
Caliban and Ariel (painting): This project displays Caliban and Ariel—along with their attitudes and characteristics—as imagined in The Tempest. The paintings include texture-like qualities that relate to how both Ariel and Caliban are treated by those with “higher powers,” such as Prospero and Miranda. Along with the paintings, there are small pieces of writing that further explain the paintings of both of these characters.

Calista Shirley, Elayne Quintanilla & Sydney Koch  
Madison East High School: Amy Isensee, AP English Language and Composition  
The Power of the Magic Island (visual art): This project explores the use of magic and power in The Tempest, focusing on Ariel’s transformation into a harpy by Prospero’s magic. Harpies are magical and powerful creatures. Our project understands magic and power to be the most important themes throughout the text, because they are what give the story depth. They make it possible for Prospero to have power over everyone and everything on the island, and they play a psychological role in how relationships are formed between masters and servants. The project explores how magic and power shape different types of relationships, such as those which are loving or hateful.

Sam Redemann, Liam Braddock & Quinn Koenig  
Madison East High School: Amy Isensee, AP English Language and Composition  
The Tempest and American Exploration (film): At the beginning of The Tempest, Prospero already has complete control of the island and has been living there for some time. However, he took this home from Caliban, the native of the island, because he was much more powerful. This project shows how Prospero claiming of the island for himself mirrors the history of European exploration in America and the expansion of colonial power that was happening at around the same time the play was written. We explore these similarities through animation and stop motion film: one representing Prospero claiming the islands, and the other Europeans claiming the Americas. The different styles of cinematography are woven together to help show that, though the circumstances around Prospero taking the island and the history of European exploration are different, the outcome and actions of the conquerors remain very similar.

Lily Anderson & Emily Patzer  
Madison East High School: Amy Isensee, AP English Language and Composition  
Prospero’s Reign (sculpture): Our project explores the manipulation of Ariel and Caliban by Prospero in The Tempest. This is shown through the magic represented in the lighted staff. The books piled at the
base of the staff represent the magical powers of Prospero, as well as the power that comes through knowledge. To either side of Prospero’s staff are sections representing Prospero’s servants. On the side representing Ariel, the border is made of clouds to show Ariel’s power in the air. At Ariel’s feet, the water demonstrates the power of nature and whoever can control it. In contrast, Caliban’s border is surrounded by rocks and moss to show his rough demeanor and hard exterior. Fire encircles his feet to display his anger and hostility towards Prospero. In the middle of the sculpture are figures, which represent Caliban and Ariel. Their costumes and design show different aspects that are specific to them, yet both are still shackled by Prospero’s reign.

Jane Hobson
Madison East High School: Amy Isensee, AP English Language and Composition
The Tempest Through Music (musical composition): This project is composed of short musical vignettes. There are brief melodies written for the following major characters in The Tempest: Prospero, Miranda, Ariel, Caliban, Stephano, Trinculo and Antonio. The melodies are designed to capture each character’s individual personality. There is also a written analysis explaining the interpretive choices for each melody. In addition to the vignettes, the project features one long composition that combines all the individual melodies and shows the complicated relationships between characters.

Sophie Mager, Lucy Soth & Julia Paella
Madison East High School: Amy Isensee, AP English Language and Composition
The Tempest: Choose Your Own Adventure (poster and book): This project is a “Choose Your Own Adventure” game based on The Tempest, focusing on a critical interpretation of the different characters and their goals and ambitions. The player is one of the nobles that has found him- or herself on Prospero’s island. Depending on the character, the player will have different things they want to accomplish. The ultimate goal is to become ruler of the island and control Prospero’s magic. How the player wants to accomplish that goal is up to him / her and the choices made.

Ella Nowicki
Madison East High School: Amy Isensee, AP English Language and Composition & Sarah Motl, World History Honors
Imagining Magic in Artistic Responses to The Tempest (poster): This project investigates the way magical characters and events are conceived in paintings, drawings, prints and stage productions of The Tempest from the eighteenth century: a period in which there was a growing interest in William Shakespeare that continues in the present. Responses to and recreations of magic and the supernatural can be analyzed within the artistic and social context of a work’s creation. Diverse depictions of the magic of characters and their environment are discussed, accompanied by images, in order to provide insight into the values and interpretations of artists and audiences. These representations illustrate the continuing but ever-changing impact of the world constructed in The Tempest.

Clara Kebus & Bella Scateni
Madison East High School: Amy Isensee, AP English Language and Composition
The Tempest: Masters and Servants (board game): The Tempest explores a world full of servitude and ownership. This project explores the play’s strong themes of loyalty and power, which are exemplified throughout and shape the very basis of the plot, as well as the structure of the island. Masters and servants coexist on an island where manipulation is key to the apparent abuse of power. Our board game provides an engaging presentation while also visually recreating scenes from The Tempest and acknowledging the themes of give and take. Players either become prosperous or fall to the low level of servitude. Similar to The Tempest, the board game is full of twists and turns that we hope will provide a deeper understanding of the complicated power structure within the text.

Miranda Murphy, Maycie Page, Faith Patten & Sadie Thorson
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition
Magic & Manipulation (game): This project explores the motives and actions of each character in The Tempest through a structured version of Dungeons and Dragons. In this game, players are required
to interact with one another, and to make decisions based on the characteristics and skills they are given. They also face obstacles within the game. An accompanying paper breaks down the reasoning behind the decisions that each character makes and how it affects the game in the end. Overall, the game focuses on certain themes from *The Tempest* like power and betrayal, as well as both the literal and figurative concepts of confinement versus freedom.

**Persephone Bates**  
Madison East High School: Amy Isensee, AP English Language and Composition  
*Ariel’s Fury* (sculpture): This project explores the use of magic, trickery, and the invocation of fear in *The Tempest*. These are used by Prospero to intimidate and guilt many different characters throughout the play, specifically in the scene in which Ariel appears as a harpy to Prospero’s brother, Antonio. The importance of these themes can be seen in Caliban’s connection to the island, Prospero’s wielding of magic, and Ariel’s servitude. Through this interpretation, this project examines the corruption of human nature and the connections between good and evil.

**Julian Kern Steffen & Riley Neckermann**  
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition  
*Puppet Master* (poster): This project details the complex network of relationships between the characters of William Shakespeare’s *The Tempest*. The connections and dynamics between each character are shown using string, and are described and explored through accompanying information. The overall design of the poster illustrates not only the complicated spiderweb of relationships in *The Tempest*, but also the puppeteer-like control that Prospero exerts over Shakespeare’s characters.

**Stella Ramsey & Maggie McGlenn**  
Madison East High School: Amy Isensee, AP English Language and Composition  
*Who Wore What: The Tempest* (multimedia project): This project displays the various personalities of the main characters in *The Tempest* through elaborate costumes accompanied by a modern costuming interpretation of a dress that Miranda would have worn. The use of colors and textures represent the bold characteristics of each individual in the play. Exploring expression through textiles contributes to a deeper understanding of the play by allowing the audience to see a physical portrayal of the character’s personalities.

**Daniel Obi**  
Madison East High School: Amy Isensee, AP English Language and Composition  
*The Power of Memory and its Effect on Those Who Harken* (scrapbook): In *The Tempest*, Miranda blindly trusts Prospero and believes everything he says to her. Knowing almost nothing about her past, Miranda trusts Prospero’s version of events. This project explores the connection between the stories that people are told and the memories that are created from those stories. The scrapbook contains photos and interviews in which people share stories from their childhood that they would have been too young to remember. Like Miranda, they must trust the stories they have been told by adults.

**Erica Werner & Marisa Williamson**  
Madison East High School: Amy Isensee, AP English Language and Composition; Cynthia Chin, AP Calculus AB; & William Gibson, World History Honors  
*The White Man’s Domain* (painting and photography): This project explores *The Tempest* as an allegory for the colonization of the Americas. Throughout the play, relationships between characters and the situations in which they find themselves have many similarities to real things that happened during colonization. By using photographs documenting the colonization of the Americas—and then by recreating the photographs to feature the characters from *The Tempest*—this project shows how Shakespeare’s play is a colonial allegory.
Blog of The Tempest (website): This project explores the dynamics of the relationships among the characters in William Shakespeare’s play while providing an analysis that encompasses the entirety of the play. Its unique approach allows for The Tempest to be seen through a much more modern lens, where social media is utilized. It also aids the audience by giving them a distinctive perspective of the play and a sense of how many conflicts are happening simultaneously.

Michaela Friedel
Madison East High School: Amy Isensee, AP English Language and Composition
Power Dynamics & Manipulation (puppet show): This project focuses on themes related to power, manipulation and social order in The Tempest. Prospero is represented as a literal puppeteer who controls other characters in the play because he often orchestrates events and manipulates characters to suit his own interests. Prospero’s puppeteering ranges from ordering his servant Ariel to cause rifts amongst stranded groups to blessing the royal marriage between his daughter and the Prince of Milan for his own selfish purposes. Almost everything that happens in The Tempest is a part of Prospero’s master plan to take back his rightful place as the Duke of Milan.

Elsa Ackerman, Colleen Milligan, Petra Jungbluth & Tessa Lynch
Madison East High School: Amy Isensee, AP English Language and Composition
A Psychosociological Character Analysis (poster): This project is a culmination of research on the psychological and sociological profiles of several characters in The Tempest. The visuals present the motives that drive each character. This project helps the viewer better understand the characters’ interactions with their environment by examining past familial relations, traumatic experiences and societal status.

Gino Vandenbrook & Emma Falk
Madison East High School: Amy Isensee, AP English Language and Composition
Tempest Bowl (pottery): This project explores the carefully crafted script and story of The Tempest through an equally detailed and artistic medium. The use of a bowl allows the viewer to visually interact with the text in a chronological fashion which displays significant characters and scenes. In addition, on the inside of the bowl, a map is used to represent significant locations. Our pottery piece allows viewers to easily interpret the complex story of The Tempest in an artistic, visual manner.

Jisselle Ayala
Madison East High School: Cynthia Chin, AP Calculus AB
Renaissance Mathematics (multimedia project): This project was created using footage of drawings rendered on a whiteboard and then sped up. The project’s aim is to look deeper into what might have been in Prospero’s library. This video focuses on Renaissance mathematics during the 1600s in England and how mathematics could have played a role in Shakespeare’s play The Tempest.

Meryem Aksbi & Lydia Nyachieo
Madison East High School: Cynthia Chin, AP Calculus AB
Education in The Tempest (Prezi presentation): This project analyzes the influence of education on the characters of The Tempest, including how varying forms and levels of education affect how they are portrayed, how they interact and what their lifestyle is like. Do our characters exhibit growth or fixed mindset? This presentation asks the audience to think about how the education process as reflected in characters in The Tempest is or is not similar to our education system today, and how such systems affect the people who go through it.
Ben Gillian-Daniel & Alek Rabago
Madison East High School: Cynthia Chin, AP Calculus AB & Sarah Motl and William Gibson, World History Honors

*Shakespeare & Sounds* (musical composition): This project is an original composition based on the emotions and tone expressed throughout William Shakespeare’s *The Tempest*, as well as two surviving original pieces from the composer Robert Johnson, who was chief lutenist under King James I. Inspiration is also drawn from modern renditions of these songs by groups such as the Royal Shakespeare Company. The goal is to help people better understand how music helped convey *The Tempest’s* meaning, as it was one of Shakespeare’s most musical plays.

Annie Motoviloff, Ariel Haber-Fawcett & Niamh Collins
Madison East High School: William Gibson, World History Honors & Cynthia Chin, AP Calculus AB

*Greed Gone to Flight* (costume): This project represents the scene in *The Tempest* when Ariel transforms into a harpy before Antonio, Sebastian and Alonso. In the monstrous form of a harpy, Ariel is used by Prospero as a tool for control over those who are guilty of overthrowing him. The harpy symbolizes the themes of greed and lust for power that William Shakespeare portrays through many of his characters. The power of the harpy both condemns and motivates evil, beginning to drive the men of Naples and Milan mad. Darkness infects the men and they cannot escape from it. The winged costume conveys greed as a distorted reflection of one’s own self through shiny aluminum feathers. The jewel-encrusted crown represents constant power struggles of the play. The tattered black cloth on Ariel’s body illustrates the encroaching shadow of greed forever intertwined with a strain of golden thread.

Kaela Henkel
Madison East High School: Judy Gump, AP English Language and Composition

*The Tempest from a Biblical Perspective* (poster): This project compares characters’ morals and significant events in William Shakespeare’s *The Tempest* with those found in the Bible. It also compares the overall story line of *The Tempest* and the Bible, expanding on their messages to their audiences.

Aminata Jammeh, Siti Hydara, Rachel Odjedele, Nyagoah Biel & Ashley Thao
Madison East High School: Judy Gump, AP English Language and Composition

*Injustice Anywhere is a Threat to Justice Everywhere* (poster): This project focuses on Caliban and how he is oppressed in *The Tempest*. We consider how Caliban’s oppression is similar to that of different groups of people who have been and are oppressed in society. The project draws connections between the world of *The Tempest* and the real world in order to look at the similarities in how Caliban and others are treated by their oppressors.

Tiana Brown, Kiara Gray & Soukeye Ndoye
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition

*Island of Freedom Seekers* (diorama): This interactive poster explores the concept of freedom and different perspectives of freedom held by the characters in *The Tempest*. We will compare modern day perspectives of freedom to the perspectives of William Shakespeare’s characters.

Marissa McMiller
Madison East High School: Judy Gump, AP English Language and Composition

*What Holds Temptation in Your Life?* (scrapbook): This project explores concepts—such as power, revenge and temptation—that are significant in *The Tempest* and put them into questions. The project asks audience members the following question: if put in the character’s situation, how would you act towards the people in your life? It will help people develop a deeper understanding of *The Tempest* in a more modern way.
Morgan Merline & Caleb Smith
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition
*Untitled* (model): This project looks at the first impressions given of the characters who arrive on the island through the unfortunate event of a shipwreck in *The Tempest*. It also considers the final impressions of them as they reunite at the end of the story. This project explores the influence of events that the characters face throughout their journey through the significance of a model ship. Made of legos, the model is made to imitate the imagery seen in William Shakespeare’s writing.

Nico Reyes & Garrett Smyth
Madison East High School: Amy Isensee & Judy Gump, AP English Language and Composition
*Blood Betrayal* (film): This project deals with the overarching theme of power—and the desire for power—that is present in *The Tempest*. It explores how this desire is still existent in today's society in areas such as politics, and how that presence of power can lead to corruption, destruction and division.

Augie Voss & Jules Eicher
Madison East High School: Amy Isensee, AP English Language and Composition
*Magic in The Tempest Explored Through Photography* (visual art): This project examines and explores the various instances of mysticism, magic, and the supernatural as they occur in *The Tempest*, with visual interpretations created through photography. *The Tempest* takes place in a realm rich with magic, and its role is prominent both in the plot and in the setting. Through photography, we can bring magic into our own world, recreating spells and illusions and adding a modern touch.

Lukas Coffin Ness, Isaac Wasserman & Gabe Wasserman
Madison East High School: Sarah Motl & William Gibson, World History Honors
*The Flag Throughout Time* (flag): The wide range of characters portrayed in William Shakespeare’s *The Tempest* can all be related to current problems in how the world is structured today. The project depicts the characters in a way that is modernized through the creation of a unique emblem. A wide range of characters have been selected and their individual emblems are placed on a flag to show how, though everyone is drastically different, all are related in more ways than they might realize.

Emily Richter & Rachel Richter
Madison East High School: Amy Isensee, AP English Language and Composition & Cynthia Chin, AP Calculus AB
*Prospero’s Journey: Magic vs. Knowledge* (board game): The goal of the game is to move to the end of the map. Each player is playing as Prospero and there are two different strategies. Throughout *The Tempest* there are themes of knowledge VS magic, Prospero embodies both characteristics. There are two decks, the Magic set (which is more of a ‘sabotage strategy’) and the knowledge set (which is more ‘bettering oneself strategy’). The sabotage strategy is more magic focused cards. For example one card might say and it would cause the targeted player to move back three spaces. The knowledge cards are more likely to help oneself as opposed to targeting other players. A knowledge card would help you avoid a potential event.

Phoebe Kimes & Reyna Koran
Madison East High School: William Gibson, World History Honors
*The Tempest Told in Acrylics* (painting): This project imagines the scene in which the ship is wrecked at the beginning of *The Tempest*. It was our favorite part of the play because it portrays the emotions of Prospero, Miranda and the crew on the ship. These emotions help us to decipher the scene of the shipwreck and, more broadly, the play as a whole. The goal of our artwork is for the audience to feel the emotions: the desperation, the animosity, the alarm and others, which viewers themselves will feel while looking at it.
Aphelion Rishel, Khailanii Slaton, Emma Havens & Molly Najdowski
Madison East High School: Sarah Motl & William Gibson, World History Honors

η Τρικύμια μουσικά σουίτα (I Trikymi Mousiki Souita) (musical composition): This project consists of a musical suite whose movements are based off of the significant events in The Tempest. This project more accurately reflects the journey of The Tempest by emphasizing particular points in the plot. It focuses on the most important things within the story (rather than the story in its entirety) in order to find its overarching movements.

Matthew Podolske
Madison East High School: William Gibson, AP European History

Music of The Tempest (musical performance): This project consists of a musical performance that represents The Tempest. It shows the tone and moods of the play using a medium other than acting, as I think music helps drive a play forward. The music helps one envision play without a visual aid and helps you think about it in a new way.

Evan Crabb & Julian Rohn-Capellaro
Madison East High School: William Gibson, AP European History

Il Pesce Umano (sculpture): William Shakespeare’s Caliban has been a topic of wide debate among critics and scholars. Some view him as representative of the plight that so many indigenous people faced during European colonialism. Others view him as a ghastly creature who serves solely as the antagonist. As for Caliban’s physical characteristics, the debate derives from the scant description provided. Other than Trinculo’s quick and babbling portrayal, Caliban’s anatomical features mostly left for interpretation. We decided to formulate our own representation of Caliban through sculpting. Our interpretation depicts Caliban as both a monstrous creature and a victim of the colonial slave trade and imperial expansion.

Ethan Olson, Ludo Wedge, Cash Buske & Henry Gibson
Madison East High School: William Gibson, AP European History & Judy Gump, AP English Language and Composition

Power (board game): Named after one of the key elements of The Tempest, our board game explores the different paths of characters’ search for power in William Shakespeare’s play. Following the paths of Prospero, Caliban, Stephano and others, players are able to experience events that happen in the text as they play the game. The game incorporates details taken directly from the book, connecting play closely to the storyline. Be ready to immerse yourself in the world of The Tempest!

Nicole Bowden
Madison East High School: William Gibson, AP European History

The Reality of The Tempest (painting): This project focuses on how the characters of The Tempest view the setting of the island and where they end up at the end of the play as a result of the decisions they make. It includes a small display of the island and the characters as they walk through a portal of reality into the final scenes in the kingdom. Reality is clouded by magic, and this duality is only furthered by the influence of personal perspective on perception.

Veronica Mingle, Ellie McLean, Liam McCarthy, Hannah Gottschalk, Evan Callister-Craig, Sam Trudell, Tate Sayre, & Jude Langhammer
Madison East High School: William Gibson, World History Honors

All the Devils are Here (film): Inspired by how film trailers are able to take the essence of a story and create a powerful collection of brief clips that can capture the viewer’s attention, this project condenses some of the key events of The Tempest into a film trailer for the text. It includes portions of the play’s most thrilling scenes, hoping to pique the interests of the audience and leave them wanting more.
Chloe Czachor, Sophia Montgomery & Gemma Koester-Jess
Madison East High School: Sarah Motl & William Gibson, World History Honors

_Ariel: A Comprehensive View_ (multimedia project): William Shakespeare’s _Ariel_ has been depicted in many different forms across different interpretations of _The Tempest_, specifically in relation to gender. Because of this, _Ariel_ is often thought of as genderfluid or gender non-conforming. The spirit’s gender is generally up for interpretation, either according to the vision of the director or the reader. The interpretation we have drawn—both from reading the play’s script and watching film adaptations—is that _Ariel’s_ gender can change as fluidly as they can change shape. The dress we made showcases the more feminine aspect of _Ariel’s_ character. _Ariel’s_ more genderfluid and masculine forms are represented in drawings of _Ariel_ as a water nymph and a harpy.

Paris Morgan
Madison East High School: William Gibson, World History Honors

_Untitled_ (drawing): This project depicts Prospero with a chain around _Ariel’s_ and _Caliban’s_ necks, exploring his power and dominance over others in _The Tempest_. It asks the audience to take a closer look at the picture and interpret the drawing in their own words, because a picture says a thousand words. It is motivated by the many scenes in _The Tempest_ which showcase Prospero’s magic in the Mediterranean islands and how he was able to subjugate Sycorax’s son, _Caliban_, and the spirit, _Ariel_. The drawing reflects a critical interpretation of the text by featuring the ambition and prowess of Prospero, and how he and _Miranda_ were able to move beyond their harsh past that was the curse of a brother’s betrayal but also a blessing.

Eric Bishop, Marycruz Cordova-Hernandez, Brandon Hernandez & Joksan Romero Flores
Madison East High School: William Gibson, World History Honors

_The Emotions of_ _The Tempest_ (painting): This project represents the four main characters of William Shakespeare’s _The Tempest_, and the emotions that they express throughout the play. It shows _Caliban_ with his hate and anger; _Ariel_ with his fear, obedience and gratitude, and _Miranda_ with her love and loyalty. Together, they help to create Prospero’s mixed feelings and the tempest that he conjures up.

Bridget Schlichting, Evelyn Betts, Liam Duffy & Max Loetscher
Madison East High School: Sarah Motl & William Gibson, World History Honors

_The Tempest_ (board game): This project helps to explain _The Tempest_ by going in depth into the different trials and adventures that the different characters go through. Using a board game helps to explain the different challenges that the characters have to face throughout the journey of the story. In this creative format, it helps to draw attention to the details of the book in an interesting way to understand the different aspects of the play. Once the characters get to the island, the different parts of the game will reflect the journeys they go on.

Joe Hauge
Madison East High School: William Gibson, World History Honors

_Prosporo in Cuba_ (PowerPoint): This project compares and contrasts Prospero’s story in _The Tempest_ to the treatment of prisoners in Guantanamo Bay, Cuba. It explores the similarities between why Prospero was sent to the island and why prisoners from the War on Terror are sent to Guantanamo Bay.

Ian Vize
Madison East High School: Amy Isensee, AP English Language and Composition & Cynthia Chin, AP Calculus AB

_Adaptations of_ _The Tempest_ (essay and presentation): _The Tempest_ has been adapted many times since its creation in the early 1600s. Each adaptation carries with it a representation of the state of the world at that time, with the characters and differences of these adaptations reflecting that state. Characters such as _Prospero_, _Ariel_ and _Caliban_ were all created to represent certain aspects of William Shakespeare’s world. However, as times changed, the play’s characters changed as well. This variation
can be viewed as an insight into the time-period in which each adaptation was created, as the characters and portrayal of the main aspects of the original play continue to be modified to better fit the ideas of modern times.

Rose Caplan  
Madison East High School: William Gibson, AP European History  
*Sticky Fingers* (sculpture): This project explores Prospero’s underlying presence throughout every part of *The Tempest*. This sculpture takes a look at how Prospero orchestrates many of the key points of the story line, and brings into question the authenticity of *The Tempest*’s happy ending. “Sticky Fingers” is a sectional wheel-thrown vase that utilizes hand-sculpted elements as well as carving work to illustrate the many ways in which Prospero gets his fingers dirty.

Rose Caplan

**MILWAUKEE HIGH SCHOOL OF THE ARTS**

Princess Vaulx  
Milwaukee High School of the Arts: Alexander Branderhorst, English 11  
*All These Thoughts* (musical composition): In this project, I wanted to explore how the concepts of ideas and thinking appear in *The Tempest*. Through an original musical composition, I was able to capture Antonio’s thoughts and what tempts him to betray his brother in the play. The song explores how thoughts can be used to control others.

Ariela Baez  
Milwaukee High School of the Arts: Alexander Branderhorst, English 11  
*Ariel’s Despair* (drawing): This is a tragic piece of art about the character Ariel. The first panel shows Ariel trapped in the trunk of the tree. The second panel shows Ariel free after Prospero released him. The third panel shows Ariel trapped once again in the Duke’s hands.

Martin Campos  
Milwaukee High School of the Arts: Alexander Branderhorst, English 11  
*This is How I View It* (painting): I wanted to explore the theme of slavery as represented in *The Tempest* and capture it in a landscape painting with a more urban setting. The painting plays with the idea that freedom could be a world without order (which Gonzalo suggests in the play), but that this might not work out the way Gonzalo envisions it.

Kenedy Curry  
Milwaukee High School of the Arts: Alexander Branderhorst, English 11  
*Depths of a Heart* (painting): My project explores the theme “forgiveness” as it is represented in *The Tempest*. In the painting I show Prospero forgiving his brother Antonio. The painting adds drama to the scene with a landscape of ocean and island details. Antonio is almost crying behind Prospero. Miranda, is nearby, but somewhat oblivious to what is going on.

Trinity Davis  
Milwaukee High School of the Arts: Alexander Branderhorst, English 11  
*The Tempalia* (poster): My poster explores the love between Miranda and Ferdinand. I wanted to create a name for the type of love they have and I chose the word “tempalia.” I will also be passing out love favors to attendees of the conference.

Taviana Gaona  
Milwaukee High School of the Arts: Alexander Branderhorst, English 11  
*Inside Demons Collide* (painting): This painting depicts a girl and a boy (each on separate canvases). Both have holes in their heads with their “demons” escaping and colliding with each other. I wanted to capture the nature of our own mental monsters as inspired by the complex nature of *The Tempest*’s monsters, Caliban and Ariel.
Savanna Gulley & Brenda Smoot
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
Ariel (costume and original rap composition): In this project, we wanted to think deeply about the character of Ariel. We have created an original costume that captures the complexity of the character. We also created an original rap about Ariel’s life and what he’s been through, what he’s done, and why he’s doing the things he does.

Mikaili Hunter
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
Adventure (visual art): I wanted to draw on the theme of man versus nature as imagined in The Tempest. The drawing shows a small group of people out on an adventure, struggling to survive, and dealing with monsters they encounter.

Tai-Lynne Rush
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
Prospero (sculpture): I am interested in Prospero’s obsession with knowledge and how his pursuit for learning (which most would consider to be a positive trait) actually blinds him. I have designed a sculpture in which Prospero’s books surround him like the walls of a prison—a prison of his own making.

Paul Sandburg
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
When We Don’t Learn from History: I am interested in Prospero’s quest for knowledge and that made me want to study more about the lost library of Alexandria. Prospero would have never wanted to leave the library. I also found it interesting that all the knowledge of the world was supposedly contained in that library and it was completely lost to the world.

Mackenzie Schneider
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
Monster/Man (visual art): My project considers what makes someone a monster or a human. I constructed a frame of reclaimed wood to remind us of Caliban and Ferdinand’s labors while carrying wood on the island. Look for a distorted image of yourself in the aluminum background to see if you are a monster.

Jesus Vazquez
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
Who Do You Think You Are? (multimedia project): The Tempest is insidious on the one hand: it dwells on the negative natures of humans. On the other hand, it speaks strongly about love, courage and bravery. I have created a program that will use questions to identify which character is most like you. Log-in to find out which Tempest character you are.

Francina Wright
Milwaukee High School of the Arts: Alexander Branderhorst, English 11
Tempest Prop Museum (museum collection): My project displays different prop items that are used or mentioned in The Tempest and explains where they appeared or might have been used in the play, their importance, and why I found them interesting.

Chardonay Hill-Amphy & Honey Herr
Milwaukee High School of the Arts: Krista Claypool, Honors English 10
With Open Arms (musical composition): Our project translates the script of The Tempest into a musical form. We added a modern rhythm and made some adjustments to the text. The musical composition we have created is a love song focusing on Ferdinand and Miranda’s relationship, and what their love stood for. It starts with their first encounter with each other and ends with their marriage. Although the play did not depict their actual marriage, it did foreshadow its inevitability. Therefore, we
have chosen to make the project’s setting their wedding, as they reminisce the memories of their time spent together. This project shows Miranda and Ferdinand’s perspectives and how they fell deeply in love with each other at first sight.

**Armani Burrows**
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Afraid but Not Alone* (interpretive dance): My dance creates an image of Miranda’s feelings. In the story, *The Tempest*, Caliban tries to rape Miranda. My dance piece reflects a critical interpretation of the text because it involves slow and intense movements that show how Miranda felt. At the time I think Miranda felt scared and hurt. My dance shows emotion that reflects on those feelings. My aim is to create a visual interpretive dance piece that reflects Miranda’s experience.

**Shayla Durham-West & Belia Villa**
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*The Magical Storm* (painting): Our project focuses on magic and exhibits the significant role it played in *The Tempest* through a visual work of art. Magic was the root of all the conflict within the book. Our work displays the scene of the second shipwreck that was started by Prospero’s magic. In our painting, Prospero is visibly manipulating his sorcery as the ship with the other men is sinking. To represent all the conflict that was caused by his magic we painted the scene in a style that conveys intense emotion. We also used harsh brush strokes that represent the cruel treatment that each character gave and received. Dim, gloomy colors represent the pain that the characters experienced from the betrayal inflicted upon them by the ones closest to them.

**Jaterria Harris**
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Let’s Get Down with The Tempest!* (original rap composition): I created a rap based on the circumstances which landed Prospero and Miranda on the island. This project consists of my voice and a beat in the background. I want the audience to feel the emotions that the characters experience when they hear it.

**Jonah Roth & Mikayla Sherman**
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Ballad of Miranda* (original musical and spoken word composition): Our project is an original musical and spoken word interpretation of multiple scenes in *The Tempest*, centered primarily on Miranda’s perspective. The piece’s aim is to express how the unique experiences of her life—such as being stranded on an island for twelve years before suddenly being the center of the main conflicts of the play—have affected her emotionally. This is generated through a fusion of modern styles of spoken word and mandolin accompaniment loosely based on traditional European music from the Renaissance (to represent the time and place in which *The Tempest* itself was famously written).

**Nataya Luangphaxayachack**
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Search it! Solve it!* (game): My project is a game of my own creation. In the game, players are given a picture card they must use to find which toy trinkets in the puzzled bottle represent which scene in *The Tempest*. My main idea is to focus on how things can symbolize a big matter in the play. I thought of this idea because *The Tempest* consists of many extraordinary events, such as Prospero’s use of magic powers or the ship that was at wreck. I wanted to design a game with a vivid and complex look that would help people get an overall visual of *The Tempest*. Through physical and interactive activity with the audience, they game helps others fully understand what the main idea of *The Tempest* is.

**Destiny Haynes-Dooley**
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*The Wrecked Ship* (visual art): My project is an interpretation of the shipwreck from Act 1. It is a grayscale drawing on canvas. I wanted to show the emotions of the passengers in the ship through the
storm at sea. The tempest that is depicted in the piece reflects the conflict that occurs between the characters onboard the ship.

Alyssa English, Shenika Jackson, Taz Compton, Taylor Phillips, Irais Gonzalez & Andrew Campa
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*The Haunted Tempest* (theatrical performance): We wrote a modern adaptation of the play in which some of the characters appear as ghosts. We chose to do this in order to change the perspective through which many people view William Shakespeare’s *The Tempest*. Our piece is about a ghost who mistakes two brothers as people from his past and causes havoc because he has held a grudge. The ending results in forgiveness, signifying that the ghost can move on—just as in Act 5, Scene 1, when Prospero forgives Alonso and Alonso restores Prospero to the Duchedom of Milan.

Mikaylah Lindsey
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Insightful Beauty* (multimedia project): My project uses multimedia to stage a modern conversation between multiple characters from *The Tempest*, through the project focuses primarily on Miranda and Ferdinand. It uses some of the quotes from the story to offer insight into their relationship and how it came to be. This project shows many of the characters in terms of their true selves and their intentions. Hopefully, it will help others develop an easier understanding of Prospero’s presence in their relationship and how their relationship is important to *The Tempest* overall.

Alexis Sherrer
Milwaukee High School of the Arts: Krista Claypool, Honors English 10

*Tempestuous* (multimedia project): This project reflects what I feel are the most important aspects of the five acts in *The Tempest*. It conveys the feelings that are displayed throughout the play. This helps the viewer relate to the cast by simply observing the art pieces. Each artwork uses watercolor to emphasize the idea of being stranded on an island and surrounded by miles and miles of water. Therefore, the setting of *The Tempest* is captured through the project’s use of media.

NEW HORIZONS FOR LEARNING CHARTER SCHOOL

Olivia Adams & Emaul Carter
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

*Invisible Ink* (art installation): Our project is an art piece that features all of *The Tempest*’s characters’ faces on a board. Conference attendees will have to figure out which character is which by finding a word that represents his or her unique personality attribute hidden somewhere in their portrait. Our goal is to help the viewers of the portraits think about the main characters’ qualities and why those qualities are significant to the play.

Anthony Balistreri
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

*Taking on the Spirit of Ariel* (performance art): *The Tempest* is a play with several dynamic characters who have a strong connection to the theme of the supernatural. One of the characters who peaks my interest because of this theme is Ariel. My project intends to spark an interactive discussion about the power of the supernatural prevalent throughout *The Tempest*. I have sown a costume for Ariel, and will take on his / her spiritual persona as I interact with Great World Text (GWT) participants.

Ethan Brockman
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

*The Tempest: Revisited* (film): My project is a “jigsaw puzzle video” that blends various *Tempest* clips from performances over the past 50 years. I have chosen clips from a variety of different genres and media, including the stage, live-action adaptations, animated films, and photography of William Shakespeare’s *The Tempest*. My project reveals various renditions of the play to show a diversity of
interpretation while engaging viewers on how these different interpretations might relate to their own understanding of the play and its meanings.

**Cole Compton & Hollin Leair**
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

**Tempest-Inspired Clothing** (fashion design): In William Shakespeare’s *The Tempest*, clothing makes a significant statement about social class in Europe during the early 1600s. On the surface, we learn that the characters on the island reveal their social and economic class by what they say, how they interact, and what they wear. While Shakespeare makes a social commentary on stage, he also breaks from the social confines of the times and brings the stage to the poor. It is that audience which is our focus. Shakespeare kicked open the theatre doors to the poor, who were historically excluded from the arts. Like Shakespeare, whose focus was to engage his audience, we, too, aim to engage our audience: students, teachers, and UW faculty attending the Great World Texts in Wisconsin Annual Student Conference.

**Eddie Carter Jr.**
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

**The Storm** (diorama): This diorama depicts scenes from the first act of the play. The diorama is constructed primarily out of legos. I chose these scenes because they are very energetic and draw the reader/watchers into the action, particularly the conjuring up of the that leads to the shipwreck. This is a great way to start a play/story because it makes the reader think something big is happening, and makes him want to figure out its cause, what is really going on behind the scenes of what we can’t see, and the reasoning behind the story’s events. This project will spark rich discussion about the significance of the play’s opening scene.

**Keandre Cecil & Savannah Beck-Vasquez**
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

**Tempest Mahjong** (game): For our project we made a Mahjong game with pictures of the characters, words and items that are important in the play. Mahjong is a level-based matching game where matching symbols and numbers are the key to success. There are certain ways the player must match the pieces or else s/he will get stuck with pieces that do not match, which then results in a loss. The object of this game is for the player to remove all the tiles from the board. The player can move a tile either to the left or the right without touching the other tiles which are designated to be exposed. S/he must have tiles that are identical. The game is a fun way to review the characters and events of the play that we all love and enjoy! There will be candy as prizes that are made in England because Shakespeare was born in England. Mahjong was originally made in China but was since then adapted throughout the world and was played by many people in the U.K.

**Antonio Hardin & Malcolm Kanady**
New Horizons Charter School: Bohdan Nedilsky, Renee Glembin & Brandon Hemphill

**The Perception of People as it Relates to Acceptance** (presentation and performance): When examining *The Tempest* and the symbolism of the characters in the story, we discovered they represented more than just fictitious characters. Our project focuses on Caliban because in context of the story he was seen as monstrous, illiterate, foreign and was not accepted by the other individuals on the Island that was originally his native home. Figuratively, Caliban represents individuals in communities and even some countries that faced or continue to face gentrification and colonization. Whether it be the colonizing of India by Great Britain in the past, or the gentrification of urban communities in modern times, people who are viewed as “foreign” are not always accepted and are forced outside of their homes and places of comfort. This project consists of a presentation that focuses on these issues. It highlights people who, as result of being viewed as strange or who just are not accepted, were forced out of their homes or their places of comfort, and examines why this occurred. Malcolm will dress up as Caliban and demonstrate his appearance and actions during the presentation.
Max Kailhofer
New Horizons Charter School: Bohdan Nedilsky, Renee Glebin & Brandon Hemphill

Dramatic Digital Artworks Dialogue (digital art): To demonstrate my understanding of Shakespeare’s The Tempest, I created digitally composed artworks made with Adobe Illustrator. These pieces are based on three scenes from The Tempest (Act 1: scene 1; Act 1:scene 2 and Act 3: scene 3) that I find to be visually gripping. Through these works, I share my interpretation of the text with the audience. Sparking discussion and “making meaning” through the eyes of conference participants is my goal.

James Johnson & Emilia Frank
New Horizons Charter School: Bohdan Nedilsky, Renee Glebin & Brandon Hemphill

“Tempestopoly” (board game): Characters in The Tempest were sent to an island on a storm-tossed ship and were left there to survive. In our project, we’ve chosen to implement our search and rescue skills into the story by creating a board game that explores how the characters could survive on the island. For example, the quest for the character Prospero would involve collecting tools most beneficial for his survival. Characters also barter with TEMPEST DOLLARS to get more tools. Then, at the end of the game, whoever collected the most appropriate tools wins. The types of tools they collect will symbolize something about the characters’ traits or themes from the play.

Kyle Schmitt
New Horizons Charter School: Bohdan Nedilsky, Renee Glebin & Brandon Hemphill

Race to Freedom (board game): An interactive board game that includes characters from The Tempest. Caliban, Ariel and Prospero are game pieces. Compete with a Great World Texts (GWT) attendee and try to finish all of Prospero’s tasks successfully. Players take on the charter of Caliban and/or Ariel as they compete for freedom. There will be a path on the island board game for each of the different tasks that Caliban and Ariel were given in The Tempest. After players make it to the task space or square, they must go back to Prospero and report to him that the tasks are completed. Each task demand and board distance will become incrementally more challenging as the game goes on. Additionally, there will be setbacks in place and things to distract your character from completing each assigned goal. Whoever completes and reports all the tasks to Prospero first will win the game and gain freedom from Prospero’s grasp.

Tyler Steward
New Horizons Charter School: Bohdan Nedilsky, Renee Glebin & Brandon Hemphill

The Tempest: A Graphic Novel (illustrated text): I have recreated Scene I of William Shakespeare’s The Tempest as an “interactive” choose-an-alternate-ending graphic novel. I have left the end frames open so that the viewers can create their own alternative ending to the classic play.

Wes Vuorinen
New Horizons Charter School: Bohdan Nedilsky, Renee Glebin & Brandon Hemphill

The Quest and Dangerous Voyage for Discovery (film): My project focuses on Act I, Scene I. The significance of the shipwreck in William Shakespeare’s The Tempest is explored by my video narration, which focuses on the risk and dangers of sea voyage and exploration, as well as the exotic mystery surrounding such voyages, including the famous Wisconsin shipwreck of the Edmund Fitzgerald.

Jayla Walker
New Horizons Charter School: Bohdan Nedilsky, Renee Glebin & Brandon Hemphill

Shimmer Me Tempest (musical composition): Throughout The Tempest, the musical and lyrical accompaniment of the fairy Ariel plays an important and symbolic role. For my project, I will embody and be singing a song by Ariel, Prospero’s conspiratorial and enslaved fairy. The song that I sing is my own original remix.
Emmeline Liske
Oshkosh North High School: Jason Cummings, English 2 Honors

*Caliban: Devil or Man* (musical composition): My project is a composition for French horn and piano that represents the way Caliban was colonized by Prospero. The opening and closing sections are violent, loud and dissonant, representing the inhuman way Prospero viewed Caliban. The calm middle section represents Caliban’s equally capable mind and his extremely human characteristics. At the climax, the two themes face off back and forth much like the internal struggle Caliban may have been facing. This piece captures not only colonization in William Shakespeare’s *The Tempest* but any situation in which settlers establish control over indigenous people.

Gwen Maurer
Oshkosh North High School: Jason Cummings, English 2 Honors

*The Tempest Suite* (musical composition): My project is a violin suite depicting the different events and characters within *The Tempest*. I used the way Shakespeare described each character or event to decide what the mood, tempo, key, and tone of the movement will be. I took a modern approach to each piece of music, making them about defining the character, or expressing the event fully. There are different changes in each movement, tempo or key that represent the different changes in a character that happen in *The Tempest*.

Ally Hansen
Oshkosh North High School: Jason Cummings, English 2 Honors

*Chess*: *Tempest Edition* (board game): The two sides—Prospero’s and Alonso’s—displayed a rivalry in the play where both had a strong ambition to win. The chess game I have created represents this conflict between the two leaders, as well as between the other leaders that were affected and ultimately pulled into their “game” as well. Although the main goal is to defeat one’s opponent—just as Prospero aimed to defeat Alonso and vice versa—there is more to the game than winning. Prospero created a game amongst the people on the island and he played them like pawns, like a competitor would do during a game of chess. The two sides had a long-lasting opposition against each other, a strong desire to win, and a strategy for how to ultimately win against their opponents. Game players will engage in a similar experience while playing this *Tempest* edition of chess.

Miranda Leggett
Oshkosh North High School: Jason Cummings, English 2 Honors

*The Social Classes of The Tempest: Past to Present* (multimedia project): My project focuses on the different levels of social class represented in *The Tempest*, and their comparison to social classes of today. Each side of the rotating piece contains one character mask along with items representative of their social class, plus a brief explanation of the items and that class connects to today. The characters I chose to feature include King Alonso, Trinculo, Stephano, and Miranda.

Bryana Williams & Meagan Peterson
Oshkosh North High School: Jason Cummings, English 2 Honors

*The Past of Sycorax* (journal and object collection): Our project consists of a journal that tells the story of Sycorax’s past from her perspective. The luggage contains objects Sycorax writes about in her journal, such as her magic staff. The project provides insight into what the island was like prior the arrival of Prospero, Miranda and the others. We hope this project reveals the past of the island and Sycorax, so that it is less of a mystery to readers.

Jaime Thor
Oshkosh North High School: Jason Cummings, English 2 Honors

*The Tempest “Werewolves” Game* (game): This game is based off another game called “Werewolves” AKA “Mafia”. Each player gets a card featuring a character. Depending on the card drawn, players either gain some type of special power or none at all. The game is structured around
conflict between the good guys versus the bad guys. In the game, Juno, Ariel, Prospero, Miranda, Caliban and the strange shapes must try to figure out the identity of the would-be killers (Sebastian, Alonso, and Antonio). The project is related to The Tempest because each character has powers that reflect their role in the play. For example, Juno gets to choose two people to become star-crossed lovers since she is the goddess of marriage.

Payton Bartow, Reilly Bartow & Eddie Hansen
Oshkosh North High School: Jason Cummings, English 2 Honors

The Stormy Cake (3D model): When asked to do a project on The Tempest for Great World Texts we decided that a 3D model of the first scene would be a good way to express our creativity and vision. We set out to make a cake, a plaster molded island and boat, and an LED storm display. All of the elements of the project came together to create an exceptional model of the first scene. Additionally, you will find some of the characters inhabiting the island.

Megan Schulte
Oshkosh North High School: Jason Cummings, English 2 Honors

From the Hands of the Creator (oil painting): My painting reflects the many themes that William Shakespeare incorporates into The Tempest, from bondage to manipulation and magical powers. The painting portrays the first scene from the play where the ship is sailing through Prospero’s storm. It uses colors, textures and composition to enhance the image and perspective. Viewers can interpret this painting in many different ways depending on their point of view on The Tempest.

Lauryn Rammer
Oshkosh North High School: Jason Cummings, English 2 Honors

Island Emotions (original ukulele composition): My project is an original ukulele piece that represents the different themes and emotions that carry throughout The Tempest. The song moves through the story and presents the emotions of each large event within the play. My goal is to portray William Shakespeare’s play as one that is full of depth and meaning, since some students might view it as boring and meaningless. I hope that the people listening to my song are able to follow along with the story and recognize each event just by listening.

Maddy Maher
Oshkosh North High School: Jason Cummings, English 2 Honors

The Blue-Eyed Hag (acrylic painting): I used different acrylic paints and strokes to portray the witch Sycorax. My painting utilizes several greys, blacks and whites to create an unnerving and mystical look. In Act 1, Scene 2, Prospero describes her as one “who with age and envy / Was grown into a hoop.” I tried to vary the uses of blacks to show her true age before her death. My painting also focuses on Sycorax’s blue eyes. I tried to recreate her as she is originally described in The Tempest. Textual analysis suggests that her blue eyes may have stemmed from either pregnancy or tiredness, but being of African descent her heritage can be questioned, since blue eyes was very uncommon in this region. I chose to make her eyes completely blue to show that she was different and that sorcery may have altered her appearance.

Anna Weidemann
Oshkosh North High School: Jason Cummings, English 2 Honors

Prospero’s Spell Book (magic book): I chose to re-create Prospero’s spell book because I always found it interesting how much control he possessed over everything from creating a storm to making Miranda fall asleep by the touch of his hand. I was intrigued by Prospero from the beginning, when we found out he was stripped of his dukedom due to studying spells, magic and not paying attention to his people. All the spells in this book are based upon some part of The Tempest.

Kiara Blake
Oshkosh North High School: Jason Cummings, English 2 Honors

The Servant and the Slave (watercolor tapestry): This tapestry shows Prospero’s control over Ariel and Caliban, and the struggle of these two enslaved characters throughout The Tempest. The tree
represents Prospero, its far-reaching roots and branches representing the way Prospero’s power extends through all the characters in the story and all throughout the island. Ariel’s leg is trapped by a branch of the tree to show the way s/he is more of a servant to Prospero, while a root wraps itself around Caliban’s neck to show his status as a slave. Ariel’s leg is also trapped to show that after s/he broke free from her/his imprisonment in the tree by Sycorax, s/he never fully escaped because Prospero caught hold of her/him. The choking of Caliban also represents the way Caliban’s enslavement was more painful than Ariel’s because of Prospero’s betrayal of Caliban, which is mentioned throughout the story. Caliban is shown in the water because of the way he is compared to a fish, and the water and storm represents both the characters’ struggle and the storm which opens the action of play.

Zahara Poe
Oshkosh North High School: Jason Cummings, English 2 Honors

The Tempest Picture Book (pop-up book): I decided to create a re-telling of The Tempest using only paintings. My main goal was to make the events and characters recognizable to those who have read The Tempest and to those who have not. Those characters who are related have the same eye color and hair for this reason (Antonio, Prospero and Miranda all have green eyes and blond hair, while Alonso, Sebastian and Ferdinand all have brown eyes with brown hair). There are subtle hints that Prospero and Ariel are behind the events that happen to Antonio’s group. I chose the events that I believed are of most importance to include as well as some events that serve as context. Although The Tempest officially starts with the storm, I included a prologue to show why Prospero is manipulating Antonio and his group. Enjoy!

Brock Doemel, Jack Hilt & Ethan Stelzer
Oshkosh North High School: Jason Cummings, English 2 Honors

By Immortal Providence She’s Minecraft: An Island Tour (Minecraft project): We chose to use Minecraft for our project because it provided a way to immerse viewers in the island of William Shakespeare’s The Tempest, providing them with an interactive, first-person experience of the play’s setting. We began by generating an island world and adjusting it to our vision of the island, making changes to the environment, building a shipwrecked boat and piecing together several elements of the story, block by block. Our world captures our interpretations of the island itself as well as how we envisioned events within the text’s plot.

Jaycee Jezwinski
Oshkosh North High School: Jason Cummings, English 2 Honors

The Tempestuous Powers (acrylic painting): My project uses acrylic paint on canvas to represent the levels of power that characters have in William Shakespeare’s The Tempest. The man in the clouds represents the highest power, and depicts Shakespeare or God. He is controlling the actions of the characters and the overall outcome of the play. On the right is my personal depiction of Prospero, who is being controlled by the highest power while still controlling the storm that ultimately leads to the ship being stranded on the island in act one. While the actions of the ship are being controlled by Prospero, the strings are still attached to the highest power to represent that Shakespeare ultimately controls the outcome for everyone.

Lindsay Fogleson
Oshkosh North High School: Kyra Sawyer, English 1 Honors

The Tale of the Stormy Seas (glass mosaic): My project is focused on my experience while reading The Tempest. I struggled when I began to read the play, and then I started to understand the story more as I began to connect the pieces in my head. My project is a glass mosaic showing the scene when the ship was caught in the storm. While focusing on this image, I also wanted to represent on the play overall, and the deeper meaning of a mosaic. In my mind, a mosaic is similar to Shakespeare’s work in the sense that a mosaic is putting together broken pieces of glass to create a piece of art. Shakespeare’s work is similar because he put together themes of love, revenge, and sorcery to create his own work of art, The Tempest.
Anna Allen, Tayja Nichols & Genevieve Youngbauer  
Oshkosh North High School: Kyra Sawyer, English 1 Honors  
**Newlyweds in the Globe (3D model):** To capture William Shakespeare’s essence and intertwine it with that of *The Tempest*, we were inspired to construct a downsized model of the Globe Theatre that includes a stage with a scene from *The Tempest*. To focus in on the stage and give the theatre a more open look, we cut out one of the sides. This allows the viewer to not only see the inside of the theatre, but also draws more attention to the scene. This project helped our group develop a deeper understanding of the text. Constructing the theatre and the scene as one brought together some of society’s biggest ideals: love, strife, creativity and innovation. While the Globe may be the feature of the project, the project’s power stems from the minute details woven into the scene of marriage depicted on stage—a glimmer of hope in a destructive tempest.

**Olivia Basiliere**  
Oshkosh North High School: Emily Nault, English 1 Honors  
**A Color-Coded Tempest (photography):** My project consists of an “art” show affiliated photoset. I focused on five main characters from *The Tempest* and created a photo row for each. The rows contain two portraits and one photo of an object. The uniqueness of my photoset stems from the colors within. When I imagine people or characters in my head, I think of colors associated with a person. I utilized this ability in my head to create a visual demonstration of these associations. Certain characters in my mind had certain colors associated with them, so I used that for each character’s portraits, as well as photos of the object with which they are associated. The takeaway of my project is that everyone’s creative individuality is unique, and that my visualization of Shakespeare’s characters might have differed from yours.

**Sonja Karner**  
Oshkosh North High School: Emily Nault, English 1 Honors  
**Caliban’s View** (sculpture): My project depicts the character Caliban, who is often described as a monster that doesn’t know the difference between right and wrong. The sculpted face is missing features, which shows that Shakespeare left the character undescribed for the benefit of your own interpretation and imagination. Behind his head is the island that he imagines and wishes existed. Prospero and Miranda are on the island, along with the “Little Caliban’s.” Books, wood piles, and other objects help demonstrate how Caliban’s actions and feelings have affected the play and how he imagines his desired island to be. All parts of the project has a meaning, from color choices to each individual wire.

**Grace Vanderhei & Faith Kules**  
Oshkosh North High School: Emily Nault, English 1 Honors  
**Caliban’s Burn Book** (creative writing): For our project we decided to make a “burn book” made by Caliban. We got the idea from the 2004 film *Mean Girls*, and made a parody of it reflecting *The Tempest*. We took different characters including Prospero, Ariel, Trinculo and Miranda, and wrote about them from Caliban’s perspective. Our project portrays *The Tempest* by analyzing Caliban and the relationships he has with the other characters. Our project explores Caliban’s temperament and helps fosters debate about whether Caliban is good or evil. It also goes thoroughly in depth about interpersonal relationships involving Caliban and other characters. We hope that our project leaves the impression that Caliban is a fundamental character, and although he is mysterious and considered to be “bad,” he is also intelligent and exercises the same emotions as the other characters.

**Leif Sabai, Prestin Degroot, Noah Millard & Gideon Behrens**  
Oshkosh North High School: Rachel Biertzer & Krissy Seeley, English 2  
**Enter Prospero** (music video): For our project on *The Tempest*, we wanted to incorporate our love of music. We decided to base it on the song “Enter Sandman” because the Sandman in European folklore causes people to dream, much like Prospero dreams of revenge—and because metal music tends to be aggressive and angry, much like Prospero feels towards Alonso, Antonio and Sebastian. Our music video consists of an animated version of *The Tempest* choosing scenes that we felt exemplified Prospero’s
anger and his wish for revenge on his usurpers. We rewrote the song’s lyrics to include portions of Ariel’s songs and to show Prospero’s desire for revenge, as well as his control over the nobles.

**Catlin Wesner**
Oshkosh North High School: Rachel Biertzer & Krissy Seeley, English 2  
*Prospero’s Storm* (painting): In this project, I wanted to show how I envisioned Prospero’s creation of the tempest with which the play begins. I created a painting to illustrate my impression of Act 1 in an abstract way. To me, the storm created by Prospero (and carried out by Ariel) targets only one ship, thus forcing those who wronged Prospero to confess their sinful doings (Alonso and the noblemen). Additionally, adding Ariel to the painting shows how Prospero is in control throughout the play, starting with the opening scene. The general idea of the painting is that Prospero is taking matters into his own hands and turning the play into a long overdue act of revenge.

**Amara Hill & Mia Martinez**
Oshkosh North High School: Rachel Biertzer & Krissy Seeley, English 2  
*Mural of Monsters and Man* (painting): To analyze *The Tempest*, we painted a mural of Act 1 that illustrates how we thought the play should be represented. We painted the most important characters and scenes from Act 1 and added small details over the top which illustrate the deeper meanings behind the characters. One example is our depiction of Prospero: he is detailed with yin-yangs because, in our eyes, he is good and evil, and is trying to settle the score. He feels revenge is the right thing to do to benefit his daughter, Miranda, and himself. On the small canvas where Caliban is depicted, on the other hand, the leaves are falling off the tree, representing how the island was taken away from Caliban. The one tree in the painting represents how Caliban is the only native on the island. We painted Caliban to look more human and more realistic because we kept seeing him being shown as a monster (and we disagreed with this representation).

**Madyesen Hurst & Ilana Milos**
Oshkosh North High School: Rachel Biertzer & Krissy Seeley, English 2  
*Revenge of The Tempest* (diorama and sonnet): We chose the formats of the diorama and sonnet to analyze William Shakespeare’s *The Tempest*. We wanted to create a diorama to analyze the play because it creates a visual explanation of the scene for viewers, and also illustrates the theme of revenge. In Shakespeare’s play, so many characters are revengeful and vindictive towards one another. In reality, critics might say that most characters in the play are backstabbers and deceitful. As for our sonnet, we wrote it in the Shakespearean style to represent our theme and to make readers think deeply about what revenge is and what it means in *The Tempest*.

**OSHKOSH WEST HIGH SCHOOL**

**Anelise Hammonds**
Oshkosh West High School: Lori Moder, English 1 Honors  
*The Temp(est) is Rising* (poster): My project consists of a trifold that displays my interpretation of power in *The Tempest*. On my poster you will find individual sketches of each important character, starting first with Prospero (top), then Miranda and Ferdinand (middle), followed by my outlook on what the island looks like (bottom). The reason for this placement is that Prospero’s power controls Miranda and Ferdinand, but his magic comes from the island. On the sides of the trifold you will find more illustrations and details that illustrate my take on the play.

**Lilli Harris & Emily Landolt**
Oshkosh West High School: Lori Moder, English 1 Honors  
*Do You Love Me?* (watercolor art): This project uses watercolors to illustrate Ferdinand and Miranda’s relationship using color and silhouette. It incorporates the use of watercolor to represent the royalty, high status and romance that Ferdinand and Miranda share and uses black silhouettes to show how much the two desire each other, as well as the elegance of their desirous love. The painting is inspired by Ferdinand’s line: “Hear my soul speak: / The very instant that I saw you did / My heart fly to your service, there resides / To make me slave to it, and for your sake / Am I this patient log-man”
(3.1.63-7) and Miranda asking, “Do you love me?” (3.1.67). These lines show their undying love for each other.

Juliana Volz
Oshkosh West High School: Lori Moder, English 1 Honors
The Tempest (visual art): This project illustrates scenes from The Tempest in order to help the reader understand the text better with visuals. Drawing on important scenes from the play, this project furthers interpretation by adding illustrations to the image the reader has already created in his or her head.

Brody Koepsell
Oshkosh West High School: Lori Moder, English 1 Honors
Is Prospero Actually Representing Shakespeare? (poster): This project explores the immense similarities between the playwright William Shakespeare and his famous character, Prospero. Using quotes from The Tempest as well as helpful comparative images, this project combines visuals with quotes from the text, and considers the findings of other literary experts. People will walk away from the project with a better understanding of how Shakespeare incorporated himself into his final and popular work.

Jazmine Yang
Oshkosh West High School: Lori Moder, English 1 Honors
Piano Pieces of The Tempest (musical composition): This project provides an auditory interpretation of The Tempest that enables listeners to experience the mood of certain scenes in the play. As each character contributes actions or dialogue they construct various feelings that the viewers subconsciously pick up on. These pieces help listeners follow explore these moods and feelings using music.

Kailey Freund
Oshkosh West High School: Lori Moder, English 1 Honors
Shakespearian Astrology (poster): My project analyzes main characters in The Tempest to match each up with the zodiac sign that seems to fit her or him best. Each character, along with William Shakespeare himself, has a different sign which is described to illustrate personality traits exhibited by that character. The project is a display board that shows the characters and their horoscopes.

Katelyn Miller & Taegan Ninneman
Oshkosh West High School: Lori Moder, English 1 Honors
Honor Thy Father and Mother (visual art and creative writing): This project incorporates both poetry and drawing to interpret the father-daughter relationship between Prospero and Miranda. It focuses on how Prospero is on the one hand controlling and on the other loving. By researching the significance of this type of bond in William Shakespeare’s time and how we imagine it works in the play, we create the illusion of what is happening between Prospero and Miranda with an interruption of Ferdinand causing conflict.

Emelia Smith, Sophie Steinmetz & Annemarie Herrick
Oshkosh West High School: Lori Moder, English 1 Honors
The Island in Action (model): This 3D model of William Shakespeare’s The Tempest describes the actions and movements of the characters in the play. The plotline is shown in depth as the movable characters are dispersed throughout the presentation. The Tempest’s terrain is thoroughly explained through the displayed exhibit.

Rachel Lee, Grace Kadonsky & Brant Wruck
Oshkosh West High School: Lori Moder, English 1 Honors
The Island of Tempests (map): This project consists of an interpretation of Prospero’s island, where everything in The Tempest happens. Through this map project showing the many structures on the
island, we show how the island consists of a series of prisons, including Prospero’s cell, Caliban’s hut and the whole of island itself, which increases the characters’ isolation.

**Duaa Ahmad**  
Oshkosh West High School: Lori Moder, English 1 Honors  
*Nothing is Ever Love at First Sight* (creative writing and drawing): This project is a rewritten version of the romance between Miranda and Ferdinand. William Shakespeare was an outstanding author. However, the romance of *The Tempest* still seems extremely rushed, as it centers on the classic “love at first sight” theme. This is something I do not agree with, so this piece of text contains a full story constructed using Shakespearean language my knowledge of the modern world. This project analyzes the characters based on the background and attitude Shakespeare incorporated into the actual play. The accompanying art piece gives a visual version of this interpretation. All in all, the entire project helps readers analyze the love of Miranda and Ferdinand in *The Tempest.*

**Trinity LeFlore, Krystin Nast, Kennedy Couillard & Choua Yang**  
Oshkosh West High School: Lori Moder, English 1 Honors  
*The Tempest* (musical composition): This project focuses on recreating the mood of *The Tempest* using certain chords on a ukulele. The chords match each scene performed. For suspenseful scenes, we use major chords which provide an offset feel to the scene. For serene scenes, we use lighter chords—something a ukulele is good at providing. A reader portrays what each character is feeling and doing at the time. The scenes being analyzed include when Ferdinand and Miranda meet for the first time, the conversation between Ariel and Prospero, and when Miranda and Ferdinand get engaged.

**Trent Krause, Isabelle Wolf & Calum Balke**  
Oshkosh West High School: Lori Moder, English 1 Honors  
*Never Changing Human Nature* (poster): This project uses two poster boards to compare *The Tempest’s* nobles—Alonso, Antonio, Prospero, and Gonzalo—with those of real life. The project uses specific quotes from the play to show the nobles’ character and nature. Making a comparison between the characters in *The Tempest* and real people helps the reader to grasp why we chose that specific aspect to focus on. The comparison helps clear up some morally gray areas that may trouble the reader when they try to discern what morals and ethics help guide the characters in *The Tempest.*

**Anna Wagner**  
Oshkosh West High School: Lori Moder, English 1 Honors  
*Miranda’s Life on the Island* (map and creative writing): This project consists of a map and journal entries written in Miranda’s handwriting, which together represent life on the island as Miranda experiences it. Having grown up on the island, the map shows what Miranda sees in its different places. The journal entries explain how the relationships form with the different people of her life and what her innermost feelings are about her life.

**Rebecca Geffers**  
Oshkosh West High School: Amy Sniadajewski, English 1 Honors  
*Sir or Father?* (performance): Immerse yourself in the role of Prospero/a, the father or mother of Miranda. Being raised in an ideal way, with no other training than what she received from her wise and loving parent, explore the way Miranda treats her mom/dad. Using specific quotes from the novel, as well as making educated assumptions, Miranda encourages you to have a conversation with her as if you were Prospero or Prospera. Consider the information she knows, and feel free to ask questions! Miranda will communicate some of the text’s symbolism in what she is wearing. “Oh wonder, how many goodly creatures are there here!” (V.1.211-212)

**Madeline Anderson & Lydia Smith**  
Oshkosh West High School: Amy Sniadajewski & Lori Moder, English 1 Honors  
*Shakespeare in The Tempest* (slideshow): This project uses Google Slides to express the connections between William Shakespeare’s life and the contents of *The Tempest.* Using scenes from
the play to show a connection between the two, the project moves between fantasy and real life to make a link between the play and its writer.

Leya Tajeddine
Oshkosh West High School: Amy Sniadajewski, English 1 Honors
To Forgive or Not to Forgive (scrapbook): Imagine Prospero as a scrapbooker. What would he save? What would he leave out? How would he portray his and Miranda’s life on the island? This project uses visuals to promote a deeper understanding of the text. Prospero’s point of view is essential to understanding his choices. Why is he the way he is? Why does he do the things he does? This project explores these questions.

Ivy Neas, Brendan Rohloff & Breck Patrick
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors
Theatre: Then & Now (poster and script): We started this project for The Tempest with the idea of theatre in mind. We asked ourselves: “What was theatre like in Shakespearean times and how does it compare to theatre today?” With this question in mind, we decided to create a poster visualizing Shakespearean theatre, how it was experienced and interpreted back in the sixteenth and seventeenth centuries, and how it compares to modern theatre. The poster illustrates what theatre was and is like for Shakespeare shows. We also created a short comical skit that explains whole of The Tempest in a nutshell using modern-day English. Together, the poster and the performance script highlight the commonalities and differences between theatre then and now.

Hailey Schmitz, Daylight Her & Abigail Wuest
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors
The World of Feminism from Shakespeare to Atwood (poster): We created a poster that investigates how a feminist critic might view The Tempest and why William Shakespeare is still important today. To examine his influence, we looked at the work of contemporary author, Margaret Atwood, considering specifically how Hag-Seed seems to have been written to help people further understand The Tempest as a whole. As we read The Tempest, we became interested in how Miranda is treated: everyone else has power over her, but she can’t control anyone else because she is a woman. In this portrayal, William Shakespeare showed important messages about feminism that we need to incorporate into our modern daily lives. His masterful crafting of The Tempest brings different parts of the world together (from Japanese kabuki theater to theaters in the United States) so that the feminist messages of his work can reach as many people as possible.

Hannah Birschbach & Olivia Everett
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors
What Could Have Been and What Is (film): Our project is a video about gender equality in The Tempest. We explored the difference between Shakespearean and modern theater, considering how gender is interpreted differently by each. We explored the question: “How has the portrayal of gender in The Tempest evolved since William Shakespeare’s time?” Our video explores what would happen if, instead of featuring a cast of men, early modern productions of Shakespeare were put on by an all-female cast. We explored how a same-sex couple might not have been accepted in past times and how having a same-sex couple in The Tempest would have impacted the story. We used Act 1, Scene 1 and made all the characters female to show how, at present, any person can play any role regardless of gender. We also used Act 3, Scene 1—where Miranda talks with Ferdinand—to answer our essential question. We changed Ferdinand into a woman to make the gender and power of the characters equal. This change is important because in Shakespeare’s time gay couples, whether male or female, were shunned and sometimes even thrown in jail. Now, however, romances like this are accepted. Ultimately, our video shows how gender affected the portrayal of The Tempest Shakespearean versus modern times.
Jessa Nemeth & Madigan Carlson
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*Rise Up* (original dance): At the beginning of our research on *The Tempest*, we decided to investigate how Miranda is beaten down by Prospero’s gendered power over her and how she challenges his authority. In our dance, we show how Prospero overpowers Miranda initially until she mounts a resistance against him, which is enhanced by our use of Andra Day’s song, “Rise Up.” We were drawn to Miranda because we think that many families have power struggles. We felt the need to show that manipulated people can rise up and fight inequality. In this dance, Miranda slowly begins to rise up with movements that force Prospero into a less powerful position—something against which Prospero fights. Our emotions and actions show the feelings of the character we are playing. For example, in the beginning, Prospero is strong and fearless while Miranda is sad and hopeless. Yet towards the end of the dance, the roles are reversed with an empowered Miranda facing down a worn and stressed Prospero.

Jack Elliott
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*Inequality and its Forms in The Tempest* (string art): When reading *The Tempest*, it became very clear that the theme of inequality is present throughout the entirety of the play. I then developed my project’s essential question: “How does Shakespeare use different characters in his writing to show inequality in colonial times?” I chose this question because I was interested in how different characters in *The Tempest* were treated differently, thus creating inequality. I thought about how I could somehow incorporate the artistic part of me and yet have the project offer meaningful analysis. I decided to create string art to explain which characters had power over others, with each string representing a different part of a power dynamic. I then used the poster to provide evidence for my thinking and highlight the most impactful quotes that I found. In the end, this project seeks to represent the power dynamics of the play in a new, visually pleasing way that is still backed by academic analysis.

Destiny Portman & Haley Tovar
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*Prospero: The New Ra* (model): At the beginning of our work with *The Tempest*, we decided to investigate the question: “How do the characters in *The Tempest* exert control over one another?” We chose this question because we were interested in what people do to control each other and what methods they use. While reading *The Tempest*, we realized that Prospero resembled the Egyptian sun god, Ra. Ra was believed by the Egyptians to have been the sun god around which everything revolved. Ra was also seen as all-powerful, much like Prospero. This inspired us to use the solar system as a model for understanding the dynamics of power in *The Tempest*. To help viewers understand these dynamics, we used color to help represent them. In our project, black represents power and evil while purple represents royalty. Miranda, on the other hand, is painted white and yellow to represent that she is pure, innocent and ignorant. When all parts are considered together, this colorful solar system brings the concept of control in *The Tempest* into a new context, which we hope helps viewers see the text in a new light.

Ella Daly, Trisha Newell & Kyra Shipman
Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*The Reincarnation of Prospero’s Staff* (sculpture): As we began to investigate *The Tempest*, we decided to think about the question: “How does magic divide the characters in *The Tempest*?” We chose this question because we were interested in Prospero’s magic and how his magic impacts other characters in the play. Prospero uses his magic to take control of the spirit, Ariel, and the monster, Caliban, to intimidate and threaten his foes, and to satisfy his needs. Since most characters don’t enjoy being under Prospero’s magical reign, there is a clear hierarchical element to those relationships which divides them. Caliban, for example, is so angry about being controlled by Prospero that he plots to kill Prospero with the help of Trinculo and Stephano, the two drunk idiots who washed up on Prospero’s island. In Act 3, Scene 2 of *The Tempest*, Caliban states: “I say, by sorcery he got this isle. From me he got it. If thy greatness will Revenge it on him—for I know thou darest, But this thing dare not.—” This
quote captures the divide of Caliban and Prospero perfectly, because Caliban is willing to go to great lengths to get revenge to have his island returned to him. These are the kinds of divides between characters that we hope to capture with our project.

**Kensa Koeppen & Riley Shew**

Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*A Feminist Critique of The Tempest* (poster): Our project offers an analysis of *The Tempest* from the point of view of a feminist critic. We took two specific excerpts from William Shakespeare’s *Tempest* and analyzed them from this perspective. We researched feminist philosophy using a range of sources including books and academic research papers, which helped us gain a deeper understanding of what feminism really is. We then used our critical thinking skills as we read *The Tempest* to interpret it according to this perspective, which formed the basis of our project. We worked under the assumption that most who read *The Tempest* believe it contains beautiful love stories. However, with further investigation, we proved how the play ultimately leads into a strong, controversial gender inequality issue where males dominate others and assume that females are simply inadequate.

**Danielle Laibly**

Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*Prospero as Shakespeare* (poster): Throughout my time working with *The Tempest*, I was drawn to the question: “How did Shakespeare put himself into the play?” I had heard previous conspiracy theories about Shakespeare’s authorship, but I wanted to dig deeper into the idea of Shakespeare writing plays to teach readers. Shakespeare was an outstanding writer, and his plays display human emotion in all of its complexity, which gives everyone a connection to the characters. But it isn’t just his characters that viewers and readers are connecting to—it’s also is William Shakespeare himself. C.S. Lewis once said: “Shakespeare is in one sense present at every moment in every play.” Lewis, after reading Shakespeare’s moving plays, saw how Shakespeare demonstrates his experiences and thoughts within the characters’ actions and words. I noticed this especially in how Prospero relates to Shakespeare. This project explores how Shakespeare’s decisions and mistakes intersect with those of Prospero.

**Alex Held, Isaac Rygh & Cole Dailey**

Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*A Model of Inequality* (model): When we started reading *The Tempest*, we decided to investigate the following question: “How did the British Empire of Shakespeare’s time understand race and gender?” This question helped us explore the kinds of inequality that are present in the text. As we read *The Tempest*, it became obvious that Miranda and Caliban were treated much differently than Ferdinand and Ariel. Miranda is treated differently because she is the only female on an island filled with other males. Caliban is treated like a slave just because of the color of his skin. Neither of these treatments, however, are atypical in the Elizabethan context. The scenes on our island therefore show the types of inequality that exist on the island, while the poster shows specific quotes that back up our interpretation of these scenes.

**Morgan Gehri & Leah Engstrom**

Oshkosh West High School: Will Brydon, Global Academy English 1 Honors

*Prospero: The Puppet Master* (painting): Our purpose in this project is to offer a feminist critique of *The Tempest* through painting. We wanted to make a painting because we enjoy art and thought it was an expressive way to capture our thoughts. Our painting is of Prospero controlling Miranda with puppet strings. Additionally in the painting, Prospero is much bigger than Miranda, which shows that he has all the power because he is in control of everything Miranda does. This interpretation relates to modern times because discrimination against women is still happening. For example, a 2010 study conducted for Springer’s *Journal of Law and Human Behaviour* concluded that “90% of women have suffered sexual discrimination in the workplace including offensive sexist remarks or being told they could not do their job properly due to their sex.” This evidence shows that women are treated differently than men based on their gender, which is similar to *The Tempest* because Miranda, being female, is less superior.
than Prospero, being a male. A Feminist critique of The Tempest shows how this bias is happening all throughout The Tempest and, unfortunately, is still happening and relevant today.

**Olukunle Akinleye, Michael Foley & Alexander Jones**
Oshkosh West High School: Kelly Wayne, Global Academy Level 2

*A Minecraft Interpretation of The Tempest* (computer simulation): As a group, we created a 3D representation of the island in *The Tempest* using the computer application, Minecraft. This was then edited to represent how we interpret both the scenery of the island and a key underlying theme in the text. This theme is: *man in the natural world.* The project offers an interpretation of man living in civilization rather than in nature, and explores the following questions: (1) "Is man more righteous in his civilized state rather than in his natural state?" (2) "How can the island remain natural with Prospero’s magic?" and (3) "How does Shakespeare interpret the theme of *man in the natural world?*" We also digitally designed all of the characters in *The Tempest* and incorporated them into our project.

**Ella Hardy**
Oshkosh West High School: Kelly Wayne, Global Academy Level 2

*Songs of a Tempest* (musical composition): I created an array of short musical compositions to represent the characters in *The Tempest.* I created these compositions because I really wanted to express each character through a song so the audience could picture their unique personalities. Each song has a different mood and tone that is conveyed using different instruments and rhythms. In order to create this effect, I had to read into each character and look closely at their backstories, their outlooks on life, the meaning behind their actions, and even their interactions with other characters. This project will offer insight into who these one-of-a-kind characters are and what they stand for.

**Sarah Lairson**
Oshkosh West High School: Kelly Wayne, Global Academy Level 2

*Jumping In* (film): The idea of evil is everywhere in *The Tempest* and drives the development of the plot, so I thought it would be interesting to see how I would deal with the same situations that the characters in the story experience. Scenes like the enslavement of Caliban, the plot to kill Alonso, and many others containing evil appear in the video and serve as obstacles to my survival as I am thrown into the plot. I decided to make a stop-motion video because I am fascinated with how they look.

**Katherine Matzke**
Oshkosh West High School: Kelly Wayne, Global Academy Level 2

*Prospero’s Music* (musical composition): The project I have created is a musical representation of some of the song lyrics in *The Tempest.* I considered the emotion, purpose and themes of these lyrics and set them to music. However, I did not write Elizabethan-style music. Rather, I kept the meanings Shakespeare had intended for each of these songs, but created music such as one might hear today. For example, the drinking song, which I recreated, may not have been heard during Shakespeare’s time, but it has a happy, lighthearted and fun tone that represents not only the intent of the author, but also Stephano as a character.

**Jenna Nelson, Katie Rand, Megan White, Maddy Otto & Cloe Wesenberg**
Oshkosh West High School: Kelly Wayne, Global Academy Level 2

*A Man’s World* (film): Our product focuses on the concept of gender roles. We were inspired by a quote from the novel that depicts feminist critiques: “You cram these words into mine ears against / The stomach of my sense / Would I had never Married my daughter there! / For, coming thence, / My son is lost; and, in my rate, she too, / Who is far from Italy removed” (2.1.110-115). This quote helped us formulate questions that related to our topic. With these questions, we went out in the community and asked people their opinions about them. We recorded responses from a variety of people of different genders, races, ages and occupations. We then combined our recordings into a video. Our video documents not only our reactions and responses towards the play and the idea of feminism, but also the reactions of everyday people.
Kyle Fournier & Garrett Vienola
Oshkosh West High School: Kelly Wayne, Global Academy Level 2
Over Clouded Disaster (model): We decided to make a 3D model of the first scene of *The Tempest* because it is the major event that sets up the rest of the play, particularly on an emotional and descriptive level. First, we constructed a ship out of clay and broke it in half to demonstrate the destruction and conflict of the first scene. We found a real rock to use for the island, which also brought nature into our project. The base is made out of wood so we could incorporate our fire unit and place boards underneath the project to support the rock. We created clouds to make the storm look realistic and to represent the impending conflicts and tempests ahead. In addition, our model helps to show why everyone aboard the ship is scattered across the island and how Prospero seeks revenge.

Daria Thielen & Claire Bliske
Oshkosh West High School: Kelly Wayne, Global Academy Level 2
Culture. Color. Symbolism. (book): We combined symbolism, culture and color to create a book of different makeup looks inspired by the characters from *The Tempest*. Each character was assigned a part of the world, and then painted according to that place's beauty standards, history and symbolism. The colors chosen reflect art and history of specific regions in the world, as well as quotes and statements from the play itself. Photographs, color charts and quotes for each character are displayed in a large book to allow the audience to interact with our work. These portrayals of characters through makeup allows others to get a visual representation of them, and to make their own predictions about what each color and design element means.

Andrew Groth, Jeremy Fleck, Ike Kohl, Aidan Zeimet & Alex Grey
Oshkosh West High School: Kelly Wayne, Global Academy Level 2
Shakespeare in Oshkosh (film): Our project required us to go out into the Oshkosh community to ask people about William Shakespeare and themes found within *The Tempest*. We wanted to see how other people around Oshkosh feel about Shakespeare and the play’s themes. Some of the themes we discussed include greed, guilt, forgiveness and power. We asked people various questions about these themes and received a range of different responses. When we asked about Shakespeare, we found some people didn’t know much at all while others were very aware of his works and writings. When we asked people about the themes and if they were applicable to them, we came across a wide variety of responses.

Nithya Ambati & Riana Goede
Oshkosh West High School: Cory Beaulieu, English 2 Honors
How the Island Was Won (painting): Our two paintings reflect the relationship between Prospero and Caliban, prominent characters in William Shakespeare’s *The Tempest*. The first painting is by Donald Rodney. Titled “How the West was Won,” the painting depicts the colonization of Native Americans by foreign settlers and shows how the colonizer dehumanizes the colonized by believing it’s their duty to control the “lesser” indigenous group. The painting presents the less heroic side of colonization. The second painting is our recreation of Rodney’s artwork. Replacing the European settler with Prospero and the Native American with Caliban, it symbolizes how Caliban was “colonized” by Prospero. The enlarged Prospero displays his feeling of superiority over Caliban and the devil’s horns on Caliban’s head capture Prospero’s view of him. This view is also captured by Prospero’s quote, which displays the cruel dehumanization colonized people faced—the central idea of Rodney’s original work. The scepter in Prospero’s hand is the instrument used to gain power over Caliban and replaces the gun that appears in the original painting, also demonstrating the way the “West Was Won.” Analyzing the connections between *The Tempest* and the history of colonization of Native Americans shows how the play depicts techniques of not only dehumanization and physical power, but also the delusional justifications and deceptions used by the Europeans to overtake indigenous people.
Simran Gandhi & Addy Barber
Oshkosh West High School: Cory Beaulieu, English 2 Honors

All the Charms of Sycorax (mixed media): This project examines Sycorax, the evil witch, using a different perspective than the one offered in The Tempest. In William Shakespeare’s play, Sycorax is portrayed as nothing more than a cruel woman. Our project consists of a bag we imagine Sycorax might have left for her son, Caliban, before she died. Because she was a witch, the bag includes various objects used for casting spells. The bag contains white sage, incense, a quill, a ring, two tiny bottles of elixirs, a letter from Sycorax and, most importantly, a journal she wrote describing her life. The journal explains her past with her husband, Asa, and how his death impacted her, making her look like the wicked woman she is in the play. The second half of the journal includes spells that she found amongst Asa’s spellbooks, which Sycorax wrote down to practice. The journal is meant to look manhandled, ancient and ruined. This symbolizes how Sycorax must have felt during this period of her life as her beloved husband died and she was betrayed. Our project gives otherwise cruel witch, Sycorax, a background and history that expand on the very vague one given in The Tempest, showing that there is always more to someone or something than the one, predominant story that everyone can see.

Allison Buege
Oshkosh West High School: Cory Beaulieu, English 2 Honors

Women in The Tempest (sculpture): This project explores the role of women in history as well as in William Shakespeare’s The Tempest. Throughout the entirety of The Tempest, there are only two women mentioned: Miranda and Sycorax. Their storylines are quite simple and they remain very flat characters whose purpose is to prop up the storylines of the male characters. We represented this using a clay sculpture showing Miranda and Sycorax standing with their heads facing down. Their grim expressions reflect how they are both foundational characters in the story who carry a worrisome burden. Both have their arms raised to represent how they support the male storylines. These two characters, represented by figurines, are surrounded by three walls that support a layer of clay above, on which clay figurines representing important male characters are placed.

Ashlyn Casey
Oshkosh West High School: Cory Beaulieu, English 2 Honors

The Architecture of Control (multimedia project): This structure and its unique design elements aim to convey the power dynamics at play in The Tempest. The project examines the individual situations of the play’s characters with the help of design features in the game, “The Sims.” Each character is portrayed using a room, the design and placement of which is influenced by the character’s experiences. The design of each room and the furniture in it helps to represent the major characteristics and conflicts of each character. Furthermore, the placement of the room in relation to the ground and the other characters’ rooms hint at the power dynamics and relationships between them. The effect of such details leads to an intricate display of symbolism via architecture.

Serena Neuhausel
Oshkosh West High School: Cory Beaulieu, English 2 Honors

Tempest or Typhoon (creative writing): This short story explores the possible paths Caliban followed that made him who he is in The Tempest. In the actual story, there isn’t much told about Caliban’s past and yet he seems to be portrayed as a monster—a slave to be thrown away. My story features four chapters, the first of whom demonstrates how Caliban was treated by his mother. The Tempest rarely talks about Sycorax and whether she was a good mother. This short story shows how powerful Sycorax was and how Caliban perceived this power when watching her. The remaining short stories investigate three events in Caliban's life that show why he is a “monster.” Together, they give a deeper meaning to everything that happened in The Tempest. The pages are stuck together like a child’s storybook. This is meant to show that Caliban was innocent at one point. The physical representation of the story resonates with the meaning of the story itself.
The Blind Sides (painting): This project was inspired by the unseen viewpoints of two characters: Caliban and Prospero. The paintings portray the unseen reasons behind how and why Caliban feels toward Prospero. The two different characters were chosen because they had a significant impact in The Tempest, largely because of how they rank in the social scale and how they are viewed by one another. Caliban’s view of the island’s social system is much different than Prospero’s because of his social status. Caliban believes he should be the leader of the island, because it originally belonged to his mother, Sycorax, before Prospero arrived. Our painting demonstrates how their points of view are completely different. Significantly, Prospero is unaware of how Caliban feels about how the social ranking, while Caliban is unaware of Prospero’s perspective.

Emily Luebke

Music of the Arts: Through The Tempest (musical composition): This musical piece demonstrates the relationship between Caliban and Prospero as imagined in The Tempest, particularly how their characters evolve and change throughout the play. This composition is designed to help the audience understand what is happening in each section of the piece and how that connects to the story. The musical piece itself was written to express the emotions and goals that drive Caliban throughout the story. The ultimate goal for the project is for the audience to embark on a musical journey that expresses Caliban’s struggles.

Evan Pennau, Keegan Miller & Garret Yakes

Maps, Ships and Shakespearean Trips (poster): What is the world? Is it just the land and sea? Is it comprised of the people living in it? In William Shakespeare’s time, the known world was but a small fraction of the entire planet, and the unknown was a mysterious place. In The Tempest, the themes of exploration and discovery of new knowledge are embodied in the character of Miranda. Before seeing the shipwrecked people on Prospero’s island, Miranda believed that she and Prospero were alone in the world—much like the European nations of Shakespeare’s time. With the discovery of new lands, people, food and materials, the people of England had to continuously reevaluate their perception of their place in the world. This project explores this concept through a model ship, showing how one of the most influential technologies ever invented worked. It also includes copies of actual maps that explorers used to discover new lands.

Hailee Norton, Allison Engstrom & Tita Roa

A Story Told Through a Musician (musical composition): This piano / viola duet explains the plot of The Tempest using songs that range in genre from classical to pop. The play is known for its dramatic action scenes and its hard-to-follow plot. Our musical composition creates the same type of confusion in auditory form. Often, the songs mesh together to create a chaotic tone. At other times, the pieces flow together just like when the play’s action becomes clear. Music captures the chaos and emotion that are central to The Tempest, allowing one to get a better understanding of its meaning.

Megan Best & Morgan Staerkel

Conspiracies Within The Tempest (poster): Our project explores the various conspiracies that drive the action of The Tempest. One portion of the project focuses on the conspiracies Prospero creates to control other characters, specifically Caliban and Ariel. Another portion illustrates how many of the characters conspire against Prospero. The middle section of the tri-fold display represents the story’s use of symbolism. The Tempest was the last play Shakespeare ever wrote. But some scholars believe Shakespeare did not necessary write these plays on his own or even at all. Ultimately, the project explores the conspiracies found within The Tempest and modern-day interpretations of the text.
Victoria Chaney  
Oshkosh West High School: Cory Beaulieu, English 2 Honors  
The Relationship Between Astronomy and Shakespeare's The Tempest (poster): The project I have designed uses the solar system as a model for understanding The Tempest. Because the sun is the center of the solar system, the planets and asteroids orbit around it in an elliptical shape. Because of the control the sun has over the planets, due to the gravitational pull, I have interpreted the sun as a figure for Prospero. Prospero controls and manipulates those around him. Because the planets in the solar system represent each main character's affiliation with Prospero's power, the relationship between the two is established by a planet's particular position, chemical makeup and physical appearance. The project demonstrates how the main characters are connected to Prospero and how Prospero controls that connection.

Aidan Godfrey  
Oshkosh West High School: Cory Beaulieu, English 2 Honors  
The Cabinet of Power (sculpture): This project demonstrates that the social hierarchy of The Tempest creates negative relationships due to the manner of how the power is maintained. The woodworking symbolizes several different aspects of the social hierarchy. First, the structure of the wood is very important as the social hierarchy established in The Tempest prevents mobility. This is represented by the joint in the wood pieces allowing it to have a strong hold of the people and inhabitants. By setting up the structure in a vertical fashion—like a social pyramid—the majority of tasks and duties are delegated to the lower classes while the higher tier contains all of the prestige and power. The sculpture's top drawer has minimal weight and is under less pressure, whereas the lower tiers bear the pressure of the weight of the entire structure. This symbolizes the enslavement of the island's original inhabitants in The Tempest. Additionally, due to extreme pressure they're under, the lower tiers could snap or rebel due to their continuous resentment of the social hierarchy. This reflects how Caliban and Ariel consistently and angrily demand their freedom in the play. This resentment is further portrayed in the journals. This project illustrates one way to interpret how the negative relationships between Prospero, Caliban and Ariel are a consequence of how social hierarchy is maintained.

Jenna Kiraly & Mikayla Heath  
Oshkosh West High School: Cory Beaulieu, English 2 Honors  
The Storm Throughout Time (musical composition): This project demonstrates how, throughout The Tempest, there appear multiple representations of music and theater. Our project shows how a modern interpretation of music connects The Tempest with world in which we currently live. To best demonstrate this affiliation, we chose to make a series of playlists that parallel what each character embodies and feels. The collection of playlists demonstrates the clear progression of each character's thoughts and actions. Through The Tempest and various representations of music, readers will find there are numerous connections between contemporary issues and those of the Shakespearean era.

Paul Hwang, Dylan Lippold & Daniel Rucinski  
Oshkosh West High School: Cory Beaulieu, English 2 Honors  
Timeless Racism (musical composition): This project explores the invisible racism that influences The Tempest or, more specifically, the prejudiced ideologies held by characters—Prospero, especially—in the play. It is difficult to see the subhuman treatment of Caliban by Prospero, and we think it may be the most significant part of the play. Thinking about racism in modern society and The Tempest, the connection between the two is evident. Though the present and the early modern period are distant from one another, there are numerous similarities between the two when it comes to race. To create our project, we took the initial step of intertwining certain quotes or events that occur within The Tempest to certain contemporary events, activists or quotations that demonstrate the timelessness of racism between both time periods. Our next step was to research briefly the different events in the past that displayed racism but were often ignored due to the difference in society's overall view on race and racism as a whole. This research was essential and beneficial as we created the project, and it appears within the lyrics of the songs we created.
Brianna Carder & Skylar Nourse
Oshkosh West High School: Brian Phelps & Cory Beaulieu, English 2 Honors

*O Brave New World* (painting): These two paintings demonstrate how the events that occurred in early modern England relate to what William Shakespeare wrote in *The Tempest*. On one canvas, there are pictures depicting actual historical events. On the other there are pictures representing events that occurred in *The Tempest*. Additionally, each canvas features half of the globe, so that when put together they create a fully connected globe that integrates the colors and pictures which appear on either side.

Caprice Swanks & Delaney Schloesser
Oshkosh West High School: Cory Beaulieu, English 2 Honors

*Caliban, Who?* (poster and sculpture): This project was inspired by Caliban, one of the main characters in *The Tempest* and slave to Prospero. Our prime objective is to display how Caliban illustrates the way that Europeans perceived indigenous peoples and the concept of race during William Shakespeare’s time. Throughout *The Tempest*, Caliban is dehumanized by Prospero, whose statement—“acknowledge mine”—implies that he “owns” Caliban. Describing Caliban as a thing of darkness and a monstrosity, Prospero portrays Caliban as “beneath” him and Miranda due to his racial descent. Our poster shows the connection between Caliban in *The Tempest* and perceptions of race during Shakespeare’s time. The foam sculpture features a two-sided view of Caliban’s face, one side of which is dark and monstrous to reflect how he is perceived in *The Tempest*. The other side shows how he actually looks and his humanity.

Evan Draxler
Oshkosh West High School: Brian Phelps, English 2 Honors

*Who is Prospero?* (model): This project is a wooden model that has a base of twenty sides. On top of that base are letters that spell out *The Tempest*. On top of the letters are characteristics that capture Prospero’s personality. On side represents Prospero as the protagonist in the story. If you turn it one hundred eighty degrees, you see Prospero viewed as antagonist. The twenty-sided base represents the foundation of the original globe theater, which was a twenty-sided polygon. The letters on the base represent the title of the play.

Brennan Hoem
Oshkosh West High School: Brian Phelps, English 2 Honors

*Prospero’s Island as Depicted in The Tempest* (model): This project is a 3D map of Prospero’s island as depicted in William Shakespeare’s *The Tempest*. Using quotes from the play to analyze the different settings in which scenes took place, this model recreates the island imagined by Shakespeare from a visual perspective. Prospero’s Island seems to be plenty more than just an ordinary island found out in the sea. The geography ranges from mountains to forests to valleys and plains. There are streams, ponds, beaches, marshes and caves which together symbolize the vast variety of life. The high cliffs looking out to the beautiful sea symbolize the power and magic that Prospero exerts over the others. This 3D model incorporates the geographical aspects and symbolic interpretations of Prospero’s island as described by various characters and by the settings established in *The Tempest*.

Isabelle Labus
Oshkosh West High School: Brian Phelps, English 2 Honors

*Tempest Fluxx: A Tempest-Themed Card Game* (game): This project consists of a *Tempest*-themed card game based on the popular card game *Fluxx*. *Fluxx* is a deceptively simple card game. Players aim to collect “keeper” cards to fulfill the goal card: collect the two cards on the goal card and you win! The twist and the namesake of the game is that players have the ability to change the rules...and the goal. Thus, the game is in a constant state of “Flux(x)”. *Tempest Fluxx* aims to highlight the characters, themes and key quotes of *The Tempest* in an entertaining and unconventional way. The keeper cards showcase the characters themselves, while the goal cards showcase the connections between characters and their statements to one another.
Payton Willis, Reed Weston & Nick Zigelinski
Oshkosh West High School: Brian Phelps & Cory Beaulieu, English 2 Honors

Cultural Viewpoint (visual art): In our project, we wanted to reflect on how different cultures interpret characters differently based on their particular morals, beliefs or historical mindsets. We consider, for example, how the development of imperialism influences how Caliban was interpreted during an age of empire. Ultimately, our project explores key details or background information that illustrate the motives behind Caliban’s appearance. This project helps readers realize how their social views inform how they see each character, and can thus have a tremendous influence on how the play itself is interpreted.

OSSEO-FAIRCHILD HIGH SCHOOL

Ben Haas
Osseo-Fairchild High School: Denise Beasley, Advanced English 12

Roar, Thy Tempestuous Waters (stop motion animation): This short stop motion animation shows the symbolism of the storm raised by Prospero to trap his foes on the island. This animated feature shows the events that occurred just prior to the raising of the eponymous tempest, especially Prospero’s quickly formed plan to inflict the same suffering on the others as they had on him. It portrays the raising of the storm and the illusion of the ship splitting and sinking. The film shows the symbolism of the tempest itself, which was a physical manifestation of Prospero’s rage at being exiled from his own country because of his greedy, unjust brother. This physical manifestation of rage was only possible because of the studies in which Prospero was engaged—the studies that allowed Antonio to exile him.

Hailey Looker, Victoria Potter, Kayla Faldet, Julee Pettis, Ellie Waters, Joe Kastel & Jesse Kastel
Osseo-Fairchild High School: Denise Beasley, Advanced English 12

Prospero’s Manipulation of the Chessman (human board game): This human-sized island chess board represents the game of chess played between the kings throughout the play. It represents how Antonio challenges Prospero. As each character moves, a brief summary of the scene is read and represents our interpretations of their inner and outer conflicts. Our main focus is Prospero’s manipulation of the other characters along with his use of Ariel and magic.

Emily Orth
Osseo-Fairchild High School: Denise Beasley, Advanced English 12

Survival of The Tempest (board game): This board game is based on the game of Life, but all of the spaces and cards will pertain to The Tempest. Whoever ends up with the most points at the end becomes the king of the island. The game illustrates the good and bad events the characters face, each character’s journey, and the chess theme that recurs throughout the play.

James Porter
Osseo-Fairchild High School: Denise Beasley, Advanced English 12

The Stories Behind the Story (creative writing): This set of journals exemplifies how characters felt throughout the play. Each journal contains dated entries showing the characters’ thoughts and feelings before, during and after the play’s events. Each varies in shape, size and color in a way that represents each character. Journals are contained in a small bookshelf representing the tale of The Tempest.

Alex Sromek & Kyle Sromek
Osseo-Fairchild High School: Denise Beasley, Advanced English 12

Gonzalo’s Adieu (museum collection): This interactive art display represents what Gonzalo left for Prospero before he was exiled to the sea on his raft. The display includes an old ruined crate representing the unsavory vessel containing hidden items that Gonzalo, Prospero’s advisor, left for the old duke on the boat. Inside and along the open footlocker you’ll find multiple spell books, a cloak, his wand, a letter from Gonzalo, and a young girl’s doll. Together these items represent Prospero’s old
life as duke and the luxuries it provided him. It helps readers understand why Prospero wants to seek revenge on the conspirators and claim his old dukedom. As he sees it, past treachery must be punished.

Madison Zobrist & RJ Schwoch
Osseo-Fairchild High School: Denise Beasley, Advanced English 12
The Magical Mantle (museum collection): Prospero’s cloak contains a variety of colors and items symbolizing the magic in The Tempest. The individual items represent several characters’ journeys, the island, Ariel’s influence, the weather and Prospero’s magic. A key is provided for each object, color and fabric and what it represents.

ROCK UNIVERSITY HIGH SCHOOL

Andy Dechner, Ace Mena, Xelos Maas & Gabrielle Stoner
Rock University High School: Erin Jensen & John Pruitt, Epic & Romance: From Beowulf to Shakespeare
The Tempest Network (multimedia project): Our project is a present-day rendition of the classic Shakespearean play, The Tempest. Our modernization of the story translates relatable content from the age it was written to the present day. Social media has become heavily integrated into our American culture and it was intriguing for us to consider what The Tempest would look like if it was told through the social media format. We are focusing exclusively on Acts 4 and 5 to explore specific character development and conflict resolution. Our main goal of this project was to try and bring a piece of Shakespearean text as accurately as possible into a more current light and portray the characters as contemporarily (while still as characteristically) as we could.

Thomas Murphy
Rock University High School: Erin Jensen & John Pruitt, Epic & Romance: From Beowulf to Shakespeare
Make The Tempest Great Again: Similarities of King Prospero and Donald John Trump (multimedia project): I designed a political campaign for King Prospero that outlines the similarities between his personality in The Tempest and the personality of President Trump, both during his campaign and after his inauguration. Using magic with magic and executive orders, Prospero and Trump are able to make unthinkable things happen. However, the passion to rule fades for one and is fueled in another. I will be looking at Prospero as if he was running for office, identifying in what ways he is comparable to President Trump and in what ways he may differ. The similarities and differences show how characters like Prospero connect to others in literature and in our world.

Kai Heller
Rock University High School: Erin Jensen & John Pruitt, Epic & Romance: From Beowulf to Shakespeare
Connections: The Tempest (character map): This project consists of a family/character tree of all the characters in William Shakespeare’s The Tempest. This tree shows the relationships between all the characters: Prospero, Miranda, Alonso, Ferdinand, Stefano, Antonio, Ariel, Iris, Caliban, Sycorax, Sebastian, Gonzalo, Trinculo, the Boatswain, Francisco, Adrian, Ceres and Juno. Even though some of them are not directly related, they still have some kind of bond or connection. The tree shows how the characters are connected, either by blood or through their social roles or status as friends, servants, enemies or simple acquaintances.

ST. FRANCIS XAVIER HIGH SCHOOL

Katie Walkowski
Xavier High School: Lynn Zetzman, Honors Art (12th Grade)
The Tempest Window (handmade paper collage): To create this project, I first made a sketch to illustrate the story of The Tempest. Next, I created a life-sized pattern that could be used to create a stained-glass window. The third stage involved the creation of sheets of handmade papers in the
chosen palette. The fourth stage consisted of cutting the handmade papers using the pattern shapes and gluing them to a second pattern adhered to the window form. The fifth stage was painting on top of the paper collage to enhance the textures and illustration of the story being told.

Lucy Sorenson & Ethel Su
Xavier High School: Lynn Zetzman, Mixed Art Classes
Ariel (sculpture and performance): This project consists of a sculptural interpretation of Ariel as a stilt-walking dragonfly actor inspired by Margaret Atwood’s Hag-Seed. Ariel was created using paper mache. Fabric, paint, LED lights and feathers were also used in the creation of the sculpture.

Leah Gregory
Xavier High School: Chris Magalska, 12th Grade English
The Tempest as Told by Justin Bieber (music video): This project matches songs by Justin Bieber to events and moods within the story of The Tempest. Songs include "Pray" for During the Storm, "I'll Show You" for Introducing Prospero, "Life is Worth Living" for Gonzalo's View of Being Stuck on the Island, "Born to be Somebody" for Antonio and Sebastian's Plot to Kill, "One Time" for Miranda and Ferdinand Fall in Love, "What Do You Mean?" for Trinculo and Stephano's Intoxicated Adventure, "All In It" for Ferdinand and Miranda are Engaged, "Sorry" for Prospero Forgives Everyone, and "Purpose" for the play's Finale.

Michelle Kang & Young Kim
Xavier High School: Chris Magalska, 12th Grade English
The Tempest Game (video game): This project combines original drawings with music to create a video game in which different characters compete to win the love of Miranda. The game is based on the board game Monopoly combined with the popular television series, "The Bachelor." In order to win Miranda's love, characters must be true, charming and respectful to the young woman of the story. The characters of Prospero and Ariel provide the punishments and rewards for the other characters as they compete for her love.

Alma Martinez Ramirez
Xavier High School: Chris Magalska, 12th Grade English
Caliban's Journal (creative writing): This project consists of journal entries written from the point of view of the slave Caliban. These entries highlight the dichotomy of this character and how he feels misunderstood by others on the island. A poster accompanies these journal entries.

Jessica Knight
Xavier High School: Chris Magalska, 12th Grade English
The Hand of Caliban (painting): I painted a hand that is representative of the slavery and bondage that Caliban feels. The hand is in chains, reaching out to be free. Surrounding the painting are several quotes explaining the inner sadness and anger the character feels regarding this bondage and lack of understanding the others on the island give him.

Tamara Moscoso Aleman
Xavier High School: Chris Magalska, 12th Grade English
The Tempest Island (sculpture): A sculptural replica of the island including the beach, the rocks, the ocean and the forest made from modeling clay. Replicas of the characters—including quotes that described each character's significance—are part of the project.
This year’s Great World Texts Annual Student Conference takes place at two venues: the WISCONSIN INSTITUTE FOR DISCOVERY (WID) and UNION SOUTH.

Participating teachers and students should direct buses to drop off and pick up at WID using the North Orchard Street entrance. At WID, teachers will pick up their conference materials and students will drop off projects for presentation during the afternoon sessions. They will then walk to Union South, which is located on the other side of Johnson Street (see map below). Union South will host the morning’s Plenary Sessions and Keynote Address, as well as lunch.

At the end of the lunch hour, conference attendees will cross back over to WID, where they will present their projects, and gather for the awarding of project prizes and closing remarks. At the end of the conference, all attendees should be picked up at WID on the north side of the building.

For those attendees who are driving their own vehicles to the conference: parking can be found nearby at Union South or the Engineering Drive Ramp (see map below).

Map of the Wisconsin Institute for Discovery and Union South. Both conference venues are marked with a star. The north drive where buses should drop off and pick up students at WID (North Orchard Street) is marked with an arrow. The two parking ramps in the near vicinity are marked with triangles.
Below is a map of the project presentation space at WID, where the afternoon sessions will take place. Students assigned to present their projects in PROSPERO'S LIBRARY will meet in the West and East Conference Rooms. Students assigned to present their projects in ARIEL'S IMAGINARIUM will use specially designated laptops located in the H.F. DeLuca Forum. All other students will set up their projects at their school’s assigned tables, which are located throughout the first floor of the building.

Below is a map of the second floor of Union South. The PLENARY SESSIONS and KEYNOTE ADDRESS will take place in Varsity Hall (marked with a star).
ACCESSIBILITY

**WID:** Both the men’s and women’s restrooms on the first floor are accessible to persons with disabilities. For conference attendees who need access to a gender-neutral restroom, there is a designated family restroom located on the first floor. This restroom is also accessible. There are more gender neutral and accessible bathrooms located on the 2nd, 3rd and 4th floors. To access restrooms located on the upper floors, please speak with Center for the Humanities staff or WID personnel.

**UNION SOUTH:** There is a Health Room located on the same floor as Varsity Hall, which can be used in the event a guest needs to breastfeed. Speak with Center for the Humanities staff or Union South personnel about access. All restrooms on the second floor are accessible to persons with disabilities. There are no gender-neutral restrooms located on the second floor, but there are on the third floor. To access the third-floor gender neutral restrooms, please speak to Center for the Humanities staff or WID personnel.

Look for staff wearing a GREAT WORLD TEXTS badge if you need help or have any questions!
GREAT WORLD TEXTS IN WISCONSIN
is a public humanities initiative of the
Center for the Humanities at the University of Wisconsin-Madison.

We are grateful to the program’s sponsors: the A.W. Mellon Foundation; the Evjue Foundation, the charitable arm of The Capital Times; UW-Madison Libraries; the Department of English; the Anonymous Fund of the College of Letters & Science; the Wisconsin Department of Public Instruction; the Promega Corporation; and American Family Insurance.

Special thanks to our partners; to this year’s faculty advisor, Karen Britland, Halls-Bascom Professor of English; to Devin M. Garofalo, Public Humanities Fellow, Great World Texts in Wisconsin program coordinator, and author of the 2016-2017 teaching guide: “Teaching The Tempest in Wisconsin.” Many UW-Madison faculty and graduate students participated in our educator colloquia and helped with this year’s programming, including: Joshua Calhoun, Assistant Professor of English; Jen Plants, Faculty Associate in the Department of English; and Robin Rider, Special Collections Librarian at Memorial Library. Marci Glaus and the Wisconsin Department of Public Instruction have been supportive partners. And special thanks to those members of the UW-Madison community who volunteered to help make today’s conference a success: Julia Dauer and Katie Lanning.

Teaching materials for and additional information about The Tempest in Wisconsin—as well as previous Great World Texts programs—are available online. To learn more, visit our website or contact Devin M. Garofalo at greattexts@humanities.wisc.edu.

Applications for the 2017-2018 Great World Texts in Wisconsin program, Rachel Carson’s Silent Spring in Wisconsin, will be online soon.

Visit our website for details:
[www.humanities.wisc.edu]