

Study Guide 2022-2023



Henry V by William Shakespeare

Florida Standards

Language Arts

LAFS.910.RL.1: Key Ideas and Details
LAFS.910.RH.1: Key Ideas and Details
LAFS.1112.SL.1: Comprehension and Collaboration
LAFS.910.W.1: Text Types and Purposes
LAFS.1112.RL.1: Key Ideas and Details
LAFS.910.RL.3: Integration of Knowledge and Ideas

Theater

TH.912.F.2: Careers in and related to the arts
TH.68.S.1: The arts are inherently experiential

PG-13

Language, Stage Fighting and Death, Crude Humor, Suggestive Themes, Use of Alcohol, Violent Reference

Most appropriate for Grade 8 and up. Children under 5 will not be admitted to the theater.

Henry V

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Henry V

An Introduction

Educators:

Welcome Home! Orlando Shakespeare Theater is thrilled to be back to full educational offerings at the Lowndes Shakespeare Center and in your school! We can't wait to share the magic of live theater with you and your students once again.

With a Children's Series of older and newer classic stories and a Signature Series with recent hits, traditional favorites and of course Shakespeare, there is something for everyone.

This Study Guide will assist you in preparing for your Field Trip, as well as give you follow up activities and lessons to continue exploring themes when back in your classroom.

We look forward to working with you this year and learning how we can serve you and your students. Thank you for your tremendous work in nurturing our audiences of tomorrow.

Anne Hering
Director of Education

Jennifer Paxton,
Education Coordinator



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Enjoying Live Theater

Theater is a Team Sport

The **Playwright** writes the script. Sometimes it is from an original idea and sometimes it is adapted from a book or story. The Playwright decides what the characters say, and gives the Designers guidelines on how the play should look.

The **Director** creates the vision for the production and works closely with the actors, costume, set and lighting designers to make sure everyone tells the same story.



Stage Manager -Stacey
Renee Norwood
Photo: Rob Jones

The **Actors** use their bodies and voices to bring the author's words and the director's ideas to life on the stage.

The **Designers** imagine and create the lights, scenery, props, costumes and sound that will compliment and complete the director's vision.

The **Stage Manager** assists the director during rehearsals by recording their instructions and making sure the actors and designers understand these ideas. The Stage Manager then runs the show during each performance by calling cues for lights and sound, as well as entrances and exits.



Sound Designer -
Britt Sanducky
Photo: Rob Jones



Costume Designer -
Denise Warner
Photo: Rob Jones

The **Shop** and **Stage Crew** build the set, props and costumes according to the designer's plans. The Stage Crew sets the stage with props and furniture, assists the actors with costume changes and operates sound, lighting and stage machinery during each performance.



Creative Team of The Merry Wives of
Windsor
Photo: Rob Jones

The **Front of House Staff** welcomes you to the theater, takes your tickets, helps you find your seat and answers any question you may have on the day of performance.

The **Theater** is where it all takes place. Orlando Shakespeare Theater In Partnership with UCF is the only professional, classical theater company in Central Florida, reaching students and audiences in the surrounding eight counties.

Mission:

To enrich our community with engaging professional theater, inspiring educational experiences, and thought-provoking new plays.

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Enjoying Live Theater

The Actor/Audience Relationship

The Audience is the reason Live Theater exists. At Orlando Shakes, we cherish the Actor/Audience relationship, the unique give and take that exists during a performance which makes the audience an ACTIVE participant in the event. The actors see the audience just as the audience sees the actors, and every laugh, snuffle, chuckle and gasp the audience makes effects the way the actor plays his next moment. We want you to be engaged and to live the story with us!



Photo: Rob Jones

There are certain Conventions of the Theatrical Event, like, when the lights go down you know that the show is about to start, and that the audience isn't encouraged to come and go during a performance. Here are some other tips to help you and your classmates be top notch audience members:

- Please make sure to turn off your cell phones. And NO TEXTING!
- Please stay in your seat. Use the restroom before you take your seat and stay in your seat unless there is an emergency.
- Please do not eat or drink in the theater.

Talkback

After the performance, the actors will stay on stage for about 10 minutes to hear your comments and answer any questions you have about the play and the production. We'd love to hear what you felt about the play, what things were clear or unclear to you, and hear your opinions about what the play means. This last portion of the Actor/Audience Relationship is so important to help us better serve you and enrich your artistic experience.

Consider the Themes and Key Questions above and ask yourself:

1. What Key Questions did the play answer?
2. Do you agree with everything the play said about these themes?
3. How did the actors, directors, and designers all address these themes?
4. What opinion did the artists bring to the process, did those opinions change throughout the process (designing, rehearsing, performing) and how did that impact their work?

Henry V

About the Play

Summary

Act I

Henry V follows the events of Henry IV Part 2, after Prince Hal is crowned. A Chorus introduces the play and celebrates the life of England's King Henry V. Henry himself seeks for evidence of his right to rule over France. The Archbishop explains land laws to the King and his court. Then an ambassador arrives from the French King's son, the Dauphin, with a gift of tennis balls to humiliate Henry. His response to this challenge is to set in motion the invasion of France. The scene moves to Southampton where a fleet prepares to sail.

Act II

Henry has rejected many of his former friends in his ascension. Three of these former friends are caught plotting his death, and Henry condemns the conspirators to their own deaths in return. Meanwhile, Pistol, Nim, and Bardolph, three of Henry's former rambunctious comrades who appeared in Henry IV Parts 1 and 2, decide to join the army. They set off for the war after hearing of the death of their leader, Sir John Falstaff. Everyone believes that Falstaff died of a broken heart after the young King Henry, affectionately known as Hal, rejects him.

Act III

The French King receives Exeter as Henry's ambassador. Then the English lay siege to and take the town of Harfleur. During this battle, Henry gives a rousing speech to his troops: 'Once more unto the breach, dear friends, once more'. He leaves a regiment of troops in Harfleur before travelling on towards Calais, gradually moving through the French countryside. Meanwhile, the French courtiers deride their invaders amongst themselves. Back at the French court, Princess Catherine has an English lesson with her waiting woman.

Act IV

In the English camp, Pistol, Henry's friend, ridicules the Welsh captain, Fluellen. After many battles, the two armies start to prepare for combat near Agincourt. The night before the battle, the King disguises himself and visits his soldiers to learn from them and give them comfort before the day ahead. He prays that his responsibility will be rewarded by victory. As dawn approaches, the French generals are confident of their superior forces. Henry encourages his troops to fight for success and scorns another French envoy's invitation to surrender.

Act V

The French army is defeated with heavy losses, while few have died on the English side. Thanking God for his victory, Henry returns in triumph to London. But not before he, too, has an encounter with the Welsh captain, Fluellen. Henry makes peace with the French King and woos Princess Catherine before linking the two nations through marriage. The play ends with the Chorus reminding the audience of how little time would pass before Henry's infant son inherited two war-torn nations: a tale told in Henry VI Part 1.

<https://www.shakespeare.org.uk>

Henry V

About the Play

Characters

The Chorus leads the audience through the play, explaining those things that the theatre lacks the ability, the budget, or the time to show.

King Henry the Fifth is the same characters as the Harry of Henry IV, Part One and Part Two. He is a young man who when he was heir to the throne pretended to be dissolute so that he would impress his subjects by becoming a good man the moment he took power.

Humphrey, Duke of Gloucester and John, Duke of Bedford are King Henry's brothers.

Thomas, Duke of Clarence is King Henry's brother, the same character as in Henry IV, Part Two.

The Duke of Exeter is King Henry's uncle and one of his chief supporters and closest advisors.

The Duke of York is the King's cousin.

The Earl of Westmorland is one of King Henry's noblemen, who helps to incite him to war against France. He despises traitors. He is the same as the Westmorland of Henry IV, Part Two.

The Earl of Salisbury is one of King Henry's noblemen, in charge of one section of the English army.

The Earl of Warwick is the King's cousin, whom Henry involves in his prank on Fluellen and Williams.

The Archbishop of Canterbury incites King Henry to war against France, mostly to get the Church out of having to lose most of its revenue.

The Bishop of Ely is worried that the Church will lose most of its revenue, and works with the Archbishop of Canterbury to avoid this by convincing Henry to go to war against France.

Richard, Earl of Cambridge is a traitor against King Henry, hired by the French to murder the King with the help of Grey and Scroop.

Henry, Lord Scroop of Masham is a traitor against King Henry, hired by the French to murder the King with the help of Cambridge and Grey.

Sir Thomas Grey is a traitor against King Henry, hired by the French to murder the King with the help of Cambridge and Scroop. He insists that he is glad to have been found out.

Sir Thomas Erpingham, Captain Fluellen and Captain Gower are officers in the English army

Captain Macmorris is an Irish officer in the English army, in charge of digging the mines at the walls of Harfleur.

Captain Jamy is a Scottish officer in the English army who enjoys listening to a good dispute over the proper way to fight a war.

John Bates is a soldier in the English army who rather wishes he wasn't in France.

Alexander Court is a soldier in the English army, a friend to John Bates and Michael Williams. He is on the lookout for the start of the say.

Michael Williams is a soldier in the English army, a friend of Alexander of Court and John Bates.

Pistol, Nym and Bardolph were formerly Falstaff's companions and are now soldiers in Henry's army.

Boy is in the service of Pistol, Nim, and Bardolph, and was once Falstaff's page, in Henry IV, Part Two.

Charles VI is the King of France, whose claim to the throne King Henry does not recognize.

The Dauphin is the son of King Charles of France, and heir to the throne.

The Duke of Burgundy, Duke of Orleans, The Duke of Bourbon, The Duke of Britain, The Duke of Berri, The Constable of France, Lord Rambures and Lord Grandpré are French nobles.

Governor of Harfleur holds the city for the King of France, and holds off King Henry's siege for as long as he can.

Montjoy is the Herald of the French King, Charles's official mouthpiece; his word can be considered that of the King himself.

The Ambassador of France bears the Dauphin's insulting present and message to King Henry. He has sense enough to be slightly scared of delivering it, and makes it very clear that he is only the messenger.

Queen Isabel is Charles of France's wife.

Katherine is the daughter of Charles VI of France.

Alice is Catherine's waiting-woman.

Hostess is the same as Hostess Quickly of Henry IV, Part Two. Despite having become engaged to Nim, she has recently married Pistol.

Henry V

About the Play

Meet the Playwright



William Shakespeare is a mystery. He never went to college, only the local grammar school, but ended up writing the most famous plays in the history of the world. How did it happen? Nobody really knows.

We know very little about Shakespeare's personal life, his childhood and his marriage when you think about the impact he's had on our world. We have none of Shakespeare's letters, diaries, or original manuscripts. All we have is his signature on a couple of legal documents. In fact, the lack of information on him has made a lot of people argue that he never really wrote all those plays or even existed at all!

Never forget, Shakespeare wrote his plays to be **PERFORMED** not read. Never sit down to **READ** one of his plays if you don't know it. Get up and try **ACTING IT OUT**. You'll be surprised how much you'll understand. Reading Shakespeare is **ALWAYS** hard, Performing him is **EASY**.

Will wrote over 40 plays, but only 37 have survived. He wrote every kind of story you can think of- tragedies, comedies, histories. 22 of his plays were about **WAR**. Guess he had human nature down... In his plays you can find teenagers fighting with their parents, teenagers running away, teenagers falling in love, ghosts, gods, witches,

drunks, murderers, a woman caressing her lover's body minus its head, a woman caressing her lover's head minus its body, weddings, funerals, death by stabbing, suffocation, poison, decapitation, spiking, hanging, execution, being made into a meat-pie, and drowning in a vat of wine. The point is that Shakespeare did it ALL!

Everybody went to see Shakespeare's plays: children, peasants, royalty, merchants, every kind of person from every social group and clique. It was the one place where a beggar could rub elbows with the rich and famous. Remember there were no televisions, no radios, no magazines, and only the beginnings of newspapers. Not that newspapers mattered much considering most people **COULDN'T** read or write! Aside from the plays, there were bear-baitings, cockfights, bull-baitings and if you were lucky, the occasional execution. That was all. Seeing one of his plays was something like a cross between a Magic basketball game and a rock concert. It was noisy, crazy, usually messy, and a whole lot of fun.

Shakespeare's Early Years

William Shakespeare was born on April 23, 1564 in Stratford-upon-Avon, England. He died on the exact same day fifty-two years later, in 1616. He lived during what was called the Elizabethan Era because at that time the queen of England was Queen Elizabeth I.

William Shakespeare's father, John Shakespeare, was a glovemaker by trade and ran a 'general store'. He was a prominent citizen in the town of Stratford-upon-Avon and even served as mayor for a term. The very first mention of John Shakespeare is in 1552. He was fined for keeping a 'dunghill' in front of his house. When William was eight years old, his father's fortunes started to decline. His father stopped going to church meetings and town council meetings, and his application for a coat-

of-arms was turned down. A 'coat-of-arms' was an important status symbol in Elizabethan England. Today it would be like the U.S. Government and everybody else in the country recognizing that you and your family were upper class and treating you like you were somebody important. Basically, you got invited to all the 'A-List' parties. Nobody knows why John Shakespeare's mysterious decline occurred.

Shakespeare's mother was Mary Arden, a young lady from a prominent Catholic family. She married John Shakespeare in 1557 and they had seven children. William's older sisters Joan and Margaret died when they were babies. His younger sister Anne died when he was fifteen. The most of what we know about his three younger brothers is the youngest was named Edmund and that he later became an actor in London. Edmund died at age twenty-seven and was buried in London. We don't really know much about Shakespeare's other two brothers.



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About the Play

Meet the Playwright

As far as Shakespeare's education, even less is known. We assume he went to the local public grammar/elementary school in Stratford, but there are no records to prove it. We're also pretty sure he never went to college or university (pretty incredible when you consider Shakespeare invented over 2500 words that we still use everyday- including the words "puke", "eyeball", and "vulnerable"). In fact, after his baptism the next record we have of William Shakespeare is his marriage in 1582 to Anne Hathaway. William was eighteen years old when he married and Anne was twenty-six. Anne was also several months pregnant! Susanna, Shakespeare's first child, was born in 1583. Two years later, Shakespeare and Anne had twins, Judith and Hamnet. Sadly, Hamnet died only eleven years later. There is no record of his cause of death. William was deeply affected by his only son's death and after it spent more time in Stratford, traveling to London only for important theater business.

The London Years

Nobody knows exactly when William Shakespeare moved to London or how he supported himself once he got there. We do know he was an actor before he was a playwright. Even when he was thriving as a playwright, he still found time to act in his own plays. He played roles such as Adam in *As You Like It* and the ghost of Hamlet's father in *Hamlet*.

In 1589-92, Shakespeare's first plays were all HITS in London. By 1594, Shakespeare's own acting troupe, the Lord Chamberlain's Men, became the premier acting company in London.

In 1598, Shakespeare built his famous theater- The Globe Theater. It was located on the south bank of the Thames River in London. The new theater's motto was "Totus mundus agit

histrionem" or in English instead of Latin "All the world's a stage".

The Globe Theater could accommodate over 3,000 spectators and admission in the early 1600's was one penny. The Globe had twenty sides and was an "open-air" theater, meaning there was no roof in the center. What roof there was, was thatched (made of hay). The rest of the building was made of wood. From above it looked like a large donut. Performances were given every day from 2-5 in the afternoon (so the sunlight wouldn't bother the audience or the actors) except Sunday. The beginning of a show was signaled by three blasts from a trumpet and a flag raised at the same time: black for tragedy, red for history, and white for comedy. Why didn't they just pass out leaflets? Going to plays was considered immoral and advertising for plays was prohibited. Yet, everybody came! Vendors at the shows sold beer, water, oranges, gingerbread, apples, and nuts. All of these were THROWN at the actors if the audience didn't like the show! Audience members also frequently talked back to the actors. For example, if a murderer was sneaking up on somebody, the audience usually screamed out "LOOK BEHIND YOU!"

On June 29, 1613, the Globe Theater burned to the ground. It was during a performance of *Henry the Eighth*. The cannon shots that were fired to 'announce the arrival of the king' during the first act of the play misfired and engulfed the thatched roof in flames. One man's breeches (pants) caught on fire but before he got hurt badly somebody dumped their beer on him and put it out! While the rest of the audience escaped unharmed, The Globe Theater was completely destroyed. Thirty years later, an ordinance (law) was passed to close all theatres. Acting and plays were outlawed because they were considered immoral.

The Later Years

Back in Stratford, William Shakespeare enjoyed his retirement and his status as 'Gentleman'. He purchased 'New House', the second largest home in Stratford-upon-Avon and often invited his friends and fellow artists over to hang out. One such visit is recorded in the journal of John Ward, a vicar in Stratford. He wrote, "Shakespeare, Drayton, and Ben Johnson had a merry meeting, and it seems drank too hard, for Shakespeare died of a fever there contracted". Shakespeare indeed died thereafter and was buried in his family's church in Stratford on his birthday in 1616.

In all, Shakespeare had written over 40 plays in two years. Two members of his acting company, the Lord Chamberlain's Men, published all the plays they could find in 1623. This collection of 37 of Shakespeare's plays has come to be known as The First Folio. If it had not been for these two men, John Heminges and Henry Condell, we might have no record of William Shakespeare's work and the world as we know it would be a very different place. In the preface to the Folio these men wrote, "We have but collected them (the plays) and done an office to the dead... without ambition either of self-profit or fame; only to keep the memory of so worthy a friend alive, as was our Shakespeare".

Shakespeare's friend and fellow playwright Ben Johnson wrote this about Shakespeare when William died- "... I loved the man, and do honor his memory as much as any. He was indeed honest, and of an open and free nature: had excellent fantasies, brave notions, and gentle expressions..."

Henry V

About the Play

Meet the Playwright

Shakespeare's Plays

1589	<i>Comedy of Errors</i>	1601	<i>Troilus and Cressida</i>
1590	<i>Henry VI, Part II</i> <i>Henry VI, Part III</i>	1602	<i>All's Well That Ends Well</i>
1591	<i>Henry VI, Part I</i>	1604	<i>Othello</i> <i>Measure for Measure</i>
1592	<i>Richard III</i>	1605	<i>King Lear</i> <i>Macbeth</i>
1593	<i>Taming of the Shrew</i> <i>Titus Andronicus</i>	1606	<i>Antony and Cleopatra</i>
1594	<i>Romeo and Juliet</i> <i>Two Gentlemen of Verona</i> <i>Love's Labour's Lost</i>	1607	<i>Coriolanus</i> <i>Timon of Athens</i>
1595	<i>Richard II</i> <i>Midsummer Night's Dream</i>	1608	<i>Pericles</i>
1596	<i>King John</i> <i>Merchant of Venice</i>	1609	<i>Cymbeline</i>
1597	<i>Henry IV, Part I</i> <i>Henry IV, Part II</i>	1610	<i>Winter's Tale</i>
1598	<i>Henry V</i> <i>Much Ado about Nothing</i>	1611	<i>Tempest</i>
1599	<i>Twelfth Night</i> <i>As You Like It</i> <i>Julius Caesar</i>	1612	<i>Henry VIII</i>
1600	<i>Hamlet</i> <i>Merry Wives of Windsor</i>		



Henry V

Historical Context

Elizabethan Theater

Statistics from the late 16th century suggest that more than 10% of the population regularly attended plays. The first regular London playhouse, The Theatre, had been built by the actor and carpenter, J. Burbage, in 1576. Actually, it was built just outside the city of London in order to escape the Puritan civic authorities. Up to this time players had been forced to perform mostly in inn yards. In the typical Elizabethan playhouse:

- The overall shape was roughly round or octagonal shaped with an open space in the middle, or an unroofed yard surrounded by one or two galleries.
- The stage was an open platform, jutting out into the center of the yard.
- Under the stage, hidden by drapery, was a cellar with machinery for projecting ghosts and devils through trapdoors.
- Above the stage the first gallery provided an open balcony which could be used for appearances of actors.
- Above the balcony was a hut to house machinery to raise or lower actors or property onto the stage.

The audience could stand around the stage, on three sides, for the payment of a penny. In the galleries, the best places cost as much as sixpence. Depending on the theatre, there were as many as 2,000 to 3,000 places for spectators.

Shakespeare's company, the King's Men, owned and produced their plays in the Globe Theatre, which they opened in 1589. Like many others of its time, it was an open-roofed structure with a jutting stage, surrounded by curving balcony of seats. The stage itself was roofed and had many levels, so that almost any kind of scene could be represented.

There was little in the way of props and scenery. Shakespeare's play often contain prologues apologizing for the poverty of the set and inviting the viewers to use their imaginations. The plays are full of vivid speeches that use words to create the scene for the audience.

In an open theatre, plays were performed during the day with no lighting available beyond natural daylight. In an enclosed theatre, such as the Blackfriars which the King's Men purchased in 1609, evening performances could be given by torch and candlelight. This type of performance was more expensive and attracted a higher class audience.

Theatre companies during Shakespeare's time consisted of male actors only; no women appeared on the stage. Young men dressed in women's clothing played these parts. The theatre was considered too vulgar an environment for women and a temptation to public "immorality." Needless to say, the men were presented with the same temptations, but it was considered more socially acceptable for them. Although an actor could make a good living, the profession was not considered respectable and the association between acting and a "loose" lifestyle is one that lives on today.

Henry V

Lesson Plan: Page to Stage

In this lesson, students will read an excerpt from Act I, Scene 1 of William Shakespeare's Henry V. Students will also participate in a Socratic Seminar covering topics such as Shakespeare's use of imagery, comparison/contrast, verbal wordplay and disguise. Students will complete a handout where they will analyze how Shakespeare creates dramatic tension through the use of staging, timing, physicality and vocal delivery. Students will also compare/contrast reading and watching a scene from the play. For the summative assessment, students will write an essay comparing and contrasting reading an excerpt from Henry V to watching it live on stage, making a claim as to which medium was more impactful. All student handouts are included below.

Chorus Prologue

O for a Muse of fire, that would ascend
The brightest heaven of invention,
A kingdom for a stage, princes to act
And monarchs to behold the swelling scene!
Then should the warlike Harry, like himself,
Assume the port of Mars; and at his heels,
Leash'd in like hounds, should famine, sword
and fire
Crouch for employment. But pardon, and
gentles all,
The flat unraised spirits that have dared
On this unworthy scaffold to bring forth
So great an object: can this cockpit hold
The vasty fields of France? or may we cram
Within this wooden O the very casques
That did affright the air at Agincourt?
O, pardon! since a crooked figure may
Attest in little place a million;
And let us, ciphers to this great accompt,
On your imaginary forces work.

Suppose within the girdle of these walls
Are now confined two mighty monarchies,
Whose high upreared and abutting fronts
The perilous narrow ocean parts asunder:
Piece out our imperfections with your thoughts;
Into a thousand parts divide on man,
And make imaginary puissance;
Think when we talk of horses, that you see
them
Printing their proud hoofs i' the receiving earth;
For 'tis your thoughts that now must deck our
kings,
Carry them here and there; jumping o'er times,
Turning the accomplishment of many years
Into an hour-glass: for the which supply,
Admit me Chorus to this history;
Who prologue-like your humble patience pray,
Gently to hear, kindly to judge, our play.



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Lesson Plan: Page to Stage

Prior to the watching the performance, respond in writing to the following **socratic seminar questions**. All responses should be supported using detailed textual evidence from the scene. You should have a solid, well-supported paragraph for each question.

1. How does Shakespeare use imagery to escalate the accusations and add to the tension of the scene?
2. In what ways does Shakespeare utilize rhyme to highlight the competition between the characters?
3. How does the Chorus convey to the audience all pertinent information of *Henry V*?

How do the actor and director create dramatic tension in the Henry V, Prologue?

Staging:

Timing:

Physicality:

Vocal Delivery:

Henry V

Lesson Plan: Page to Stage

Comparing reading a scene from *Henry V* to watching a scene from *Henry V*.

Similarities

Differences

Impact on the audience due to the difference between reading and watching:

Henry V

Activities: Shakespeare Taboo

From “assassination” to “zany,” Shakespeare has given us words that we encounter every day. It is almost impossible to discuss such diverse subjects as advertising, business, law, medicine, or even dinner engagements and romance without using a word first penned by the Bard.

In this activity, students will be introduced to some of these terms and gain a new appreciation for Shakespeare. Each card contains a word first penned by Shakespeare, its definition, derivation, and the play(s) in which it first appeared.

You will need:

Shakespeare Taboo cards, a one minute timer

Instructions:

1. Print the next three pages of this Study Guide and cut them into cards, each with one word that Shakespeare coined.
2. Divide class into two teams, sitting on opposite sides of the room.
3. Decide which team will go first. Each team has one minute.
4. One person from that team is the "giver," who takes the top card and attempts to prompt his or her teammates to guess the word at the top.
5. While the giver is prompting the teammates they may make as many guesses as they want with no penalties for wrong guesses.
6. Once the team correctly guesses the word exactly as written on the card, the giver sits down and the next person from his/her team moves on to the next word on the next card, trying to get as many words as possible in the allotted time.
7. A player may choose to “pass,” and give the next player from their team their card. When time runs out, play passes to the other team.
8. The playing team receives one point for correct guesses.
9. When you’ve gone through all of the cards, the team with the best score wins.

Rules:

Unlike traditional Taboo, the "giver" may use any information on the card as well as break the word down into syllables or get his teammates to say words that rhyme with the word or a syllable in the word. For instance, if the word is “dwindle”, the student may say, “This word means to decrease or shrink. It has two syllables. The first syllable rhymes with thin. The second syllable sounds like a word for not sharp (dull).” The giver may only use speech to prompt his or her teammates; gestures, sounds (e.g. barking), or drawings are not allowed.



Henry V

Activities: Shakespeare Taboo

AROUSE (v)

To stir or waken; to excite

Shakespeare added the prefix *a-*. *arouse* is formed from the verb *rouse* which in Middle English had as its original sense “to shake the feathers” describing the behavior of hawks trained for hunting.

2 Henry VI, The Two Noble Kinsmen

SWAGGER (v)

To bluster or walk arrogantly; to act superior; to bully

Perhaps from the Norwegian word *svagga* (“to sway in walking”)

A Midsummer Night's Dream, Troilus and Cressida, 2 Henry IV

CRITIC (n)

One who passes judgement or expresses a reasoned opinion; reviewer

From the Greek verb *krinein*, “to judge or decide.”

Love's Labors Lost

ASSASSINATION (n)

Murder of a prominent person

The noun *assassin* appeared in English in the 13th c deriving from an Arabic word denoting a sectarian group whose members took hashish or marijuana before killing a king or public figure. From the Arabic root of *assassin*, meaning “eater of hashish.”

Macbeth

MOONBEAM (n)

Ray of reflected light from the moon

Shakespeare was the first to coin the compound word

A Midsummer Night's Dream

EMPLOYER (n)

One who makes use of or hires.

Shakespeare added the suffix *er*. From the Latin *implicare* (“to enfold or involve”). In some Shakespeare texts, the noun is spelled *imploier*.

Much Ado About Nothing

PUKE (v)

To vomit

Possibly from the Old English *spiwan* (“to spew or spit”) and the modern German verb with the same meaning, *spucken*.

As You Like It

BUMP (n)

Swelling or raised spot on a surface

Both noun and verb are probably onomatopoeic, reflecting the sound of a blow. Shakespeare's *bump* is a swelling that might be caused by a blow.

Romeo and Juliet

FARMHOUSE (n)

Farmer's home; rural dwelling

Farm is from the fourteenth century from the Old French term meaning “lease,” based on the Latin verb *firmare*, “to make firm.” Shakespeare coined the compound word, hyphenating it as *farm-house*.

The Merry Wives of Windsor

BEDROOM (n)

Space for sleeping; area in or for a bed

Shakespeare uses *bed-room* to mean “room or space within a bed,” not the modern “room with a bed.”

A Midsummer Night's Dream

CIRCUMSTANTIAL (adj)

Indirect; dependent upon circumstances or situation

Shakespeare added the suffix *ial-* to the noun *circumstance*, which refers to the incidental or “surrounding” details (such as time, place, manner or occasion) or an action

As You Like It

FLAWED (adj)

Imperfect; showing a weakness or imperfection

Shakespeare coined the adjective, based on the Middle English *flaw*, meaning “flake or chip.”

King Lear, Henry VIII

Henry V

Activities: Shakespeare Taboo

FORTUNE-TELLER (n)

Seer or prophet; one who professes to see the future

Shakespeare was the first to coin the compound word.

The Comedy of Errors, The Merry Wives of Windsor

MIMIC (n)

Performer skilled at imitating or aping

From the Greek mimos for “mime or actor.”

A Midsummer Night's Dream of Errors, The Merry Wives of Windsor

DWINDLE (v)

To decrease or shrink; to become less

Probably based on Middle English *dwine*, meaning “to waste away”.

1 Henry IV, Macbeth

FRUGAL (adj)

Sparing; thrifty or economical

Based on the Latin *frugalis*, derived from *frux* for “fruit” or “value.”

The Merry Wives of Windsor, Much Ado About Nothing

ADDICTION (n)

Leaning or inclination; devotion to a habit

From the Latin *addicere*, meaning “to favor.”

Henry V, Othello

MANAGER (n)

One who controls or directs; person in charge

From the Latin *manus*, “hand.”

Love's Labor's Lost, A Midsummer Night's Dream

GENEROUS (adj)

Of noble birth; kind; freely giving or liberal

From the Latin *genus* (“birth” or “decent”).

Love's Labors Lost

LUGGAGE (n)

Something lugged; baggage belonging to a traveler

From the verb *lug*, from Middle English *luggen*, “to pull or drag by the hair or ear.”

1 Henry IV, The Tempest

PREMEDITATED (adj)

Contemplated or thought about beforehand; planned

From the Latin prefix *prae-*, “before,” and the verb *meditari*

1 Henry VI, A Midsummer Night's Dream

LONELY (adj)

Having no companionship; feeling cut off or desolate

Coined from *alone*, from the Old English combination of *al* (“all”) and *an* (“one”).

Coriolanus, The Winter's Tale

EYEBALL (n)

Rounded capsule that forms the eye; organ for vision

Eye may be traced back to Old English and Germanic roots. Shakespeare was the first to use the compound word.

A Midsummer Night's Dream, The Tempest

UNAWARE (adv)

Unknowingly; suddenly; without warning

From the Old English *waer*, “careful or wary.”

Venus and Adonis, 3 Henry VI

Henry V

Activities: Shakespeare Taboo

GLOOMY (adj)

Dark and dismal; depressing

Shakespeare coined the adjective from the earlier verb *gloom*, meaning “to look, feel or act sullen or despondent.”

1 Henry V

WORTHLESS (adj)

Having no value or merit; contemptible

Shakespeare added the suffix to the Old English root *weorth* (“worthy”)

3 Henry VI, The Two Gentlemen of Verona, Titus Andronicus, 1 Henry VI, 2 Henry VI

SHOOTING-STAR (n)

Meteor appearing like a streak of light

Shakespeare coined this compound word

Richard II

HURRY (v)

To rush or move quickly

Of unknown origin.

The Comedy of Errors, Venus and Adonis

SKIM-MILK (n)

Milk with its cream removed

Shakespeare coined this compound word

1 Henry IV, A Midsummer Night's Dream

VULNERABLE (adj)

Immune to harm or injury, having no weakness

From the Latin, *vulnerare*, “to wound or injure.”

Invulnerable: *King John, Hamlet, The Tempest*
Vulnerable: *Macbeth*

Henry V

Activities: Paraphrasing

Paraphrasing is Orlando Shakespeare Theater's primary tool for unlocking Shakespeare's text, both in the classroom and for our professional company. What is the definition of paraphrasing?

Paraphrase: n. a rewording of the meaning of something spoken or written.

Example:

When the Chorus says to the audience,

"Suppose within the girdle of these walls
Are now confined two mighty monarchies,
Whose high upreared and abutting fronts
The perilous narrow ocean parts asunder."

They figuratively mean, "Imagine England and France are here, in this theater, with an ocean between them."

Exercise:

In Act 5, Scene 2, King Henry says to Katherine ...

KING HENRY V

No; it is not possible you should love the enemy of
France, Kate: but, in loving me, you should love
the friend of France; for I love France so well that
I will not part with a village of it.



**Write your own paraphrasing of
Henry's words in modern day
speech in the bubble above.**

Henry V

Activities: Write a Review

Write a Review

Explain to students that the director's job is to take the words on the script from the printed page to the stage and bring them to life. Explain that theater critics review shows and publish their opinions. For AmericanTheatreCritics.org, critic Sherry Eaker wrote, "My point of view was that it wasn't the theatre critic's place to tell the playwright what he or she should be doing; instead, the critic should focus on what is already there and explain either why it works or why it doesn't work."

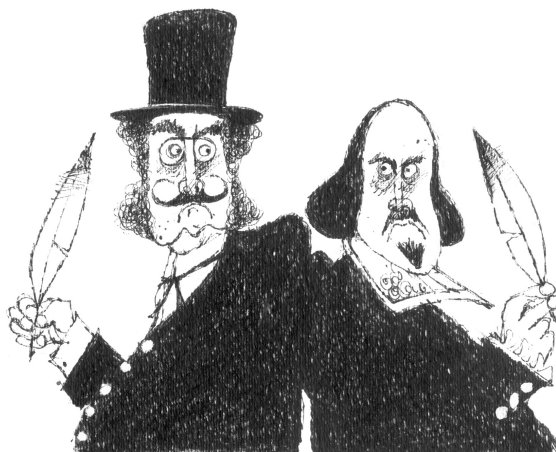
After seeing the production, have each student write a review of Orlando Shakes' production. The review should include one paragraph each for:

- Introduction – What did you watch, where and when, and maybe, why?
- The script – Did you like the writing, the story, the characters? Why or why not?
- The acting – Did you believe and care about the characters as portrayed? Why or why not?
- The design – Did you like the set, costume and light designs? Why or why not?
- The staging – How did the director stage the violence? Was it effective?
- The audience – What ways did the audience respond to particular moments?
- Conclusion – What will you remember about this performance?

If you wish, send your reviews to us at: anneh@orlandoshakes.org

We'd love to hear your opinions of our show!

Read more: How to Become a Theater Critic | eHow.com

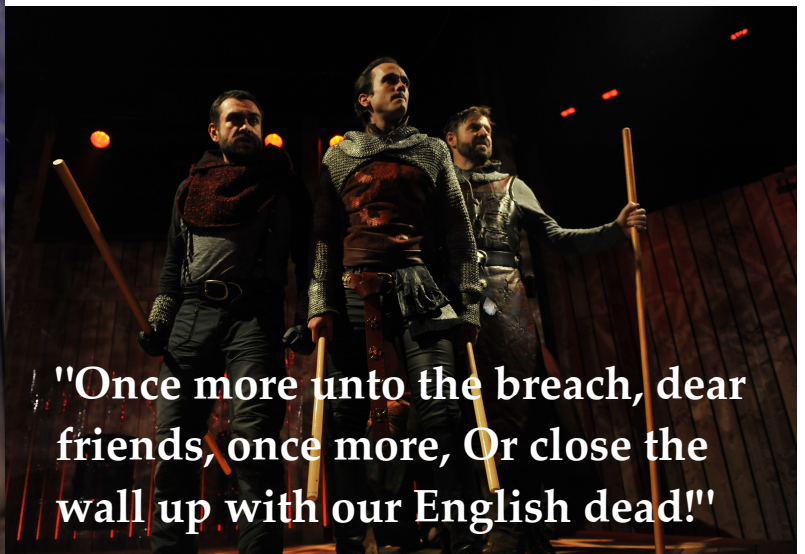
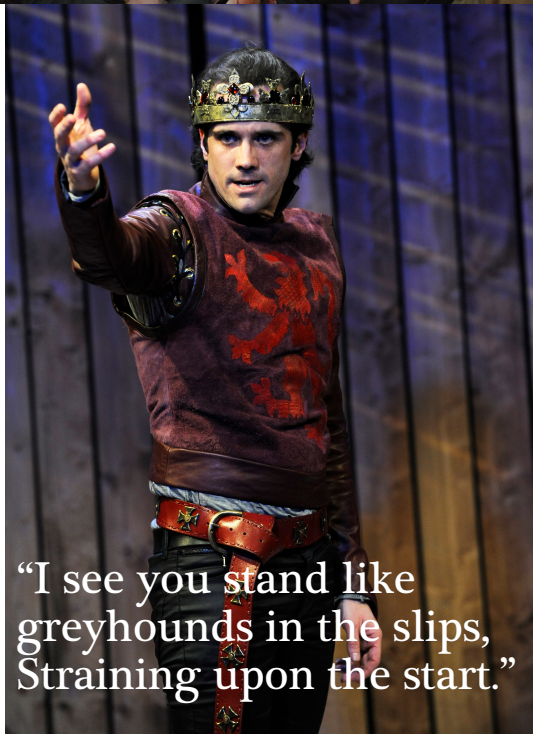
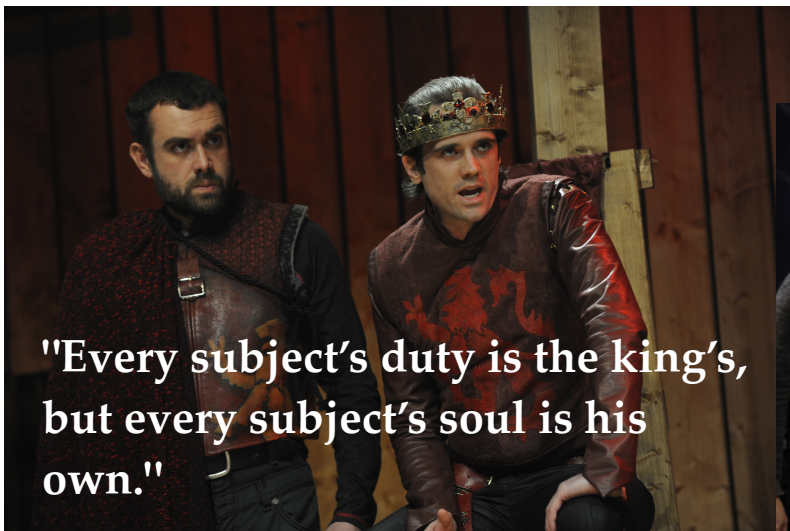


Henry V

Discussion & Themes

1. Why did Henry disguise himself as a soldier the night before the battle at Agincourt? What did he learn from his masquerade?
2. What messages does Henry V convey in the play by Shakespeare about the nature and consequences of war? Is it a means to a valuable end?
3. What is the dramatic function of the Chorus? Why do you think Shakespeare uses a Chorus in this play and not other plays?
4. What kind of king is Henry? Is he a compassionate and merciful Christian monarch, or a ruthless and cunning Machiavellian prince?

<http://www.longwood.edu/staff/smithsb/HV.html>



LAFS.1112.RL.1: Key Ideas and Details

<https://www.shakespearestudyguide.com/Henry5.html>