

STUDY GUIDE

As You Like It

By William Shakespeare

Adapted and Directed by Daryl Cloran

Conceived by Daryl Cloran and

Bard on the Beach Shakespeare Festival

A co-production with the Citadel Theatre

JAN FEB
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As You Like It

STUDY GUIDE

Created by Tala Gammon

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WILLIAM SHAKESPEARE



William Shakespeare by John Taylor

Shakespeare is considered one of the most influential writers of the English language. He was born in 1564 and died in 1604. He wrote prolifically, and founded a theatre company that had the King of England as its patron, in a time when theatre was often targeted and looked down on. He is credited with creating 3000 words, and coining many phrases that we still use. Learn more here: “William Shakespeare - Mini Biography,” a quick overview of what we know of Shakespeare’s life, family and business.

<https://www.biography.com/video/william-shakespeare-mini-biography-12060739685>

DARYL CLORAN



This production of Shakespeare’s *As You Like It* was adapted by Daryl Cloran. Daryl is a theatre-maker and Artistic Director, most recently of the Citadel Theatre in Edmonton. Prior to his post at Citadel, he was Artistic Director at Western Canada Theatre in Kamloops, but has credits all over the country and internationally.

Read more about Daryl’s career and previous work here:

<https://www.citadeltheatre.com/about-us/artistic-director>

ADAPTATION

In the press release of the original Bard on the Beach production, Daryl shared what inspired him to adapt *As You Like It* with Beatles' music:

“For me, setting *As You Like It* in 1960s Vancouver felt like the perfect fit for Bard on the Beach,” says Daryl Cloran. “When I think of that time period, I feel an immense connection between The Beatles’ early music and the storyline of the play. The 25 Beatles songs we’ve chosen lend themselves perfectly to this romantic and spiritual story. The transition of The Beatles through the ‘60s is reminiscent of the free-spirited journey of the play’s main characters and the social and cultural evolution of Vancouver during that time. I was also inspired by memories of the 1960s wrestling in the heart of Vancouver – and I realized we could incorporate the laid-back environment of the Okanagan in the ‘60s to represent Shakespeare’s Forest of Arden.”

Read more about how Daryl put a new, musical spin on Shakespeare here:

<https://www.straight.com/arts/1089031/bard-beach-brings-beatles-60s-set-you-it>

CHARACTERS

Orlando – The youngest son of Sir Rowland de Boys, who has languished under his brother’s neglectful care.

Celia – The daughter of Duke Frederick, and Rosalind’s dearest friend.

Oliver – The oldest son of Sir Rowland de Boys, and manager of Charles the Wrestler. Hates his brother Orlando and goes to great lengths to ensure his brother’s downfall.

Duke Senior - A philosopher who has been banished to the Okanagan.

Duke Frederick – The usurper and new kingpin.

Silvius - A young, suffering shepherd, who is desperately in love with the disdainful Phoebe.

Phoebe - A young shepherdess, who disdains the affections of Silvius.

Audrey – A goatherd who falls in love with Touchstone.

Corin – A shepherd who attempts to counsel Silvius in the ways of love.

Jacques – One of Duke Senior’s followers. Melancholy and full of wit. An outsider.

William - A young country boy who is in love with Audrey.

Adam –The elderly, loyal, former servant of Sir Rowland de Boys.

LeBeau – Duke Frederick’s courtier.

SONG LIST

Spotify playlist from the Bard on the Beach production can be found here:

https://open.spotify.com/playlist/1WNKCLaGJzW6JjRBV3jBLD?si=HPaT_AfpQoGZOdv2G7wJ2w

1. Yellow Submarine
2. We Can Work It Out
3. She Loves You
4. I Want To Hold Your Hand
5. Help!
6. I Saw Her Standing There
7. While My Guitar Gently Weeps
8. I Am the Walrus
9. The Fool On the Hill
10. Let it Be
11. Do You Want to Know a Secret
12. Eight Days a Week
13. Good Day Sunshine
14. And I Love Her
15. When I'm 64
16. You've Got to Hide Your Love Away
17. Love Me Do
18. Something
19. Can't Buy Me Love
20. Here Comes the Sun
21. Helter Skelter
22. Got to Get You in My Life
23. Ob-La-Di, Ob-La-Da
24. Across the Universe
25. All You Need is Love

PLOT SYNOPSIS

Pre-Show

The pre-show is done in contemporary English and features characters that will appear later in the show and some who won't. Touchstone is the master of ceremonies of a wrestling tournament in 1960's Vancouver. Duke Frederick runs the wrestling event, and is a powerful figure.

The wrestlers who are in the ring are not plot relevant, but it is important to note that Charles is an unbeatable wrestler who wrestles for sport in service of Duke Frederick.

The pre-show ends with "Yellow Submarine" as a sing-a-long. Depending on when your group arrives for the show, you may or may not see the whole pre-show!

Act 1, Scene 1

Orlando and Adam are talking about Orlando's current situation. After his father died, Orlando's older brother, Oliver, was charged to take care of the family, but Orlando is not being taken care of - no education, no power in the family's affairs - and he is treated poorly by his brother. When Oliver arrives, Orlando asks Adam to hide so he can witness this mistreatment. Orlando confronts Oliver about not having any opportunities. When Oliver brushes him off, Orlando gets angry and grabs him. They exchange words and Adam re-enters, trying to calm them down. Orlando demands he be given his rightful inheritance. Oliver agrees and tells him to go away. Orlando exits, and Oliver tells Adam to go with him.

Charles enters with news that there has been an upset - the old Duke has been banished by his younger brother and is living in exile in the forest. He also mentions that he's heard that Orlando is to be his next challenger in wrestling, and warns him to tell his brother not to wrestle because he will be badly beaten. Oliver thinks this is great and gives Charles instructions to kill him if the chance is there, describing him as a villain. When Charles leaves, he tells the audience that his people love his little brother, and it would be very good to be rid of him.

Act 1, Scene 2

Celia, the New Duke's daughter, and Rosalind, the Old Duke's daughter are talking. They are best friends and cousins. Rosalind is sad and worried about her future, although the New Duke has allowed her to stay with her cousin so far. Celia tells her not to worry, that she will take care of her no matter what. They sing, "We Can Work It Out."

Trying to figure out how to cheer up, Rosalind asks Celia if she would like to try to find a husband. Celia is not interested, but suggests they watch the wrestling match instead. They learn that the young challenger, Orlando, is expected to do badly, and the Duke encourages them to convince him not to fight. Celia and Rosalind try to convince Orlando not to fight, even suggesting they could call off the match so he could save his reputation but he refuses. The wrestling match starts and as Orlando catches Rosalind's eye, and Touchstone sings, "She Loves You," he gains strength, wins the match and a cash prize.

Duke Frederick, finding out who Orlando is, tells him to take his prize and go, as Orlando's father was loyal to the Old Duke. Orlando doesn't care if Duke Frederick likes him, he's proud of who he is. Rosalind tells Celia that their fathers were friends, and gives him a chain to wear before they leave. Orlando sings, "I Want To Hold Your Hand."

Lebeau enters and warns Orlando to leave before the Duke comes after him. Orlando finds out Rosalind is the Old Duke's daughter and decides to find him.

Act 1, Scene 3

Celia and Rosalind discuss Rosalind's new love. Celia is surprised how quickly she has fallen for him. Duke Frederick interrupts their conversation and banishes Rosalind. Rosalind argues that neither she or her dad are traitors, and Celia says that if Rosalind is banished, she is too. Duke Frederick tells her she is being manipulated and dismisses her argument.

After the Duke leaves, Celia comforts Rosalind by telling her they will go together. They are worried about travelling safely as women, so Rosalind decides to dress like a man and take Touchstone with them.

Act 2, Scene 1

Adam is cleaning up at the ring when Orlando comes to see him. Adam warns that Oliver has heard of Orlando's victory and is planning to burn Orlando's house down while he sleeps. Orlando doesn't know what to do, he has no money or prospects, so he figures he might as well die. Adam convinces him they should run away and use Adam's life savings to provide for them for now.

Act 2, Scene 2

Duke Frederick finds out the girls have run away. An attendant tells him they were talking about Orlando, and now that Orlando is gone too, they suspect the girls are with him. Duke Frederick commands the attendant to bring Oliver to him, so he can send Oliver to search for the group.

Act 2, Scene 3

We see the two separate groups of runaways wandering into the forest. They sing, "Help." Then we see the Old Duke, Duke Senior, and his group at their camp. Duke Senior addresses his followers about how much he loves being in nature. They discuss whether they need to hunt for more food, and we find out a man named Jacques is very upset by hunting. Duke Senior decides to talk to him.

Act 2, Scene 4

Rosalind, who is going by the name Ganymede, and Celia, who is going by the name Aliena, are struggling in the forest. They come across a pair of shepherds, Silvius and Corin, who are talking about how lovesick Silvius is. Silvius sings, "I Saw Her Standing There." Rosalind appreciates Silvius' expressions of love, and they decide to ask the shepherds if they have any food they can buy. The women find out the shepherds don't have anything, and the farm they are working on is actually being sold, so they can't help. The women decide to buy the farm.

Act 2, Scene 5

Amiens is singing a sad song for the “melancholy” Jacques (“While My Guitar Gently Weeps”). Jacques asks for more, but Amiens doesn’t want to. Jacques shares his own song, “I Am the Walrus,” but Amiens doesn’t get it. Amiens goes to check on whether Duke Senior’s banquet is ready.

Act 2, Scene 6

We see Adam and Orlando wandering in the forest. Adam is fainting from hunger. Orlando promises to find help.

Act 2, Scene 7

At Duke Senior’s banquet. The Duke is trying to have his heart-to-heart with Jacques (Jacques sings, “The Fool On the Hill”) when Orlando shows up and threatens to steal food. The Duke offers him food and invites him in, and Orlando leaves to get Adam. While he is gone, the Duke uses this as an example of how worse off some people are, continuing to work on Jacques philosophical melancholy. Jacques expresses how meaningless life is through the famous, “All the world is a stage” speech.

Adam and Orlando return and eat. While they eat, the group sings, “Let it Be.” The Duke takes Orlando for a walk to find out how he got into to this situation, expressing great love for Orlando’s father.

Act 3, Scene 1

Oliver is at Duke Frederick’s court. Duke Frederick tells him that if he doesn’t find and return his brother, alive or dead, to the court within a year, he’ll be exiled.

Act 3, Scene 2

Orlando is wandering through the forest, hanging love poetry about Rosalind on the trees. He sings, “Do You Want to Know a Secret,” and leaves. Corin and Touchstone enter. Corin wants to

know how Touchstone likes the shepherd's life. He says he likes it but doesn't really value it, that it isn't an important life to live. Corin disagrees, but then Rosalind enters, and they hide. She has found the poetry, and sings, "Eight Days a Week." Touchstone and Celia enter. Celia has also found the poetry, and sings, "Good Day Sunshine." Celia asks for privacy to talk to Rosalind. Celia tells Rosalind that Orlando is the one hanging it. As she tries to figure out how she feels about it, Orlando and Jacques enter. Celia and Rosalind hide.

Jacques and Orlando are arguing about the poems and end up calling each other "Monsieur Love" and "Monsieur Melancholy." Rosalind comes out of hiding (still dressed as Ganymede) and introduces herself to Orlando, as a concerned resident, worried about the harm being done to trees by an unknown assailant. Orlando confesses it is him, and sings, "And I Love Her." Rosalind/Ganymede offers to cure him of his love. The plan is that he will pretend Ganymede is actually Rosalind and she will act unpredictably until he gets tired of her games, breaking his feeling of love.

Intermission

Part 2

Act 3, Scene 3

Touchstone is in love with a goat-herder named Audrey. They decide to get married properly, singing, "When I'm 64." When they need someone to give Audrey away, Jacques offers to help them make it a proper marriage, while simultaneously talking about how terrible it will be.

Act 3, Scene 4

Rosalind and Celia sing, "You've Got to Hide Your Love Away." Rosalind is mad because Orlando has missed their first meeting. Corin enters, and invites them to come watch a couple arguing. Silvius is trying to woo Phoebe, singing, "Love Me Do," but she isn't interested. She treats him poorly and Rosalind (still dressed as Ganymede) comes out of hiding to yell at both of them - her for being rude and him for wasting his love on such a terrible person. This only causes

Phoebe to fall in love with Ganymede. Rosalind and her friends leave, and Phoebe sings, "Something," convincing Silvius to deliver a letter to Ganymede for her.

Act 4, Scene 1

Rosalind and Jacques are talking about his sadness. Orlando enters, and Rosalind expresses her anger at his lateness. He convinces her to continue with the project and she tells him to convince her to love him. He sings, "Can't Buy Me Love," in order to woo her. After, she has her sister (Celia/Aliena) pretend to marry them. Orlando says he has to go, and she warns him if he is late again she will break off their arrangement. After he leaves, Celia says she is misrepresenting women, but she is too in love to care.

Act 4, Scene 2

Everyone living in the forest sings, "Here Comes the Sun."

Act 4, Scene 3

Silvius delivers the letter from Phoebe to Ganymede, which instructs Ganymede to send her feelings back using Silvius as a messenger. If Ganymede doesn't love her, she will find a way to kill herself. Once again, Rosalind tells Silvius he shouldn't love Phoebe, but sends a message back saying that if Phoebe loves Ganymede, Ganymede commands her to love Silvius instead.

Oliver arrives, looking for Ganymede. He's delivering a bloody cloth as proof from Orlando that he is injured and can't make the meeting time. He tells the story of how Orlando saved Oliver from a mountain lion while he was asleep. Oliver admits that he had treated Orlando terribly in the past, but he was changed by these events and is embarrassed at his old self. Rosalind faints, but then says she was faking to save face. Oliver is suspicious, but goes with them to hear their answer.

Act 5, Scene 1

Audrey and Touchstone are still struggling to be married. They were told that someone already had claim to Audrey, so they sought out that person. Through word play and song (“Helter Skelter”), he convinces the man, William, to release Audrey to Touchstone. Touchstone is called to attend Rosalind.

Act 5, Scene 2

Oliver and Celia have fallen in love, and sing, “Got to Get You in My Life.” Orlando asks his brother if he is sure about the relationship, and Oliver says not only are they in love, they are abandoning all their worldly estate and belongings to Orlando and they are going to live together as shepherds. Orlando is going to invite everyone to the wedding.

Rosalind enters (as Ganymede) and Orlando tells her of the wedding. He is sad he cannot also marry Rosalind. Rosalind assures him that if he wants to marry her, Ganymede can do magic to make it happen. Phoebe and Silvius enter and it is arranged that all will be married tomorrow.

Act 5, Scene 3

Audrey and Touchstone are excited to finally get married. They sing, “Ob-La-Di, Ob-La-Da.”

Act 5, Scene 4

Duke Senior asks Orlando if he thinks Ganymede’s promises will come to pass. Ganymede enters and confirms all of her plans: The duke promises to let his daughter marry Orlando, Phoebe promises to marry Silvius if she doesn’t want to marry Ganymede. She leaves, and the men remark how much he reminds them of Rosalind. Touchstone and Audrey arrive.

Rosalind re-enters (as Rosalind now) and all is revealed.

The middle brother then enters and speaks to the group. It turns out that Duke Frederick came to the forest to kill Duke Senior, but met an “old religious man” and was convinced to leave his court life behind. He restored everything back to Duke Senior. Jacques, hearing this, goes to

learn from this fellow, leaving all to their happiness. Hymen enters, leading the group in singing,
“Across the Universe.”

They all sing “All You Need is Love.”

CONTEXTUAL BACKGROUND

Shakespeare's England

England, at the time of this play, was a very strict, rule-based society. There were well-defined gender norms, clear boundaries around social class, and defined rules around succession. In the play, these rules are all challenged by a group of exiles in a forest, and then put back into place by the end of the comedy. This puts the play in opposition of the power of the time without challenging it in a way that would need to be punished.

“Gender and Politics in *As You Like It*” details the politics of gender identity and sexuality in *As You Like It*. The second half of the article explores the commentary Shakespeare may have been making on English Society as a whole.

<http://www2.cedarcrest.edu/academic/eng/lfletcher/ayli/Leuser.htm>

(short, but dense read)

“As you Like It: Shakespeare's Politics” outlines some of the politics apparent in the play - Touchstone, Rosalind and Jacques are discussed.

<http://willistonblogs.com/artspotlight/2015/04/05/as-you-like-it-shakespeares-politics/>

(easy read)

“Modern History Sourcebook: William Harrison (1534-1593): Description of Elizabethan England, 1577” is an in depth account of different aspects of Elizabethan life.

<https://sourcebooks.fordham.edu/mod/1577harrison-england.asp>

(difficult reading level)

The Beatles, Beatlemania and BTS

The Beatles were a four piece rock band that formed in England in the 1960s and rose in fame and popularity throughout the decade. Their music spoke to a generation and ranged across many themes that were popular with the youth of the time. They were both a band and a phenomenon, rising to a huge level of fame and popularity on an international level before the world was connected like it is now. Read more about the Beatles here:

<https://www.notablebiographies.com/Ba-Be/Beatles.html>

https://en.wikipedia.org/wiki/The_Beatles

Their fame was so big it even had its own name, "Beatlemania." While this level of adoration from fans may be more common now, this was a new phenomena.

"Rare Beatlemania Footage!"

<https://www.youtube.com/watch?v=VLvTq6FdOj4> (first 45 seconds)

"The Beatles - 1964 Australian Tour Highlights Reel"

<https://www.youtube.com/watch?v=zBhzJjIMkE>

For a more modern comparison, some might point to the rise, influence and fandom of K-Pop phenomenon, BTS.

"Is K-Pop Giant BTS The Beatles of Our Generation?" discusses the Beatles phenomenon of the 60s compared to the current pop sensation, BTS.

<https://www.news18.com/news/buzz/is-k-pop-giant-bts-the-beatles-of-our-generation-1918589.html>

"BTS take on The Beatles in a special performance for 'The Late Show'" - An article and embedded video of the event, BTS pay homage to the Beatles on the Late Show.

<https://mashable.com/article/bts-colbert-the-beatles/>

Hippies and Free Love

In the same way that Shakespeare is thought to have been commenting on English Society, the Hippie movement in the late 60's was also a time when young people were disillusioned with society and government, and were choosing to "drop out" of society. The following resources provide background to the Hippie movement and Vancouver's scene in particular.

"The Summer of Love was more than hippies and LSD - it was the start of modern individualism" is an article with embedded video about the shift in culture at the end of the 60's and the power of young people of the time. The video shows footage of an activist encouraging people to "drop out" of schools, jobs, and corporations.

<http://theconversation.com/the-summer-of-love-was-more-than-hippies-and-lsd-it-was-the-start-of-modern-individualism-77212> (2-minute video)

"1968 CBC interview of Vancouver Mayor Tom Campbell about the Hippies" is in response to Vancouver Police apprehending / incarcerating hippies for hanging out on the street and obstructing traffic on the sidewalks. The interviewer presses him on how long a person's hair has to be in order to become a target for police. It gets a little heated. Following the interview, a hippie quotes Shakespeare in response to the Mayor's anger. Trigger warning: They discuss children with intellectual disabilities, and use the term "retarded children."

https://www.youtube.com/watch?v=xoc347KjBk0&feature=emb_title (7-minute video)

"Lets Go - 1968 Episode about Psychedelic Vancouver and the Hippies" is popular TV show that discusses the Hippie Movement in Vancouver through a series of interviews (Richard Prior, Everly Brothers, Little Richard, Frank Sinatra Jr. Ray Charles, The Beach Boys and others). Discusses the art of the time, drug use, the morality of musicians who discuss or encourage drug use, and transcendental meditation.

<https://www.youtube.com/watch?v=BHTvArY0da4> (23-minute video)

The “Wild Okanagan” - Whose Traditional Lands?

The play is set in Vancouver and “the wild Okanagan.” It’s good to revisit where this is situated in Indigenous Traditional Territories and to remember that much of British Columbia was not occupied in the same way as Manitoba, much of it considered unceded lands.

The following links can be used to research whose traditional land you are on. The teacher’s guide has good information on how to use the site, and the links below are to three groups who may consider the “wild Okanagan” of this setting to be a part of their traditional territory.

- <https://native-land.ca/teachers-guide/>
- <https://native-land.ca/maps/territories/okanagan/>
- <https://native-land.ca/maps/territories/nlakapamux/>
- <https://native-land.ca/maps/territories/secwepemc-secwepemculecw/>

The Okanagan Nation Alliance Website includes lots of great information about the area and current affairs. Linked below is a timeline of the area:

<https://www.syilx.org/wellness/indian-residential-school/timeline/>

“Road Trip Time Machine” shows what a road trip through B.C. would have looked like in the 60’s. The link includes hours of footage, but is split into three parts geographically.

<https://www.vancouverisawesome.com/2015/06/15/road-trip-footage-from-the-1960s-in-british-columbia-with-video/>

GLOSSARY

Preshow

Stone - a unit of measurement for weight that is no longer part of today's vocabulary

Eleanor Rigby - a character who appears in a Beatles song, her origin is the subject of much speculation

Act 1, Scene 1

Bequeathed - passed down, usually after a death in the family from parent to child

Breed me - raise me (from a child)

Gentility - social superiority

Servitude - a position where you have no freedom

Mar - ruin the appearance, spoil

Begot - bring a child into the world (past tense)

Railed - to protest, angrily

Allottery - proper amount that has been given

Physic your rankness – (cure your illness) comparing Adam to a disease growing on his body.

Try a fall - wrestle with

I had as lief - you might be better to

Gamester - gambler

Act 1, Scene 2

Perforce - by force

Prithee - pray thee

Entreated - convinced to change his mind

Hither - here

Fain - gladly

Misprised - undervalued, despised

Beseech - beg

Foiled - beaten in the match, stopped

To eke out - to support

Gallant - brave or heroic

Entreaties - anxious requests

Albeit - although

Misconstrues - takes the wrong way

Bounden - indebted, bound

Act 1, Scene 3

Curs - dogs

Dispatch you with your safest haste - "ask you to leave as fast as you can"

"wither wilt thou go" - where are you going to go?

Sundered - separated

Poor and mean attire - ugly, dirty or low class looking clothes

Assayed - tried

Act 2, Scene 2

Roynish - old, mangy, coarse

Act 2, Scene 3

Pomp - Ceremony, display of wealth

Churlish Chiding - mean spirited criticism

Venison - meat from a deer

Irks - bothers

Dappled - spotted

I love to cope him in these sullen fits - I love to try and talk with him when he's feeling philosophical

Act 2, Scene 4

Succour - help in hard times

Ragged - weak or tired or unpleasant

Act 2, Scene 6

Uncouth - uncomfortable

Act 2, Scene 7

Motley - inconsistent in appearance

Fi on thee - an interjection, probably similar to "shame on you"

(<https://english.stackexchange.com/questions/382066/fi-on-you-phrase-meaning-etymology-and-spelling>)

Pard - a wild cat, leopard

Capon - a rooster that's been bred and raised to eat.

Slipperd pantaloon - stereotypical older man

Sans - without

Venerable - respectable

Act 3, Scene 1

Twelvemonth - a year

Expediently - quickly as possible

Act 3, Scene 2

Naught - nothing

Natural Philosopher - one who studies the world by studying nature

Copulation - sexual intercourse

Scrippage - contents of a wallet

Petitionary - Solomon requests to a superior

Vehemence - "with most petitionary vehemence" - with the passion of one pleading with a superior for something very important.

Cry "Holla," to your tongue[...] it curvets unseasonably - stop talking, what your saying is tries to hard to make sense.

Fancy-monger - someone who chases love

Accoutrements - the things you wear over and above your normal clothes

Act 3, Scene 2

Capricious - changeable

Vicar - religious leader

Wainscot - a panel that goes part way up the wall

Bawdry - obscenity

Act 3, Scene 4

Tapster - Bartender

Parentage - who your parents are

Pageant - play or show

Atomies - a skeleton or corpse

"Her glass" - her mirror

Chide - scold

Omittance is no Quittance - "a legal proverb meaning "failure to assert a claim does not imply renunciation of the claim."
([https://shakespeare-navigators.com/as you like it/AYLI Note 3 5 133.html](https://shakespeare-navigators.com/as_you_like_it/AYLI_Note_3_5_133.html))

Act 4 Scene 1

Sundry - miscellaneous

Rumination - deep thinking

Censure - warning

Love-prate - ridiculous romantic conversation

Act 4, Scene 3

Purlieus - surrounding area

This bloody napkin - a cloth used to tend Orlando's wounded arm

Counterfeited - pretended

Draw homewards - go home

Act 5, Scene 1

Ipse - exactly that (latin)

(<https://translate.google.com/?client=safari>

<https://translate.google.com/?client=safari>

<https://translate.google.com/?client=safari>

Act 5, Scene 2

Woo - attempt to get a person to fall in love or agree to marry you

Nuptial - wedding

Array - beautiful clothing - "put you in your best array"

Act 5, Scene 4

Convertites - people who have been converted

Victualled - prepared with food that will last an amount of time.

CURRICULAR CONNECTIONS

Manitoba Health Curriculum

- **K.4.S1.B.1a** - Describe ways to treat others (e.g., show respect, consideration, support, encouragement, affection, understanding, forgiveness...) for the development of healthy and meaningful relationships (e.g., between parent/child, siblings, best friends, romantic relationships, marriage, at work, in the community...)
- **K.4.S2.C.1a** - Describe the behaviours necessary for providing support to others (e.g., listen to a friend in difficulty...) and promoting emotional health and well-being

Manitoba English Curriculum

- research and study topics and ideas
- interpret and integrate information and ideas from multiple texts and sources
- manage information and ideas
- recognize and analyze inequities, viewpoints, and bias in texts and ideas
- investigate complex moral and ethical issues and conflicts
- contemplate the actions that can be taken, consider alternative viewpoints, and contribute others perspectives
- Become aware of and articulate the ways that one engages with text
- recognize, apply and adapt rules and conventions

Manitoba Drama Curriculum

- DR-CR1 - The learner generates ideas from a variety of sources for creating drama/theatre.
- DR-CR2 - The learner revises, refines, and shares drama/theatre ideas and creative work.
- DR-R3 - The learner analyzes and interprets drama/ theatre experiences.

- DR-R4 - The learner applies new understandings about drama/theatre to construct identity and to act in transformative ways.
- DR-C2 - The learner develops understandings about the influence and impact of the dramatic arts.
- DR-C3 - The learner develops understandings about the roles, purposes, and meanings of the dramatic arts.

CLASSROOM ACTIVITIES

Activity 1: Land Back

ELA

- *recognize and analyze inequities, viewpoints, and bias in texts and ideas*
- *investigate complex moral and ethical issues and conflicts*
- *contemplate the actions that can be taken, consider alternative viewpoints, and contribute others perspectives*
- *research and study topics and ideas*

Drama

- *DR-C2 The learner develops understandings about the influence and impact of the dramatic arts.*
- *DR-C3 The learner develops understandings about the roles, purposes, and meanings of the dramatic arts.*
- *DR-R4 The learner applies new understandings about drama/theatre to construct identity and to act in transformative ways.*

As You Like It is a show that points out the flaws in society in Shakespeare's time. Some have wondered if it points to Shakespeare looking back to a 'simpler era' in a romanticized way. The use of Ancient Greek and Roman mythical figures and gods could point to pre-Christian religions. Going back to nature and feeling connected to the land are integral to this story. When England colonized what is now Canada, many of these inequalities and the disconnection from the land came too. In contemporary Canada, we are in a period of time where we are looking critically at our society and the legacy of colonialism, and our relationship with the Indigenous, Inuit and Metis peoples of this land is central in this discussion. While there is no clear agreed upon path forward to reconciliation or decolonization, there is a call to figure one out. One of the key questions of that way forward is rectifying injustices in relation to land use, consent, and the western idea of "ownership" of land.

Using the following links, or through your own research, develop students' understanding of the idea of Indigenous relationship with the land, reconciliation and the variety of ideas that surround the rally cry, "Land Back".

<https://redpaper.yellowheadinstitute.org>

"From the origins of settler colonialism to the era of reconciliation, land remains at the centre of the conflict between Indigenous peoples and Canadians. So what could a just future look like?" This online resource is robust and includes a glossary, tools and resources, as well as incredible detailing of historical injustices to do with land and consent, and the various perspectives on how to move forward. Yellowhead Institute is a group of folks from Ryerson University. Learn more about them and their work here: <https://yellowheadinstitute.org/who-we-are/>

<https://twitter.com/northendmc/status/1192829142074634241>

Blog post for non-Indigenous Canadians who struggle to engage with ideas of decolonization.

Activity 2: Celia's Got Your Back

Manitoba Health Curricular Outcomes: K.4.S1.B.1a, K.4.S2.C.1a

Rosalind and Celia are cousins and it is clear from their first appearance that they have each other's back. Although Celia's dad has banished Rosalind's dad, Celia is committed to helping her friend get through the separation. When Rosalind herself is banished, Celia threatens to leave too, and though her father doesn't believe her, she follows through immediately.

Have students discuss supportive people they have in their life, and what a supportive person acts like. How do they show support to their friends? If the group is less keen on group discussion, have students journal or reflect on their own about their go-to supporters.

Activity 3: Queer Coding

ELA

- *Become aware of and articulate the ways that one engages with text*
- *Recognize and analyze inequities, viewpoints, and bias in texts and ideas*
- *Research and study topics and ideas*

Drama DR-C3

- *The learner develops understandings about the roles, purposes, and meanings of the dramatic arts.*

It has been speculated that both Shakespeare himself, as well as Rosalind the character, could be bisexual. Often in literature and fiction, we see characters that are written in such a way as to insinuate their sexuality in times and places where diverse sexuality or gender identity is not socially accepted. For more information on how queer coding appears in modern media, see, “The Strange and Difficult History of Queer Coding.” This article is about the history of queer coding from the 1950s to the present. (<https://www.syfy.com/syfywire/the-strange-difficult-history-of-queer-coding>)

Explore whether or not your students agree that Rosalind’s character may have been intended as bisexual by looking at the original text of “As You Like It.” If students are not studying the play, instruct students to watch the production, looking for whether or not the production has included this interpretation in its development.

POST SHOW ACTIVITIES

Activity 4: What's in a Pre-show?

ELA

- *Recognize, apply and adapt rules and conventions*
- *Become aware of and articulate the ways that one engages with text*

Drama DR-CR1

- *The learner generates ideas from a variety of sources for creating drama/theatre.*

DR-CR2

- *The learner revises, refines, and shares drama/theatre ideas and creative work.*

DR-CR2

- *The learner revises, refines, and shares drama/theatre ideas and creative work.*

Discuss how the pre-show informed the audience or prepared them for the action of the play. Discuss or develop possible pre-show activities for an upcoming production at your school, or another play you have studied.

Activity 5: Update the Update

ELA

- *Invent, take risks and reflect to create possibilities*

Drama DR-CR1

- *The learner generates ideas from a variety of sources for creating drama/theatre.*

DR-CR2

- *The learner revises, refines, and shares drama/theatre ideas and creative work.*

In groups, have students develop a pitch for a featured artist or song list that would update this 1960s version to 2019.

Activity 6: All You Need Is Love

ELA

- Recognize and analyze inequities, viewpoints, and bias in texts and ideas
- Investigate complex moral and ethical issues and conflicts
- Contemplate the actions that can be taken, consider alternative viewpoints, and contribute others perspectives

Drama DR-R3 T

- The learner analyzes and interprets drama/ theatre experiences.

At the end of a Shakespearean comedy, everyone gets married. Have students consider the romance in the show. In the forest, we are shown a variety of types of romantic and friendly love, Rosalind and Orlando's pining for one another, Celia and Oliver's love at first sight, Phoebe's love for Ganymede despite or because of his horrible treatment of her, Silvius' never wavering loyalty to Phoebe, and her eventual resignation to marry him, and Audrey / Touchstone's quest to marry the "right way" before giving into their lusty feelings, despite being from completely different social classes. Unencumbered by the rules of the formal court, the characters find each other and pair off regardless of class or social situation.

Have students consider what rules exist in modern relationships, and whether the freedom the characters find in the story is still a relevant outcome. Touchstone would have never considered marrying Aubrey had he stayed at his post at court because she would have been below him. Are there taboos today that are still difficult to overcome? Due to Rosalind's social status, her guardians would have more say over who she married, so she might not have gotten the chance to know him if things played out in court. Are there modern situations where people who don't get to know each other get married? Phoebe is more in love with Ganymede each time he puts her down. Are there still stressors in modern living that cause unhealthy matches?

Activity 7: The Wild Okanagan

ELA

- *Research and study topics and ideas*
- *Interpret and integrate information and ideas from multiple texts and sources*
- *Manage information and ideas*

Research the history of the Indigenous peoples whose traditional lands make up the “wild Okanagan.” What was happening in the area at the time this play is set? What were Indigenous peoples’ role in the development of the agricultural industry that is so prolific in that part of the world today?

EXPLORE MORE READING LIST

EXPLORE MORE MODERN-DAY SHAKESPEARE

Macbeth, Jo Nesbo. Set in the council area of Fife in the 1970s, this dystopic retelling follows Inspector Macbeth in his quest to become Chief Commissioner as he attempts to end an excessive drug problem in the town using not quite legal means. FICTION NESBO

Hag-Seed, Margaret Atwood. This retelling of *The Tempest* sees Felix, Artistic Director of the Makeshiweg theatre festival, unceremoniously fired from his position. To enact revenge on his accusers, he gets a job at the prison under an alias where he finally hopes to stage his version of *The Tempest*. FICTION ATWOOD

Dunbar, Edward St. Aubyn. A modern retelling of *King Lear*, this novel follows retired media tycoon Henry Dunbar as he is sent to a sanatorium at the behest of his two wicked daughters. There, he attempts to escape with the help of an alcoholic comedian in the hopes of reinstating himself as head of the company. FICTION ST. AUBYN

EXPLORE MORE WRESTLING

One Ring Circus: Extreme Wrestling in the Minor Leagues, Brian Howell. Howell invites you to experience minor league wrestling culture in North America through behind-the-scenes pictures and stories from wrestlers and organizers. 796.812022 HOW

EXPLORE MORE OF THE OKANAGAN REGION

Popular Day Hikes: South-Central Okanagan and *Popular Day Hikes: Northern Okanagan*, Gerry Shea. These books offer beautiful pictures, coloured maps and excellent information on hikes in the Okanagan region to help trip planners. Not sure if a trail matches your fitness level? Shea also includes difficulty ratings from easy to strenuous. 796.510971 SHEA 2019

EXPLORE MORE BEATLES

The Winnipeg Public Library has hundreds of different takes on The Beatles. From CDs and biographies to scores and movies, we have The Beatles covered with over 71 items on the band alone and many more on individual group members. We also have musical instruments you can borrow so you can learn to play your favourite Beatles songs—or be like Paul and John and create your own music! For a list of instruments available, see the Sun Life Musical Instruments Library page on our website.



There are 1.4 million books, movies, audiobooks, eBooks and more at the Winnipeg Public Library, and all you need to borrow them is your library card. There are 20 locations throughout the city and there's an online catalogue for requesting items for pick-up at your library of convenience. An e-Library has thousands of eBooks, eAudiobooks and more! All free with your library card.

Visit us at Winnipeg.ca/library

RESOURCES

Daryl Cloran

- <https://www.citadeltheatre.com/about-us/artistic-director>
- <http://www.canadiantheatre.com/dict.pl?term=Cloran%2C%20Daryl>
- <https://bardonthebeach.org/news/2018/a-60s-inspired-beatles-infused-as-you-like-it-sparks-the-29th-season-of-bard-on-the-beach/>
- <https://www.straight.com/arts/1089031/bard-beach-brings-beatles-60s-set-you-it>

Hippies

- “Road Trip Time Machine.” <https://www.vancouverisawesome.com/2015/06/15/road-trip-footage-from-the-1960s-in-british-columbia-with-video/>
- “The Summer of Love was more than hippies and LSD - it was the start of modern individualism.” <http://theconversation.com/the-summer-of-love-was-more-than-hippies-and-ld-its-the-start-of-modern-individualism-77212>
- “1968 CBC interview of Vancouver Mayor Tom Campbell about the Hippies.”
- https://www.youtube.com/watch?v=xoc347KjBk0&feature=emb_title
- “Lets Go - 1968 Episode about Psychedelic Vancouver and the Hippies.”
- <https://www.youtube.com/watch?v=BHTvArY0da4>

Land Back

- <https://redpaper.yellowheadinstitute.org>
- <https://yellowheadinstitute.org/who-we-are/>
- <https://twitter.com/northendmc/status/1192829142074634241>
- <https://native-land.ca/teachers-guide/>
- <https://native-land.ca/maps/territories/okanagan/>
- <https://native-land.ca/maps/territories/nlakapamux/>
- <https://native-land.ca/maps/territories/secwepemc-secwepemculecw/>
- <https://www.syilx.org/wellness/indian-residential-school/timeline/>

Queer Coding/Gender Politics

- “The Strange and Difficult History of Queer Coding.”
<https://www.syfy.com/syfywire/the-strange-difficult-history-of-queer-coding>
- “Gender and Politics in As You Like It.”
- <http://www2.cedarcrest.edu/academic/eng/lfletcher/ayli/Leuser.htm>

Shakespeare Life and Times

- “William Shakespeare - Mini Biography.” <https://www.biography.com/video/william-shakespeare-mini-biography-12060739685>
- “As you Like It: Shakespeare’s Politics.” <http://willistonblogs.com/artspotlight/2015/04/05/as-you-like-it-shakespeares-politics/>
- “Modern History Sourcebook: William Harrison (1534-1593): Description of Elizabethan England, 1577.” <https://sourcebooks.fordham.edu/mod/1577harrison-england.asp>

STUDY GUIDE CREATOR BIO

Tala Gammon is an English and Drama Teacher at St. John’s High School. She has taught in the Winnipeg School Division for 11 years. She has B.A. with Honours in Theatre and a B.Ed from University of Winnipeg, and is a member of the Manitoba Association of Playwrights. Outside of work, she spins yarn literally and figuratively, knits and plays with her lovely family. Her favourite shows at Royal MTC last year were *Sense and Sensibility* and *A Doll’s House, Part 2*.

ROYAL MTC THEATRE ETIQUETTE

Arrive Early: Latecomers may not be admitted to a performance. Please ensure you arrive with enough time to find your seat before the performance starts.

Cell Phones and Other Electronic Devices: Please **TURN OFF** your cell phones/iPods/gaming systems/cameras. We have seen an increase in texting, surfing, and gaming during performances, which is very distracting for the performers and other audience members. The use of cameras and recording devices is strictly prohibited.

Talking During the Performance: You can be heard (even when whispering) by the actors onstage and the audience around you. Disruptive patrons will be removed from the theatre. Please wait to share your thoughts and opinions with others until after the performance.

Food/Drinks: Food and outside drinks are not allowed in the theatre. Where there is an intermission, concessions may be open for purchase of snacks and drinks. There is complimentary water in the lobby.

Dress: There is no dress code at the Royal Manitoba Theatre Centre, but we respectfully request that patrons refrain from wearing hats in the theatre. We also strive to be a scent-free environment, and thank all patrons for their cooperation.

Leaving During the Performance: If an audience member leaves the theatre during a performance, they will be readmitted at the discretion of our Front of House staff. Should they be readmitted, they will not be ushered back to their original seat, but placed in a vacant seat at the back of the auditorium.

Being Asked to Leave: The theatre staff has, and will exercise, the right to ask any member of the audience to leave the performance if that person is being disruptive. Inappropriate and disruptive behaviour includes, but is not limited to: talking, using electronic devices, cameras, laser pointers, or other light- or sound-emitting devices, and deliberately interfering with an actor or the performance (tripping, throwing items on or near the stage, etc.).

Talkbacks: All Tuesday evening performances, student matinees and final matinees at Royal MTC feature a talkback with members of the cast following the show. While watching the performance, make a mental note of questions to ask the actors. Questions can be about the story, the interpretation, life in the theatre, etc.

Enjoy the show: Laugh, applaud, cheer and respond to the performance appropriately. Make sure to thank all the artists for their hard work with applause during the curtain call.

UP NEXT AT ROYAL MTC



Every Brilliant Thing

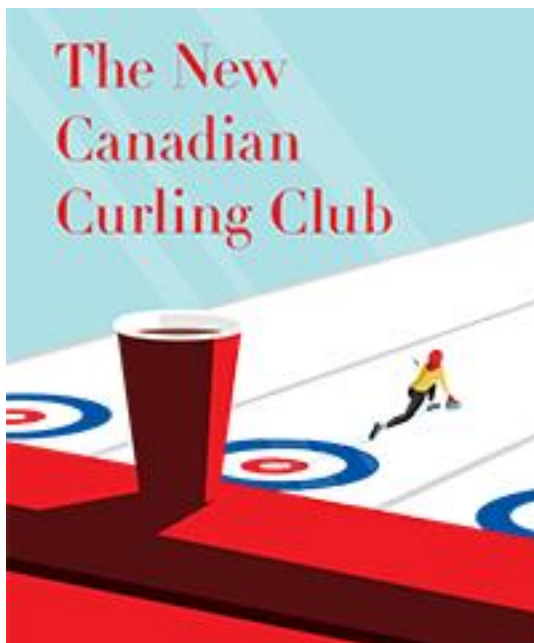
By Duncan Macmillan with Jonny Donahoe
Tom Hendry Warehouse

Jan 23 – Feb 8, 2020

11:30AM Student Matinee Jan 21

Grade 9+

Topics: Mental illness, suicide, affirmation of life
Advisory: Mature content, contains references to self-harm and suicide, audience participation



The New Canadian Curling Club

By Mark Crawford
John Hirsch Mainstage

Feb 13 – Mar 7, 2020

11:30AM Student Matinee Mar 5

Relaxed Performance Feb 28

Grade 9+

Topics: Racism, discrimination, multiculturalism, immigration, cross-cultural understanding, Canadian identity, rural communities, curling
Advisory: Strong language

Book your tickets today!

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Email Thomas turish@royalmtc.ca