

ENRICHMENT GUIDE



# HENRY IV

PART 1



## DEAR FIRST STAGE FRIENDS,

With his crown under threat from enemies both foreign and domestic, Henry IV prepares for war. As he prepares to defend his crown, his son Prince Hal bails on his responsibilities at Court to hang out in taverns with a gang of ne'er-do-wells, chief of whom is the notorious Sir John Falstaff. With the onset of war, Hal must confront his responsibilities to family and throne. Power, honor, and rebellion reign in Shakespeare's historical epic of royal succession.

This is a Young Company Performance Project – an actor-driven presentation using elemental production values. By stripping down to a nearly bare stage, the connection of actor to audience is enhanced, and the words of the play come alive in exciting ways, allowing our award-winning students to showcase their graduate level skills with full length material, from Shakespeare to American classics to pieces commissioned specially for them.

Enjoy the show,



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# PRE-SHOW QUESTIONS



1. *Henry IV, Part 1* is a play that considers the idea of honor. How do you define Honor? How do you live honorably?
2. In this play, you will see a battle represented by actors on stage. If you were the director of *Henry IV, Part 1*, how would you approach representing violence on stage in a way that keeps the actors and the audience safe? Could you create a battle scene without any violence at all?
3. Have you ever watched a Shakespeare play? What was it about? What did you think of it?

# WHY DID SHAKESPEARE WRITE HISTORIES?

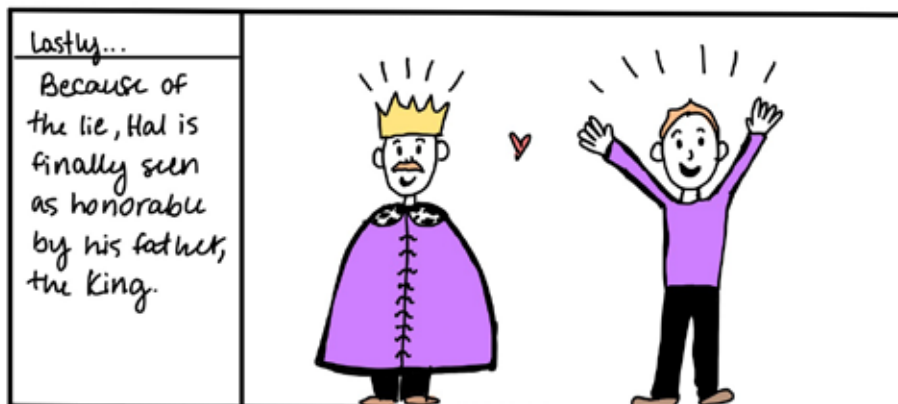
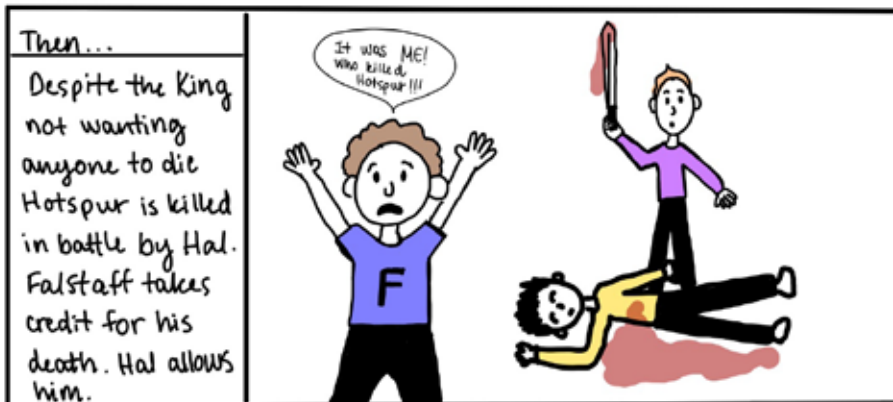
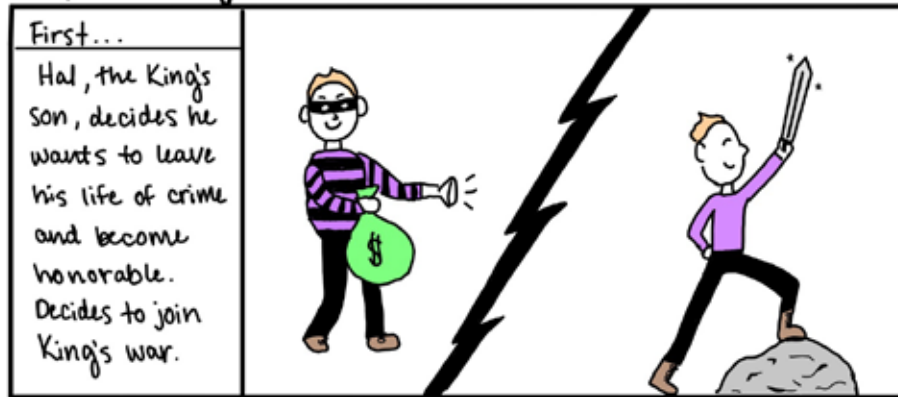


William Shakespeare's plays are often grouped into 3 types, Comedies, Tragedies, and Histories. This play, Henry IV Part 1 is one example of a history play! Shakespeare's histories are a collection of biography plays that pull some of their inspiration from the lives of real people from the past. These plays often tell the stories of English kings who reigned centuries before Shakespeare's time. This offers the question of why did Shakespeare write these plays? Was it to preserve English history for future generations? Was it to provide cautionary tales? Actually, Shakespeare's primary purpose of writing histories was to entertain audiences. Because of this, Shakespeare took true stories and often embellished them with details to make it more interesting for audiences! Are there examples you can think of in modern life where storytellers take history and embellish it for the purpose of entertainment in books, movies, or on TV? Despite the lack of historical accuracy in Shakespeare's plays, they actually served to preserve these stories of English royalty. Without history plays, modern society would likely not know these stories at all!

# CREATE YOUR OWN HISTORY COMIC!

History can be a great source of inspiration for the stories we tell! In this next activity, you get to be like Shakespeare, using history to inspire your own story in the format of a comic! Consider a historical event that interests you, next, identify the three main parts of the event, the beginning, the middle, and the end. Write each of these parts in the space provided under the headings "First", "Then", and "Lastly". Finally, use the empty space to draw a picture of each part of your story to complete your comic! You can find our example comic of *Henry IV* below!

## My History Comic!



# My History Comic!

First...	

Then...	

Lastly...	

# SHAKESPEAREAN INSULTS

William Shakespeare, being the wordsmith that he was, was pretty exceptional at writing insults. Shakespeare's insults are specific, creative, and cutting! Try creating your own Shakespearean insults using the guide below!

Combine one word from each of the three columns!

Insult 1:

"Thou \_\_\_\_\_!"  
COLUMN 1 WORD                      COLUMN 2 WORD                      COLUMN 3 WORD

Insult 2:

"Thou \_\_\_\_\_!"  
COLUMN 1 WORD                      COLUMN 2 WORD                      COLUMN 3 WORD

Insult 3:

"Thou \_\_\_\_\_!"  
COLUMN 1 WORD                      COLUMN 2 WORD                      COLUMN 3 WORD

## COLUMN 1

Artless  
Bawdy  
Beslubbering  
Bootless  
Churlish  
Clouted  
Craven  
Dankish  
Frothy  
Gleeking  
Gorbellied  
Infectious  
Loggerheaded  
Puking  
Rank  
Saucy  
Spongy  
Unmuzzled  
Vain  
Yeasty

## COLUMN 2

Bat-fowling  
Beef-witted  
Clay-brained  
Doghearted  
Elf-skinned  
Flap-mouthed  
Guts-gripping  
Knotty-pated  
Milk-livered  
Onion-eyed  
Plume-plucked  
Pox-marked  
Reeling-ripe  
Rump-fed  
Sheep-biting  
Swag-bellied  
Tickle-brained  
Toad-spotted  
Urchin-snouted  
Weather-bitten

## COLUMN 3

Apple-john  
Baggage  
Barnacle  
canker-blossom  
Codpiece  
Flap-dragon  
Foot-licker  
Giglet  
Harpy  
Horn-beast  
Hugger-mugger  
Maggot-pie  
Minnow  
Mumble-news  
Nut-hook  
Pigeon-egg  
Scut  
Strumpet  
Whey-face  
Wagtail

# POST SHOW QUESTIONS

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1. How do you think this play considers the idea of loyalty? Do you think that the characters demonstrated loyalty to the right people?
2. Did this play remind you of any other stories you have read or watched before? What was similar/ different?
3. What lessons do you think this play is trying to share with its audiences? Do you think it did an effective job teaching this lesson?



# WHO SAID IT?

1. "How now, how now, mad wag? What, in thy quips and thy quiddities? What a plague have I to do with a buff jerkin?"
2. "O, he is as tedious  
As a tired hores, a railing wife,  
Worse than a smoky house. I had rather live  
With cheese and garlic in a windmill, far  
Than feed on cates and have him talk to me  
In any summer house in Christendom"
3. "The land is burning. Percy stands on high  
And either we or they must lower lie."
4. "O, that it could be proved  
That some night-tripping fairy had exchanged  
In cradle-clothes our children where they lay  
And called mine 'Percy', his 'Plantagenet'."
5. "Now, by my sword, I will kill all his coats.  
I'll murder all his wardrobe, piece by piece,  
Until I meet the King."
6. "Thou art our admiral, thou nearest the lantern in the poop, but 'tis in the nose of thee."

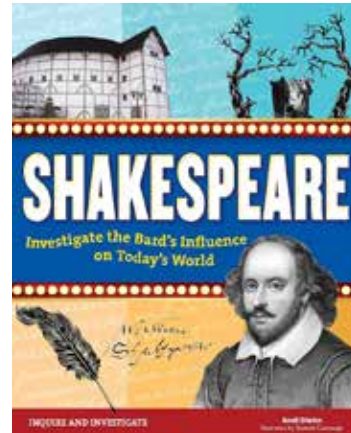
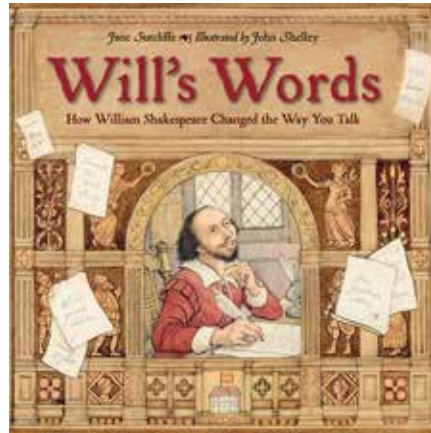
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# WHO SAID IT?

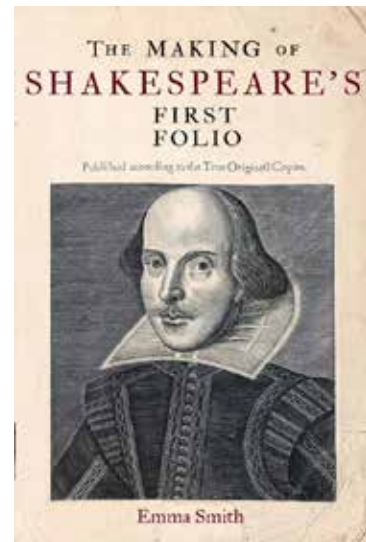
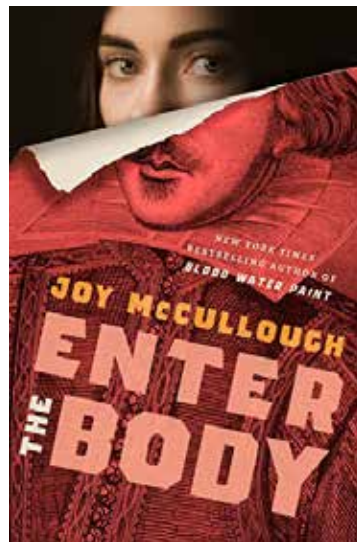
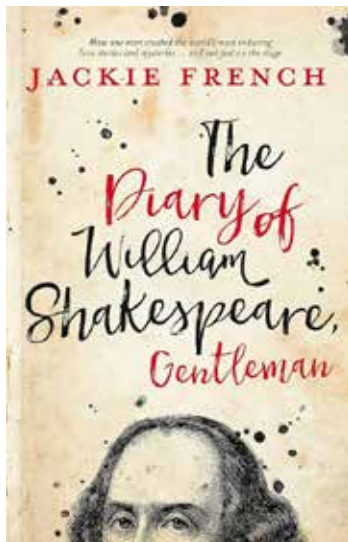
7. "Zounds, how has he the leisure to be sick  
In such a justling time? Who leads this power? Under whose government come they along?"
  
8. "Thy spirit within thee hath been so at war,  
And thus hath so bestirred thee in thy sleep,  
That beads of sweat have stood upon thy brow  
Like bubbles in a late-disturbèd stream,  
And in thy face strange motions have appeared,  
Such as we see when men restrain their breath  
On some great sudden hest. O, what portents are these?  
Some heavy business hath my lord in hand,  
And I must know it, else he loves me not."
  
9. "Who, I rob? I a thief? Not I, by my faith"
  
10. "I understand thy kisses, and thou mine,  
And that's a feeling desputation;  
But I wil never be a truant love,  
Till I have learned thy language; for thy tongue  
Makes Welsh as sweet as ditties highly penned,  
Sung by a fair queen in a summer bower,  
With ravishing division, to her lute."
  
11. "Harry to Harry shall, hot horse to horse,  
Meet and ne'er part till one drop down a corse."

# RECOMMENDED READING

## FOR READERS OF ALL AGES:



## FOR TEEN READERS:



# HENRY IV

## PART 1

**GOING TO A SHOW  
AT THE MILWAUKEE  
YOUTH ARTS CENTER**

**SOCIAL STORY**

In partnership with



# I am going to see a First Stage show at the Milwaukee Youth Arts Center.



I am going to see the show with

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**Watching a play is like watching TV or a movie,  
except people are on stage in front of us.**



They are called actors. They can see and hear me too.  
I can't turn the channel or turn the volume up and down.

# A play is made up of many interesting things.



Costumes



Scenery



Sound



Lighting

When we drive to the Milwaukee Youth Arts Center, we will park in the parking lot or on the street.



We may need to wait in line to scan our tickets.



When we are waiting, I can stay with my family or teacher.



Once we have our tickets, we will go down the long blue hallway...



...into a large and colorful commons area.



There are bathrooms in the commons area. If I need to, I can use the bathroom before we go to our seats.

**Someone will show us where to sit.**



The audience area is for all of us.



The stage is for the actors only.

## When I am in the theater waiting for the show to start:

1. I can talk to my family or friends.
2. I can take a short break in the lobby.



# There will be a lot of people in theater and it may get noisy.

If it gets too loud:

1. I can bring headphones if I want.
2. I can put my hands over my ears.
3. I can leave the room and take a short break in the lobby.



I can come back when I am ready.

## During the show:

1. I can watch and listen to the actors quietly.
2. I can applaud if I like something.
3. I can hold things in my hand that make me feel comfortable.



## If I need to talk:

1. I can talk quietly to my family.
2. I can write down what I want to say.
3. I can leave the room.

# After the show there will be a “talkback.”

**The talkback is a chance for me to ask questions.**

1. I will raise my hand to show that I want to ask a question.
2. I will wait for the leader to call on me to ask my question.
3. I don't have to ask a question if I don't want.



**I can ask different kinds of questions:**

1. I can ask questions about the show.
2. I can ask questions about the scenery, costumes, lights, or sound.

**After the show is finished,  
I will leave the theater with my family.**

