

2018-2019

DISCOVERY

the young king

Written by Oscar Wilde
Adapted for the stage by Nicki Bloom
Produced by Slingsby Theatre Company



Resource Guide

Wednesday, May 9- Friday, May 10, 2019
9:30 & 11:30 a.m.



VICTORIA THEATRE ASSOCIATION



Welcome to the 2018-2019 Discovery Series in the PNC Arts Annex at Victoria Theatre Association. We are very excited to be your education partner in providing professional arts experiences to you and your students!

I am very excited for students in Dayton to experience this internationally acclaimed show at our newest theatre. Based on the story by Oscar Wilde, the creative team at Australia's Slingsby Theatre Company have created an interactive, immersive experience that will leave you (like the Young King) questioning the costs of our own luxuries at the expense of the very people we love. As you go on this journey with the Young King, I hope you, too, will appreciate the people around you no matter if your scepter is full of rubies, or your goatherd's cloak is modest, we will all know you are royalty.

The information and activities in this resource guide have been carefully crafted to help you and your students explore the many ways a live theatre experience can open up learning opportunities. Grade level icons will help you determine which activities are good for students, too. And don't forget to take advantage of the local resources listed inside to extend the play-going experience and make even more curricular connections for you and your students. Thank you again and welcome!

Gary Minyard
Vice President of
Education & Engagement



Curriculum Connection



You will find these icons listed in the resource guide next to the activities that indicate curricular connections. Teachers and parents are encouraged to adapt all of the activities included in an appropriate way for your students' age and abilities. THE YOUNG KING fulfills the following Ohio and National Education Standards and Benchmarks for third through eighth grade.

Ohio's Learning Standards for English Language Arts

- Grade 3- L.3.3, RL. 3.2, RL.3.6, RL.3.9
- Grade 4- RL.4.2, RL.4.6, RL.4.9
- Grade 5- RL.5.2, RL.5.6, RL.5.9
- Grade 6- RL.6.2, RL.6.6, RL.6.9
- Grade 7- RL.7.2, RL.7.6, RL.7.9
- Grade 8- RL.8.2, RL.8.6, RL.8.9
- Grades 9-12- RL.9-10.2, RL.11-12.2, RL.9-10.7, RL.11-12.6

National Core Arts Theatre Standards-

- Grade 3- TH:Cr1.1.3, TH:Cr3.1.3., TH:Pr4.1.3, TH:Cr2-3
- Grade 4- TH:Cr1.1.4., TH:Pr4.1.4., TH:Cr2-4
- Grade 5- 4. TH:Cr3.1.5, TH:Pr4.1.5, TH:Cr2-5
- Grade 6-4. TH:Cr3.1.6, TH:Pr4.1.6, TH:Cr2-6
- Grade 7-4. TH:Cr3.1.7, TH:Pr4.1.7, TH:Cr2-7
- Grade 8-4. TH:Cr3.1.8, TH:Pr4.1.8, TH:Cr2-8
- Grades 9-12- TH:Cr1.1.1., TH:Cr2-1

Ohio's Learning Standards for Social Studies

- Communities: Past and Present, Near and Far
- Historical Thinking and Skills
- Rules and Laws

This resource guide was created by Natalie Katona. All activities are available for distribution and use in the classroom or at home.

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About the Play

ENGLISH/
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All
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From the moment, you arrive at the Arts Annex, you become a part of the story. What kind of king or queen would you be? The Young King's courtiers will teach you how to greet the king before whisking you up to be part of the coronation. A naïve boy raised by goatherds is discovered to be heir to the kingdom. Treasures and privileges are laid at his feet, but at what cost to others? Journey with the Young King to a land of challenging choices and rich rewards. In this production, the beautiful and tender language of Oscar Wilde joins the intimate, immersive, and magical world of Slingsby Theatre Company from Australia.

Spotlight on Oscar Wilde

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Oscar Wilde is a well-known author, playwright, and poet in Victorian England. He was known for writing pieces that were filled with humorous wit and for living a very lavish lifestyle. He was a graduate of Oxford University and after his studies worked as an art critic and lecturer of poetry. Wilde's most notable novel, *The Picture of Dorian Gray*, received a very cold reception from Victorian critics and was given the reputation of being immoral. The story is about a young man who wishes a portrait of himself to grow older as he stays young to live a very extravagant life. His most famous play is *The Importance of Being Earnest*. The play revolves around two men who use the same name, Earnest, to woo two women. Wilde was an artist who used the philosophy of Aestheticism. In this philosophy, artists focused on the beauty of life, nature, and taste and focused less on having deeper meaning rooted in politics, religion, or reflecting the times. This value put in beauty was evident in all his works and he often lectured other artists in the Aestheticism movement. Oscar Wilde died at 46 years old of meningitis but his works are still studied and enjoyed today.



Ohio Spotlight

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The Young King gives us a view of Victorian England and the different ways people carried out their lives then. Some of the characters from the play hold jobs that can be learned about at the Ohio History Center. The center allows patrons to explore an Ohio village that is designed after what life would have been like in the 1890's. Re-enactors dress up as villagers and role play daily life from Ohio's past. The center also has exhibits depicting art, natural history of the area, and other historical subjects.

To plan a visit to The Ohio History Center, please visit <https://www.ohiohistory.org/>.

Pre-Show Conversation Starters

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THE YOUNG KING is a story about a young man who finds out one day that he is next in line to rule a kingdom. During his time adjusting to his new life he learns about how to prioritize people and the needs of others before his selfish desires for material things. Before coming to the show, take time to read through the story with your students and discuss these questions:

- How would The Young King's life be different once he is taken from his home to go live in the castle?
- How do you think the courtiers and other people living and working in the castle reacted to The Young King being the heir to the throne?
- What are some material things that distract us from the people we care about?
- How does THE YOUNG KING model how we should treat other people?
- What are some life lessons The Young King had to learn quickly after moving to the palace?

Vocabulary to Know

ENGLISH/
LANGUAGE
ARTS

THE YOUNG KING was based off a story written by Oscar Wilde. Oscar Wilde was an author in Victorian England in the 1800's and uses language that was used over one hundred years ago. Here are some terms you should familiarize your students with before coming to see the show.



- **Avarice-**
extreme greed for
wealth or material gain



- **Famine-**
extreme scarcity of food



- **Locusts-**
a large, tropical grasshopper with
strong powers
of flight



- **Lute-**
a musical instrument that has a body
with a round back and a flat top, a long
neck, and strings that are played with
the fingers



- **Plague-**
a contagious bacterial disease charac-
terized by fever and delirium



- **Pilgrim-**
a person who journeys to a sacred place for
religious reasons

Excerpts from The Young King



The Young King is a short, historical fiction piece about a young, poor boy who finds out he is the next in line for the throne. Once he gets settled into his new life as king, his priorities shift towards a fascination with jewels and treasure. He then has three nightmares about the people who suffer in order for him to be rich. Read through these excerpts from Oscar Wilde's *The Young King* to familiarize yourself with the themes presented in *THE YOUNG KING*. Use these excerpts to answer the pre-show conversation starters and to guide your activities in this guide.

The Young King's Origin:

The child of the old King's only daughter by a secret marriage with one much beneath her in station - a stranger, some said, who, by the wonderful magic of his lute-playing, had made the young Princess love him; while others spoke of an artist from Rimini, to whom the Princess had shown much, perhaps too much honour, and who had suddenly disappeared from the city, leaving his work in the Cathedral unfinished - he had been, when but a week old, stolen away from his mother's side, as she slept, and given into the charge of a common peasant and his wife, who were without children of their own, and lived in a remote part of the forest, more than a day's ride from the town.

The Young King's Reaction to Kingly Life:

All rare and costly materials had certainly a great fascination for him, and in his eagerness to procure them he had sent away many merchants, some to traffic for amber with the rough fisher-folk of the north seas, some to Egypt to look for that curious green turquoise which is found only in the tombs of kings, and is said to possess magical properties, some to Persia for silken carpets and painted pottery, and others to India to buy gauze and stained ivory, moonstones and bracelets of jade, sandalwood and blue enamel and shawls of fine wool.

The Young King's First Dream:

And as he slept he dreamed a dream, and this was his dream. He thought that he was standing in a long, low attic, amidst the whirr and clatter of many looms. The meagre daylight peered in through the grated windows, and showed him the gaunt figures of the weavers bending over their cases. Pale, sickly-looking children were crouched on the huge cross-beams. As the shuttles dashed through the warp they lifted up the heavy battens, and when the shuttles stopped they let the battens fall and pressed the threads together. Their faces were pinched with famine, and their thin hands shook and trembled. Some haggard women were seated at a table sewing. A horrible odour filled the place. The air was foul and heavy, and the walls dripped and streamed with damp.

The young King went over to one of the weavers, and stood by him and watched him.

And the weaver looked at him angrily, and said, 'Why art thou watching me? Art thou a spy set on us by our master?'

'Who is thy master?' asked the young King.

'Our master!' cried the weaver, bitterly. 'He is a man like myself. Indeed, 'there is but this difference between us that he wears fine clothes while I go in rags, and that while I am weak from hunger he suffers not a little from overfeeding.'

The Young King's Crown

And the little page opened his big blue eyes in wonder, and said smiling to him, 'My lord, I see thy robe and thy sceptre, but where is thy crown?'

And the young King plucked a spray of wild briar that was climbing over the balcony, and bent it, and made a circlet of it, and set it on his own head.

'This shall be my crown,' he answered.

Symbolism in Dreams



The Young King is a story where dreams are used to teach the main character a lesson or moral. What are your dreams trying to tell you? Use this chart to determine if there is something more to those dreams you have at night.

<p>Being Chased</p>		<p>When you are being chased in a dream it is usually because you are avoiding something in your waking life. This is your brain's way of making you aware that there is something you need to address or confront.</p>
<p>Water</p>		<p>Water is a symbol of your current emotional state. If the water is choppy you may be anxious, scared, or angry about something. If the water is calm, this could be your dream's way of letting you know you're calm and enjoying something new. Cloudy waters may be a symbol of something that is confusing you or that you don't feel right about.</p>
<p>Vehicles</p>		<p>Vehicles signify a change or transition happening in your life. The transportation you take to get to your new destination reflects how much control you feel you have over the new change in your life. The journey you take in the vehicle also signifies the obstacles that could be presented with this new change</p>
<p>People</p>		<p>When you encounter people in your dreams they represent different parts of yourself. Their behaviors reflect your personal characteristics that need to change or grow.</p>
<p>School</p>		<p>When you dream about school or taking a test, it is your brain's way of comprehending a challenge you are facing or are about to face. The challenge could also be facing a lesson that is learned from your past or revisiting an experience.</p>
<p>Flying</p>		<p>Flying and how well you're flying is a symbol of the amount of control you feel you have over your own life. When you're soaring high in a dream, it is because you're confident in your ability to reach your goals. When you're flying close to the earth and meeting obstacles like birds or power lines, it is because you feel like your goals are out of reach and you are becoming frustrated trying to accomplish them.</p>
<p>Food</p>		<p>When food plays a pivotal part in your dream it is a symbol of nourishment and energy. It speaks to your hunger for new information or new changes in your life.</p>

Dream Analysis



NAME: _____ **Date:** _____

What are your dreams trying to communicate to you? Use the symbols found in the dreams chart in this resource guide to analyze your own dream.

Draw it Out: Draw what you dreamt about using as many colors and details as you can remember.

Write a detailed description of everything you saw, heard, and felt in your dream.

According to the Symbols in Dreams Chart, what are your dreams trying to tell you about?

Connect it to yourself, why would your dreams be telling you this?

Royal Rules



Oscar Wilde wrote *The Young King* while living in Victorian England. England still has a monarchy as part of their government. What do you think it would be like to live as royalty? Here are some quirky rules that the Royal Family must abide by:



- When the Queen stands, enters a room, or exits it, everyone is expected to stand. When you are personally greeting the Queen, women are required to curtsy while men bow their heads in greeting.
- Royal descendants of the queen must ask her permission to propose marriage to someone.



- Everyone stops eating when The Queen is done eating, you are not allowed to finish your meal if the Queen finishes before you.
- Only married women can wear tiaras to

Do you think you would be able to be a member of The Royal Family?



- Members of the Royal Family are not allowed to sign autographs or take selfies.
- Members of the Royal Family are not allowed to give one another nicknames. They are supposed to use their full names always.
- The Queen can drive without having a driver's license.
- Heirs to the throne must travel separately as a safety precaution. This means that a prince and any children he has wouldn't take the same airplane on vacation. This is to assure there is always an heir to take over the throne.



- No one in the palace is allowed to reprimand or correct the Queen's corgis. They can do whatever they want in the palace.

The Princess and the Lute Player



NAME: _____ **Date:** _____

Before the plot of THE YOUNG KING happens, there is another story mentioned about a princess who falls in love with a Lute Player. Write your own scene about how the Young King's parents met and fell in love. You should include how they were separated from their son and how he came to live with the peasants who raised him.

<p>Cast of Characters-</p> <p>Create 3-4 characters with names and brief description of their role in the scene. The Princess and The Lute Player should be your main characters.</p>	<p>Character 1-</p> <p>Character 2-</p> <p>Character 3-</p> <p>Character 4-</p>
<p>Plot</p> <p>Write a brief description of what your scene will be about. How did the two meet? What happened to them?</p>	<p>Beginning Action-</p> <p>Problem to solve-</p> <p>How the problem gets solved-</p> <p>Concluding action-</p>

Script

Now write a script for your scene with the characters' spoken dialogue and actions, on a separate sheet of paper:

[Spoken dialogue] [character action in parenthesis]

Example: Character 1- I am running late to class! (walking in a hurry towards other characters)

A Natural Crown

ENGLISH/
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ARTS

All
GRADES

NAME: _____ **Date:** _____

The Young King uses a crown made of wild briar to reconnect to his humility. You can create your own nature crown following these steps!

Materials:

- Scissors
- Duct Tape
- Brown Craft Paper cut into long, thick strips (2 per student)
- A selection of natural materials: grasses, leaves, flowers, bark, twigs, ect.

Steps

- 1) Have your students select the decorations they will be using. You can bring in natural materials in for them or extend the activity by taking them on a nature walk to collect their own materials from the environment. Students may cut, pull apart, or manipulate the natural materials into different shapes and textures.
- 2) Take two brown paper strips and measure the student's head circumference and add two inches, cut the strips to be that length. Have students take one of the strips for the top half and cut it into a triangle or another pattern.
- 3) Cut a piece of duct tape to the length of the paper strips and lay the duct tape sticky side up on the table. Take the two strips of brown paper and stick them to the top of the tape and the bottom, leaving some of the duct tape exposed between them.
- 4) Using the exposed duct tape, have students stick their natural materials onto their crown.
- 5) Using tape or staples, attach the two ends of the crown so they fit the student's head.

Finished Product



Your Royal Robe

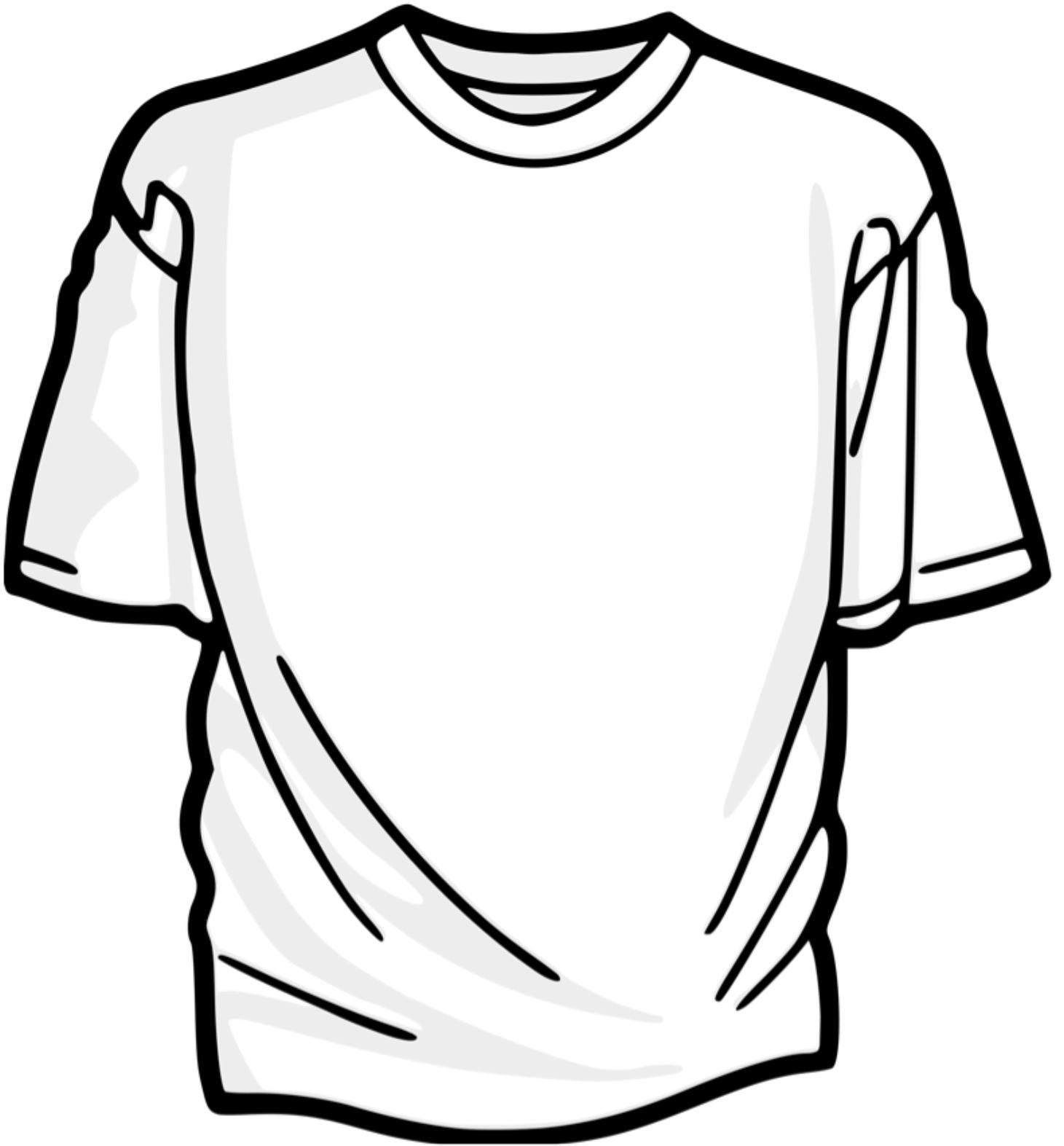
ENGLISH/
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NAME: _____ Date: _____

The Young King must design his own royal robes to attend his coronation. People have decorated their clothing with symbols connected to their family history or personality. Use the chart to study what different symbols meant if they were on your clothing and then use the template to design your own robe using the symbols that would represent who you are. An extension for older students could be for them to research their own personality symbols!

<p>Arrow</p>  <p>You are an archer or Bowman</p>	<p>Axe</p>  <p>You served in the military</p>
<p>Monkey or Ape</p>  <p>You are very crafty</p>	<p>Ant</p>  <p>You are hardworking</p>
<p>Bear</p>  <p>You are strong.</p>	<p>Berries</p>  <p>You believe in liberty and peace</p>
<p>Bird</p>  <p>You are affectionate</p>	<p>Boar</p>  <p>You are brave.</p>
<p>Cloud</p>  <p>Your life is full of mystery.</p>	<p>Clover</p>  <p>Your life is full of happiness.</p>
<p>Dog</p>  <p>You are very loyal.</p>	<p>Eye</p>  <p>You work in government</p>
<p>Fish</p>  <p>You are very generous.</p>	<p>Fox</p>  <p>You are smart and cunning.</p>
<p>Grasshopper</p>  <p>You are wise.</p>	<p>Hill</p>  <p>You are very stable.</p>



Weaving Your Own Story

ENGLISH/
LANGUAGE
ARTS



NAME: _____ Date: _____

THE YOUNG KING is a story of a young boy growing up as a goat herder who becomes royalty. Past traditions had the colors your family would use in their family crest and in their clothing signify different characteristics of your family and yourself. Use the following colors to weave the type of person you would be if you were a character in THE YOUNG KING.

Green	<ul style="list-style-type: none">• calm, soothing, reassurance, peaceful, health, growth, life, healing, money
Blue	<ul style="list-style-type: none">• credible, reliable, professional, trust, strength, peace, confidence, integrity
Purple	<ul style="list-style-type: none">• curative, protective, thoughtful, wise, imaginative, royal, luxury, dignity
Yellow	<ul style="list-style-type: none">• enlightening, abundance, caution, clarity, warmth, optimism, cheerful, friendly
Orange	<ul style="list-style-type: none">• energizing, desire, warmth, cheerful, confident
Red	<ul style="list-style-type: none">• demanding, passionate, exciting, youthful, danger, daring, urgency
Gray	<ul style="list-style-type: none">• balance, neutral, calm, stability, security, strong, character, authority, maturity
Black	<ul style="list-style-type: none">• sophistication, power, formality, mystery
White	<ul style="list-style-type: none">• freshness, hope, goodness, light, purity, cleanliness, simplicity, coolness
Pink	<ul style="list-style-type: none">• romance, compassion, faithfulness, beauty, love, sensitivity
Gold	<ul style="list-style-type: none">• wealth, success, status, generous, living, wisdom, charisma, optimistic
Brown	<ul style="list-style-type: none">• stable, reliable, approachable, genuine, organic

Materials:

- Yarn, a variety of colors using the colors above as your guide
- Scissors
- Large plastic needles
- A cardboard square for each student



Steps:

1) Make your loom:

- You can be flexible on the size of loom your students will make.
- Once they decide how large their loom will be, draw a line $\frac{1}{2}$ an inch in on each side of the loom. These are your handle marks and where you will hold your loom.
- Then, measure and draw a line for every $\frac{1}{4}$ of an inch of the loom on the top and bottom side of your loom.
- Cut a notch at each $\frac{1}{4}$ line mark to the $\frac{1}{2}$ inch mark lines you made.

2) String Your Loom:

- Take a piece of yarn and thread it into the first notch of your loom. Keep a small tail of the yarn on the back of the loom and tape it into place.
- Pull the thread down to the first bottom notch and thread it through that notch.
- Move on to the next notch and continue threading the yarn into each top and bottom notch of your loom. Make sure to leave a tail for the last notch and tape it to the back of the loom.



3) Weaving:

- Cut a length of the first color of yarn you would like to use and thread it through the needle, knotting a small knot around the needle.
- You will be guiding the yarn using the needle in an over under pattern through the strings of the loom. Pull the string taut once you have the needle pass through every string on the loom.
- Bring the needle from the opposite side of the loom back through the loom.
- Push your second line of yarn to meet the first line of yarn.
- Repeat these steps until that length of yarn is finished. To introduce a new color and continue weaving, leave a tail of the previous color and then start the new color on the same side the previous yarn ended.

4) Finishing your Edges on your Weaving Project: Follow these steps to conceal the pieces of yarn sticking out of your project.

- Thread the end of the yarn through the needle.
- Insert the needle into the side of the weaving, on the outside edge of the string.
- Pull the needle through the edge of the weaving
- Pull the yarn through, pull it tight, and cut off the end.
- Use your fingers to rub the edges of the weaving and make things look nice and neat.
- Try to pull the ends of yarn through weaving of the same color. It'll help disguise the ends.



5) Removing your Project from the Loom

- Take all tape off of your loom, remove the strings from the top and bottom of your loom.
- Push your weaving to the bottom of the strings.
- Tie off the top string and then cut off the excess string.

Resources for Students and Adults

Books for Students about Medieval Times

King Arthur and his Knights of the Round Table, Written by Roger Lancelyn Green. Puffin Books, 2008.

The Knight and the Dragon, Written by Tomie dePaola. Puffin Books, 1998.

The Inquisitor's Tale: Or, The Three Magical Children and Their Holy Dog, Written by Adam Gidwitz. Puffin Books, 2018.

Castle Diary, Written by Richard Platt. Walker Books, 2014.

The Fairy Tales of Oscar Wilde, Written by Oscar Wilde. Henry Holt and Company, 1993.

Publications for Teachers and Parents:

Knights & Castles: 50 Hands-On Activities to Experience the Middle Ages, Written by Avery Hart and Paul Mantell. Williamson Publications, 1998.

Stephen Biesty's Cross-sections Castle, Written by Stephen Biesty. DK Children, 2013.

The Canterbury Tales, Written by Geoffrey Chaucer. Puffin Books, 1997.

Oscar Wilde- Stories for Children, Written by Oscar Wilde. The O'Brien Press, 2014.

Websites:

<http://www.jccc.edu/carlsen-center-presents/resources/pdfs/arts-education/study-guide-young-king.pdf> - A study guide for the show, THE YOUNG KING.

<https://newvictory.org/Blog/September-2017/Family-Activity-The-Young-King> - A blog that has a family activity related to THE YOUNG KING.

<http://www.victorian-era.org/childrens-education-in-victorian-era.html> - A website dedicated to what life was like in Victorian England.

Victoria Fuse's Local Resource

In 1882, what we know as the Victoria Theatre was called Music Hall. That year, Oscar Wilde came to Dayton, Ohio to talk about "aesthetic" and how it affected art during the late 1800's. His story "The Young King" would not be published for another 9 years. The audience that night was made up of the art lovers of the city. Other historical figures that lectured or performed at the opera house include Mark Twain, Buffalo Bill, and Harry Houdini.



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The Education & Engagement programs of Victoria Theatre Association are made possible through the support and commitment of The Frank M. Tait Foundation and the following sponsors and donors whose generosity have opened the door of live theatre to the students of the Miami Valley:

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SLINGSBY

- Journey In Wonder -

Founded in 2007 and based in Adelaide, South Australia, Slingsby presents emotionally challenging and engaging storytelling in rich live theatrical realms. Their original productions are crafted to challenge and inspire adult and older family audiences.

Slingsby is named after a character in Edward Lear's short story *The Four Little People Who Went Round The World*. Indeed, the company's adventures have taken it far. They are now well-established as a leading international company and have toured to 83 venues in 57 cities across ten countries, and counting.

Artistic Director Andy Packer and General Manager/Producer Stacey Baldwin collaborate with Australia's finest artists across many disciplines and foster international theatrical alliances.

DON'T FORGET

All schools that receive scholarships for a show and/or transportation are asked and encouraged to create thank-you letters or cards for our sponsors. Please address your students' thank-you notes to:

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