

# Social Networking Character Study: “Shakesbook”

**Overview:** Have your students create a Facebook profile following for a character from the play. Being able to empathize with fictional characters sheds light on our own personal situations, and recast the plot of the play in relevant terms.

**Grade:** 6-12

**Goal:** To bring the characters of *The Tempest* into a real-world context.

**State Standards:** English Literary Response and Analysis 3.0-3.4

**Outcomes:** Students will be able to use basic facts from the text to imaginatively enter into the thoughts, feelings, and motivations of fictional characters by creating a mock Facebook page.

**Activity:** Familiarize students with the profile layout of a social networking site page, such as Facebook. (See following examples.)

1. Ask the students to fill in the profile with
  - a. vital statistics
  - b. likes and dislikes
  - c. friends

**Note:** Students should use information drawn from their knowledge of the play (for example, Miranda seems particularly compassionate), filled out by their imaginations (for example, Miranda keeps a small group of pets she’s adopted from island animals that were orphaned.)

2. Profile photos may be drawn or cut out from magazines, or an actual photo of the student could be used and attached to the page. Remember, many actual Facebook profile pages do not have an actual photo of the person who made them—Facebook members sometimes choose a picture of something they feel represents them, e.g., a tree or a poster they like.
3. Share the pages you have created in student pairs or in a group discussion.

## Reflection

- Name one thing you had to imagine about your character that you think is really interesting.
- Was it easy to imagine beyond the play—for instance, what Ferdinand’s or Ariel’s activities and interests might be? Or do you feel the play did not provide enough information? How so?
- How easy was it to decide who your character’s friends are? Would your character ignore a friend request from other characters in the play? Why or why not?



## Extension exercise

Assign Facebook updates for each act of the play to follow the plot developments chronologically.

**Note:** Require the students to fill out the worksheet manually, rather than actually filling out a public profile online. If you can post their mock profile pages onto your school website or blog for students to fill out within the framework of this project, that would work as well, but false profiles in a public space should be actively discouraged. Student examples should show a deep understanding of the plot and qualities of the character. Some examples follow on the next pages.




 Wall

Engaged to



Ferdinand

Friends (3)



Prospero



Ariel




Caliban

## Miranda

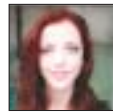
So bored on this island...

 Studied Everything at Homeschooled

 Engaged to Ferdinand

Write something...

### RECENT ACTIVITY



Miranda wrote on Prospero's wall.



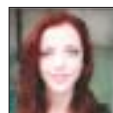
Miranda and Ferdinand are now friends



Prospero wrote: "Don't get too carried away, now, Miranda..."



Caliban wrote: "How disgusting..."



Miranda likes books and long walks on the beach





Wall

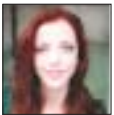
Friends (5)



Prospero



Ariel



Miranda

## Caliban

Prospero is SUCH A JERK!!

Studied English

Relationship status Single

Write something...

RECENT ACTIVITY



Caliban wrote on Ariel's wall



Caliban wrote on Prospero's wall



Prospero wrote: "Caliban, get off Shakesbook and get back to work!"



Caliban and Stephano are now friends



Trinculo likes this.



Caliban and Trinculo are now friends



Stephano likes this.



Caliban likes freedom





Wall

Friends (5)

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- 
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Studied

Relationship status

RECENT ACTIVITY

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