

## **Henry V Teaching and Performance Group Presentation**

### **What your audience learned, and what you learned:**

The main thing I learned about was Henry's growth as a person to understand his role as King.

I liked the discussions/teachings about Hal's progress as a king (i.e., morals, justice etc.)

The growth of King Henry. Going from young adult to maturity and leading the people.

Very good dispersion of acting and analyzing. Good presentation strategy.

I liked that they analyze the change in King Henry. I didn't notice that upon first reading.

I learnt more about the transformation Hal went through in order to become a great King. I had not taken into consideration that Hal was not born a prince, so to some extent he had to learn by himself on how to become a good leader—so actually he defined himself.

It was interesting how they put the main focus on Hal's character development throughout the play. It was good to know he changed in a positive way.

The discussion of Harry's "divine right" as a rule and the question of whether or not he had the backing of God was the most valuable to me.

I learned how King Henry transformed from Prince Hal to a strong King.

I was really impressed with the focus on Henry's character development.

Dynamics of Hal (Hasty to Just to Insecure to Learned) and which phase corresponded to key scenes.

The most important thing I learned was that King Henry V changed greatly from how he used to be when he was a prince. Also, the challenges about being a good king.

\*\*\*\*

I learned this play was about character and each person's view was different about what makes the king.

Highlighted Henry's character education.

How to carry a strong scene through an entire play.

I really learned how to work with a group to come together and teach our knowledge to the class.

The most important thing was to realize how King Henry changes throughout the play in his attempt to become a better king.

### **What your audience most enjoyed, and what you enjoyed:**

I enjoyed Henry's speech just before Agincourt, because it is a great speech, and Shakespeare commands the audience's attention.

I liked the props/acting.

Great acting by Nicolas (he should get an A).

The acting was very good. I really like the swords. Helps retell and bring back your audience.

I enjoyed the scenes—easy to understand, definitely helped bring up main ideas, the spacing of the scenes with discussion avoided boredom.

The presentation was awesome because there was excellent voice projection and clarity.

Nicolas said his lines very nicely. I liked how they contrasted and compared Hal in different plays.

I enjoyed the acting quite a lot; it was engaging and enlightening!

I really enjoyed the speech that roused the troops incorporating nationality and asked the soldiers to step outside their regional boundaries.

I really enjoyed the performances. Well performed.

Acting was great! Powerpoint helped us keep up with the growth of Hal and hit upon main themes to keep us focused on most significant ideas in the play.

The acting out of scenes followed by the analysis of the scene worked really well. It made it easy to follow along and was entertaining.

\*\*\*

The acting of 3.1

We helped each other out during our individual analysis.

Enjoyed working with an enthusiastic, intelligent, and motivated group who all wanted to succeed equally.

I really enjoyed acting out the scenes that we felt were most important to the main themes of the play.

The best parts were the scenes, since I felt confident in them.

### **What remained a bit “muddy” for your audience, and for you:**

I’m still not sure about how Henry can be confident about God’s endorsement of him while in essence, not being the true ruler.

It confused me a little in the acting scenes who Hal was as he got played by different people.

Did not prove that the growth of King Henry actually was that important in this play. (That seems to have happened in *Henry IV*.)

The role of Pistol and Henry’s old friends, but that probably can be cleared up by reading the second part of *King Henry IV*.

I am wondering if there are any other historically significant “necessities” that we should have known upon reading the play for better comprehension.

Not very important subplots were mentioned; was it because they weren’t important to the play?

I still wonder if Henry really does have a “higher” right to be King, or if his right of rule comes from his effectiveness as King.

I still don’t understand why King Henry would want to expand his boundaries if he is so worried about being a good king.

I'm still unclear about whether or not you were trying to make the point that Henry had king qualities within him or whether he developed them.  
I was still unclear about how exactly King Henry V changed as a person. I know he did but I was not sure of the steps/actions.

\*\*\*

Umm...nothing really. Maybe of other characters.  
Still unclear as to why Catherine's role is incorporated.  
Why was the bill on the church introduced in the first place?

### **What your audience suggests, and what you suggest:**

Reading from book takes away from body language and engagement with the audience.  
The presentations had very little hand movement or changes in body language, except Josh and Nicolas showed great emotions. Maybe could use more body language then.  
More discussion in class would've been nice. (For example, about our personal opinions on what makes a good king.)  
Some of the speaking was too fast.  
Having two screens: one to show where we are and another that shows how King Henry grows.  
Very thorough, less assumption that the play was read that thoroughly. More focus on the entire play rather than just Henry.  
The blinds distracted me at the beginning.  
My suggestion would be to come up with your own thoughts or other discussion-starting material to use in the (many) cases of silence, which happens when no one knows where to begin.  
I think the group could work on how to introduce a topic for debate, instead of throwing it on the audience.  
More even distribution of acting.  
You guys were great. I don't have anything else to say. It was a very involved, interesting performance.  
Be a bit more explicit in your explanations.

\*\*\*

More practice.  
If we had more time to coordinate ourselves and really get a point of focus.  
More time together uniting ideas and less individual work.  
I 'm not sure how we could have been better because I believe we did an acceptable job of putting on this play, but I will willingly take suggestions.  
I think I could have participated a little more during discussions.

MIT OpenCourseWare  
<http://ocw.mit.edu>

21L.010 / 21W.734J Writing with Shakespeare  
Fall 2010

For information about citing these materials or our Terms of Use, visit: <http://ocw.mit.edu/terms>.