



EDUCATION DEPARTMENT CURRICULUM GUIDE  
TO *THE WINTER'S TALE*

**About the Folger Shakespeare Library**

The Folger Shakespeare Library houses one of the world's largest and most significant collections of materials pertaining to Shakespeare and the English and Continental Renaissance. The Folger Shakespeare Library editions of Shakespeare's plays are acclaimed throughout the world by educators, students, and general readers.

The mission of the Folger Library is to preserve and enhance its collections; to render the collections accessible to scholars for advanced research; and to advance understanding and appreciation of the Library and its collections through interpretive programs for the public.

**About the Folger Shakespeare Library's Education Department**

*"There is much matter to be heard and learned."*  
***As You Like It***

Shakespeare's audience spoke of *hearing* a play, rather than of seeing one. The Folger Shakespeare Library's Education department believes in active learning, using a performance-based and language-centered approach to teaching Shakespeare. Drawing on the Folger's abundant resources and incorporating opportunities provided by the Web, their activities and workshops present innovative ways to engage children, students, and teachers in Shakespeare's work.

For a complete selection of curriculum plans from the Folger Shakespeare Library Education department, visit [www.folger.com](http://www.folger.com).

## About the Folger Shakespeare Library's Publishing Program

For nearly 70 years, the Folger Shakespeare Library has been the most respected resource for the scholarship and teaching of William Shakespeare. Designed with everyone in mind—from students to general readers—these editions feature:

- Freshly edited text based on the best early printed version of the play
- Modern spelling and punctuation
- Detailed explanatory notes conveniently placed on pages facing the text of the play
- Scene-by-scene plot summaries
- A key to famous lines and phrases
- An introduction to reading Shakespeare's language
- An essay by an outstanding scholar providing a modern perspective on the play
- Illustrations from the Folger Shakespeare Library's vast holdings of rare books
- Biographical and historical essays

To receive a complete list of available titles, e-mail your request to [folger.marketing@simonandschuster.com](mailto:folger.marketing@simonandschuster.com).

## The Shakespeare Set Free Workshops

Make meaningful learning fun. Shakespeare Set Free workshops model a fresh approach for teaching Shakespeare in grades 3-12. Based on twenty years of best practices, the Folger method inspires teachers with proven activities that address national and local standards. Schedule a one-day workshop for 20-30 teachers at your school. If you teach in New Jersey, you may be eligible for funding from the Geraldine R. Dodge Foundation. Contact the Folger Shakespeare Library at 202-675-0380 or by e-mail at [educate@folger.edu](mailto:educate@folger.edu) for more information.

Turn the page for sample curriculum plans that you can find at <http://www.folger.com>  
Additional plans and tools are available on the website.

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## THE WINTER'S TALE

Dear Colleagues,

Somewhere along the line, most of my students and probably most of yours have heard about William Shakespeare. Maybe they saw the film *Shakespeare in Love* or heard an answer on *Jeopardy*, but somehow, along with the ozone, they've breathed in that name: Shakespeare. In fact, to many kids Shakespeare is "sposed to be" a part of high-school education, and they expect to read one of his works. If we don't give them that exposure, they feel vaguely cheated or assume we think they're incompetent to meet the challenge of something important.

But when that anticipated moment comes and the teenage eye actually meets the Shakespearean page, then, unfortunately, that early interest too often is followed by . . . "Huh? What is this? Why are we reading this?"

The faces of the bored and defiant can make the best of us dread going into the classroom. It's happened to me, and maybe it's happened to you, but it doesn't have to be that way. Incredibly, teaching Shakespeare can actually invigorate both your class and you. . . . You have an intimate knowledge of your teaching style and of the workings of your class. Use that knowledge to select the exercises [from this packet] that you think will provoke excitement, enhance learning, and help ease your students past the language barrier and into the wonder of the play.

Here's to the magic in the play and to the magic in your classroom.

Judith Elstein

Adapted from *Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth, and A Midsummer Night's Dream*

Each of the five lesson plans in this packet includes:

- Step-by-step instructions
- Materials needed
- Standards covered
- Questions students should be able to answer when the lesson is over
- Suggested related lesson plans with directions on how to find them on the Folger Web site.

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## Curriculum Plan #1:

### **“Mingling Bloods”: Friendship in *The Winter’s Tale* (A Lesson in Character Relationships) Developed by Damien Bariexca and Karen Richardson**

In this lesson, students will identify different types of friendships in *The Winter’s Tale* and examine how each relationship contributes to the action of the play. After understanding the important role friendship plays in *The Winter’s Tale* and distinguishing between the various types of relationships, students will be able to consider how their own friendships influence their decisions in life.

This lesson should take approximately 90 minutes.

#### **NCTE Standards Covered**

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

#### **What To Do:**

1. As a pre-writing activity, have students reflect on their closest friendships: How did they meet? Why did they stay friends? How has the friendship changed over the years? After 10-15 minutes, ask students to share their writing and to note similarities among their experiences.

2. Reread *The Winter’s Tale* 1.2.1-138, wherein Hermione and Leontes persuade Polixenes to stay in Sicilia. Ask your students why they are so eager for him to stay. Discuss the history that exists between Polixenes and Leontes.

3. Students will likely observe that Leontes and Polixenes were childhood friends. At this point, you can steer the discussion toward other groups of friends that exist in *The Winter’s Tale*, such as Hermione and Paulina, Florizell and Camillo, Camillo and Leontes, Florizell and Perdita and, possibly, the clown and Autolycus.

4. Split your class into five groups. Assign one group of friends from the play to each group. Have each group answer the following questions:

What is the nature of this friendship: How did it start, or where do we see it develop?  
How has it changed over the course of the play?  
Which other characters are affected by this relationship? In what way?  
How would the action of the play be different if these characters were not friends?  
As always, cite textual evidence in answers.

5. Ask each group to create a scrapbook, containing both textual and visual elements, from the perspective of one of their assigned characters. The scrapbook should illustrate the answers to the above questions.

6. Reconvene as a class and have each group share its scrapbook. Discuss each group's answers to the above questions. Then, based on what they've learned from the scrapbooks, ask students what conclusions they can draw about the role of friendship in the play and the play's attitude toward friendship.

7. Finally, ask students to draw parallels between the relationships of the characters in the play and their own relationships, for which they should have already noted common threads (see Step 1). This drives home the point that Shakespeare was indeed "not of an age, but for all time."

### **What You Need:**

- Art supplies (oaktag, magazines for pictures, pens, pencils, markers, glue, scissors, etc.)
- Folger Shakespeare Library edition of *The Winter's Tale* (ISBN 0-7434-8489-4, \$4.99)

### **How Did It Go?**

Did students cite appropriate amounts of text in their answers? Did their answers and projects accurately reflect the development of relationships in the play? Were the projects creative and engaging? Did all students participate?

### **If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:**

"Mars vs. Venus in Renaissance England: Women and Men in *The Winter's Tale*." This assignment examines the conflict between Leontes and Hermione, as well as gender roles in early 17<sup>th</sup> century England.

### **Where Can I Find This Lesson Plan?**

1. Go to the Web site address: [www.folger.edu](http://www.folger.edu)
2. Scroll down to "Teachers and Students."
3. In the menu that appears, choose "Resources for Teachers" and then "Teaching Shakespeare."
4. Click on "Archives."

5. Click on “Lesson Plan Archives.”
6. Scroll down until you get to “The Winter’s Tale.”
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas.

## Curriculum Plan #2:

### **"Strike a Pose:" Music and Vogueing in *The Winter's Tale*** **(A Lesson in Interpretation)** **Developed by Annmarie Kelly Harbaugh**

In this lesson, students will reduce Act 3 into lines, images and songs that will help them navigate the many moods of *The Winter's Tale* in this lynchpin act. The lesson culminates in a performance for the class. It works best after students have read the act and spent some time discussing it.

This lesson takes two class periods.

#### **NCTE Standards Covered:**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

#### **What To Do:**

1. Divide students into groups of 3-4.
2. Ask each group to select one line from 3.1 that they feel is representative of the essence of the entire scene.
3. Next, ask each group to strike a pose (the Folger Shakespeare Library's *Shakespeare Set Free* series calls these "tableaux") that best depicts the characters in 3.1.
4. Finally, ask each group to think of a 5-10 second snippet of a song that would best mirror or enhance the mood of the scene. Encourage students to think about genres of music outside of pop or rap, though these could certainly be used if appropriate.
5. Have students write down their choices, along with a 2-3 sentence rationale for their choice. For example: "We chose Enya music because it is so sad, and yet prayerful."

Cleomenes and Dion are weary from their journey, but hoping that Hermione will be saved by the gods."

6. Have students repeat steps 2 through 5 for 3.2 and 3.3.
7. For homework, ask groups to bring their music to class the next day. They might burn a CD, bring in CDs or cued cassettes, or just hum or sing the song, as appropriate.
8. The next day, give each group a few minutes to check their music and review their lines and poses. Students without music will need to sing or hum their accompaniments.
9. Have each group perform their three scenes for the class: reading the lines, striking their poses, and holding them for the 5-10 seconds of the music.
10. When all the groups have performed, discuss the choices the groups made. Encourage students to talk about how the poses, lines or music impacted their understanding of the scenes, not simply which music they enjoyed.

### **What You Need:**

- Audio equipment as you see fit
- Folger Shakespeare Library edition of *The Winter's Tale* (ISBN 0-7434-8489-4, \$4.99)

### **How Did It Go?**

Were students arguing whether Britney Spears or Madonna would provide a good backdrop for Paulina? Did one or two students stand up for the Bard to say; "N-Sync just doesn't fit Bohemia. Bohemia is way more heavy metal. I mean, c'mon, bears eat people there." Were students excited by the idea of puzzling through scenes using music? Did they use the text to justify their choices?

### **If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:**

"I Will Hear That Play': Using Sound to Enhance the Text." This exercise demonstrates the importance of the audio component of performance, in addition to the purely visual aspect of plays.

### **Where Can I Find This Lesson Plan?**

1. Go to the Web site address: [www.folger.edu](http://www.folger.edu)
2. Scroll down to "Teachers and Students."
3. In the menu that appears, choose "Resources for Teachers" and then "Teaching Shakespeare."
4. Click on "Archives."
5. Click on "Lesson Plan Archives."



6. Scroll down until you get to “Interactive Media Lessons.”
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas.

## Curriculum Plan #3:

### **Fools Following the Fools** **(A Lesson in Historical/Modern Comparison)** **Developed by Shade Gomez**

Using a primary source and dramatic reading, the class will explore the qualities of fools, both as depicted in *The Winter's Tale* and as described in *Foole upon Foole*. Students will apply Robert Armin's categories to the fools in Act 4 of *The Winter's Tale*, which will permit them to further visualize the characters in the play.

#### **NCTE Standards Covered:**

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### **What To Do:**

1. Have the students summarize lines 1-51 in Act 4, Scene 3 of *The Winter's Tale* and then brainstorm everything known about the two characters in the scene.
2. Ask the students to read 3.4.52-133 aloud, changing speakers after each character's lines, so that everyone in the class has a chance to read. Tell the students that each person must portray the character differently than the last person reading. The more ridiculously the character is played, the better.
3. Discuss as a class the different types of "fool" voices people chose.
4. Now, ask the students to read through the scene once again, this time with each reader altering the volume at which the lines are spoken. Discuss as a class how volume affects the way the character is perceived.
5. Hand out copies of the primary source (attached) describing a variety of fools. Explain to the students that *Foole upon Foole* was a book written by Robert Armin, the second of Shakespeare's fool/clown actors.
6. Have the students read the "rime" at the top of the page and discuss the difference between a "naturall foole" and an "artificiall foole." Ask the students to identify which type of fool Autolycus and the Shepherd's Son are. Be sure to have them defend their answers with the text.
7. For homework, have the students write a brief essay describing the types of fools that exist in today's plays and movies. They should provide specific examples and refer back to *Foole upon Foole* and *The Winter's Tale* to support their arguments.

### **What You Need:**

- Primary Source handout from *Foole upon Foole* (attached)
- Folger Shakespeare Library edition of *The Winter's Tale* (ISBN 0-7434-8489-4, \$4.99)

### **How Did It Go?**

Do students understand how fools were classified in Shakespeare's day? Are they able to relate the characters of Autolycus and Shepherd's Son to these classifications? After trying different styles themselves, are they aware of how an actor could play the different types of fools? Do they have a better understanding of what is happening in this scene of the play?

**If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:**

“Not Much Unlike Stageplayers.” This exercise encourages students to think about body movement as an expression of character.

**Where Can I Find This Lesson Plan?**

1. Go to the Web site address: [www.folger.edu](http://www.folger.edu)
2. Scroll down to “Teachers and Students.”
3. In the menu that appears, choose “Resources for Teachers” and then “Teaching Shakespeare.”
4. Click on “Archives.”
5. Click on “Lesson Plan Archives.”
6. Scroll down until you get to “General Lessons.”
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas.

## Curriculum Plan #4:

### **Journalistic Fact or Fiction: Back from the Dead in *The Winter's Tale*** **(A Lesson in Language)** **Developed by Karen Richardson**

In this lesson students will learn to distinguish between the descriptive words used in legitimate journalism and those used in tabloid journalism. Then, they will write their own legitimate and tabloid articles about the plot of *The Winter's Tale*.

This lesson will take 2 class periods.

#### **NCTE Standards Covered:**

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

#### **What To Do:**

1. Before class, place 5-10 regular newspaper articles in envelopes marked "A" and 5-10 tabloid articles in envelopes marked "B".
2. Introduce the unit by discussing the distinguishing features of journalistic writing. How does it differ from other forms of writing? What lends a newspaper article credibility?
3. Divide the class into small groups and distribute an "A" envelope to each group.

4. Have the students read their assigned article with their group, underlining all of the descriptive words. Then, have them write brief paragraphs about why they would or would not be inclined to believe the article based on its word choice.
5. Together as a class, write some of the descriptive words the students found on the board and have the students share their writing.
6. Repeat the same process for the envelopes marked “B”.
7. Once you have added the list of descriptive words from the tabloid articles to the board, discuss as a class the differences between the two lists.
8. Now, ask the students to read Act Five, Scene 3 of *The Winter's Tale*. Have them return to their groups and write two articles—one for a regular newspaper and one for a tabloid—about what happens in the scene. They should refer back to the lists of descriptive words as they write.
9. Have the students share their articles with the class. You may even want to compile them into a class newspaper.

### **What You Need:**

- 5-10 articles from a newspaper
- 5-10 articles from a tabloid
- 10-20 envelopes (1 for each article)
- Folger Shakespeare Library edition of *The Winter's Tale* (ISBN 0-7434-8489-4, \$4.99)

### **How Did It Go?**

Could the students identify the differences between the words used in news and tabloid articles? Were they able to follow the models in composing their own pieces? Did they better understand the drama of the scene after writing their articles?

### **If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:**

“Why is Leontes Jealous? Finding a Cause in *The Winter's Tale*.” Students brainstorm different interpretations of Leontes’ sudden jealousy and mistrust of his wife.

### **Where Can I Find This Lesson Plan?**

1. Go to the Web site address: [www.folger.edu](http://www.folger.edu)
2. Scroll down to “Teachers and Students.”
3. In the menu that appears, choose “Resources for Teachers” and then “Teaching Shakespeare.”
4. Click on “Archives.”

5. Click on "Lesson Plan Archives."
6. Scroll down until you get to "The Winter's Tale."
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas.

## Curriculum Plan #5:

### **Trait Talk: Personalities in *The Winter's Tale*** **(A Lesson in Character Analysis)** **Developed by Karen Behm**

Class discussions about characters can be an exercise in generalities and vagueness for many students. In this lesson, students will work together in groups to discover characters' personality traits, learn vocabulary to describe them, and find evidence in the text to support their conclusions.

This lesson will take one to two class periods.

#### **NCTE Standards Covered:**

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

7. Students conduct research on issues and interests by generating ideas and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

#### **What To Do:**

1. Break students into groups of three or four.
2. Give students the attached handout and have them look up any vocabulary words they don't already know.
3. In their groups, have students select two personality traits to describe each character. Encourage debate and discussion, but set a time limit of fifteen minutes to keep students on task.
4. Have each student pick one to three characters and look through the text to find a supporting quotation or passage for each of the personality traits they have designated.
5. Give the groups time to discuss their findings and prepare to present their evidence to the rest of the class.
6. In their presentations, have one person from each group write act-scene-line numbers on the board while another discusses the group's findings. Encourage students to see when the same quotes are used in different instances, and discuss why.



7. As a conclusion, discuss the different ways readers and audiences can learn about a character's personality.

### **What You Need:**

- "Describing the Characters" handout (attached)
- Folger Shakespeare Library edition of *The Winter's Tale* (ISBN 0-7434-8489-4, \$4.99)

### **How Did It Go?**

Were the students able to describe the characters using appropriate personality traits? Were they able to find good supporting evidence in the text? Did they make convincing arguments to the class? Did they participate well in their groups? Did they discover different ways that Shakespeare presents personality traits?

### **If You And Your Class Enjoyed This Curriculum Plan, You'll Want To Try:**

"A Boxful of Character." Students will create "life boxes" filled with everyday items relating to individual characters in the play.

### **Where Can I Find This Lesson Plan?**

1. Go to the Web site address: [www.folger.edu](http://www.folger.edu)
2. Scroll down to "Teachers and Students."
3. In the menu that appears, choose "Resources for Teachers" and then "Teaching Shakespeare."
4. Click on "Archives."
5. Click on "Lesson Plan Archives."
6. Scroll down until you get to "General Lessons."
7. Choose the lesson plan listed above or browse the other titles for more classroom ideas.

### **Also Available from the Folger Shakespeare Library**

Shakespeare wrote more than twenty plays\*, and many are terrific for students. Whether tragedy or comedy, all will teach students about the age of Shakespeare, about the subtle manipulation of language and image, and about the dramatic construction of character in a new and exciting way. Additional titles include:

*Hamlet* (ISBN: 0-7432-7712-X)

*Macbeth* (ISBN: 0-7432-7710-3)

*Romeo and Juliet* (ISBN: 0-7432-7711-1)

*A Midsummer Night's Dream* (ISBN: 0-7432-7754-5)

*Julius Caesar* (ISBN: 0-7432-8274-3)

*The Taming of the Shrew* (ISBN: 0-7432-7757-X)

*The Merchant of Venice* (ISBN: 0-7432-7756-1)

*Much Ado About Nothing* (ISBN: 0-7432-8275-1)

*King Lear* (ISBN: 0-7432-8276-X)

\*For a complete list of available titles, please e-mail your request to [folger.marketing@simonandschuster.com](mailto:folger.marketing@simonandschuster.com)

## Handout for Fools Following the Fools

### A flat Foole.

ole. Good Musicke or broken consort they agré well together  
but when they were well they were contented for their paines  
they had both money and the Knights fauour. Here you haue heard  
the difference twext a flat foole naturall, and a flat foole artifict  
all, one that had his kinde, and the other who foolishly followed his  
owne minde: on which two is written this rime.

Naturall fooles are prone to selfe conceit,  
Fooles artificiall, with their wits lay waite  
To make themselues fooles, likeing the disguisies,  
To feede their owne mindes and the gazers eyes.  
He that attempts daunger and is free,  
Hurting himselfe, being well cannot see:  
Must with the Fiddler heere weare the fooles coates  
And bide his pennance sign'd him by Iacke Oates.  
All such say I that vse flat foolery,  
Beate this, beare more, this flat fooles company.

How Iacke Oates eate vp a Quince Pyc being of choyse provided  
for Sir William.

**I**acke Oates could neuer abide the cooke, by reason that he would  
scalde him out of the Kitchin: vpon a tyme he had a great charge  
from his Lady to make her a Quince Pyc of purpose for Sir  
Williams owne eating, which the Cooke endeoured to doe, and  
sent to Lincolne of purpose to the Apothecaries for choise quinces:  
Iacke being at this charge giuen, thought to be even with the  
cooke, and waited the tyme when this Pyc was made: it hapned  
so the cooke could get no Quinces, my Lady (for it was the Knights  
desire to haue one) sent about to Boston, and all the chiefe townes,  
but all in vaine, the season serued not: but rather then Sir William  
should be vnfurnished, sent to Lincolne againe to buy vp many  
Quinces ready preserued at Potheccaries, which she had, though  
with great cost. The Knight asking his Lady for his Pyc, she told  
him with much adoe she had preuailed, but with no little paines in  
seeking Quinces, for she was faine to buy them ready preserued,  
and to make a vertue of necessity that way. Sir William seeing  
it was so, said it should be as well eaten, and sent for his freinds,  
Gentlemen, and others of no small account. There was  
other great chere provided to furnish vp this sumptuous feast, and

## Handout for Trait Talk

### Personalities in *The Winter's Tale*

Letters can be used more than once, so each character should be assigned TWO personality traits. Please look up any unfamiliar words!

_____ Leontes	a. brazen
_____ Hermione	b. heartbroken
_____ Mamillius	c. strong
_____ Perdita	d. represents change
_____ Florizell	e. uncontrollable
_____ Camillo	f. irrational
_____ Antigonus	g. represents renewal
_____ Paulina	h. destructive
_____ Shepherd	i. innocent
_____ Shepherd's Son	j. nurturing
_____ Autolycus	k. indulgent
	l. witty
	m. charming
	n. virtuous
	o. represents healing
	p. gentle
	q. unassertive
	r. indecisive
	s. intensely passionate