CLASSICAL COMICS STUDY GUIDE

Making Shakespeare accessible for teachers and students

Suitable for KS3
Written by: Karen Wenborn

Classical Comics
Bringing Classics to Life
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## WORKSHEET 1

**Metaphor**

A metaphor compares two things in a similar way to a simile, except it gives a description to something that at first doesn't seem to fit but is actually saying something about the qualities of what it is describing. Look for the use of ‘is’ or ‘was’ and ‘are’ or ‘were’ instead of ‘like’ or ‘as’.

For example:
- “She is a beautiful rose”
- “He was an exploding volcano!”
- “It is the east, and Juliet is the sun!”
- “Love is a smoke raised with the fume of sighs”

**Simile**

A simile is a figure of speech where the writer compares two things that seem at first to be nothing like each other. A simile always uses the words ‘like’ or ‘as’.

For example:
- “She is as beautiful as a rose”
- “You’re as greedy as a pig”
- “You were like an angel to me”

Re-read the text looking for examples of metaphor and simile. If possible, underline or highlight them when you find them. Put ‘Metaphor’ (M), ‘Simile’ (S), or ‘Neither’ (N) in the margin next to each one.

### TASK:

Discuss this as a group. Have you identified them correctly?

Use the work sheet to list them.

<table>
<thead>
<tr>
<th>Look again at the following from the set text speeches.</th>
<th>Metaphor (M), Simile (S) or Neither (N)</th>
<th>Explain on the work sheet what is being said in these speeches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My language! Heavens! I am the best of them that speak this speech, Were I but where ’tis spoken.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why speaks my father so ungently? This Is the third man that e’er I saw – the first That e’er I sighed for. Pity move my father To be inclined my way!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s nothing ill can dwell in such a temple. If the ill spirit have so fair a house, Good things will strive to dwell with’t.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### METAPHORS AND SIMILES

<table>
<thead>
<tr>
<th>Look again at the following from the set text speeches.</th>
<th>Metaphor (M), Simile (S) or Neither (N)</th>
<th>Explain on the work sheet what is being said in these speeches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thou think'st there is no more such shapes as he, Having seen but him and Caliban. Foolish wench! To the most of men this is a Caliban, And they to him are angels. Even to roaring. Poor worm, thou art infected! This visitation shows it. So glad of this as they I cannot be, Who are surprised with all – but my rejoicing At nothing can be more. I'll to my book – For yet, ere supper-time, must I perform Much business appertaining. Fair encounter Of two most rare affections! Heavens rain grace On that which breeds between 'em!</td>
<td>Metaphor (M), Simile (S) or Neither (N)</td>
<td>Explain on the work sheet what is being said in these speeches.</td>
</tr>
</tbody>
</table>
MISSING WORDS

WORKSHEET 2

MISSING WORDS
To complete the sentences below, underline the correct word in the box, and then write it in the gap.

Be careful – there are some traps in the box!

1. What best is ________me to mischief! I,
   Beyond all limit of what else i'the world,
   Do love__________, honour you.

2. I am, in my condition,
   A ____________, Miranda: I do think, a King –
   I would not so! – and would no more endure
   This ________slavery than to suffer
   The flesh-fly blow my__________.

3. I had rather crack my__________, break my back,
   Than you should such dishonour undergo,
   While I sit__________by.

4. No, noble mistress. 'Tis__________morning with me
   When you are__________at night.

5. Hence! Hang not on my__________.

6. Sir, have pity! I'll be his__________.

7. Come from thy ward –
   For I can here disarm thee with this__________
   And make thy weapon drop.

8. Come!
   I'll__________thy neck and feet together.
   Sea-water shalt thou drink: thy food shall be
   The fresh-brook mussels, withered roots, and husks
   Wherein the__________cradled. Follow!
**SHAKESPEARE’S INSULTS!**

**WORKSHEET 3**

Shakespeare often made up his own words, especially when he wanted to create strong images. Many of these were used by characters to insult each other. Can you work out which words are still used today? Match one word from Column 1 with one word from Column 2 and one from Column 3. Cut them out and shuffle them around. Try different combinations to see who can produce the most offensive insult! Put the word ‘thou’ (you) at the beginning and you have a sentence.

Words made from putting two words together are called compound words. Can you work out what some of them might mean?

<table>
<thead>
<tr>
<th>Column 1: Adjective</th>
<th>Column 2: Compound Adjective</th>
<th>Column 3: Nouns and Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>artless</td>
<td>base-court</td>
<td>apple-john</td>
</tr>
<tr>
<td>bawdy</td>
<td>bat-fowling</td>
<td>baggage</td>
</tr>
<tr>
<td>beslubbering</td>
<td>beef-witted</td>
<td>barnacle</td>
</tr>
<tr>
<td>bootless</td>
<td>beetle-headed</td>
<td>basket-cockle</td>
</tr>
<tr>
<td>burly-boned</td>
<td>boil-brained</td>
<td>bladder</td>
</tr>
<tr>
<td>caluminous</td>
<td>brazen-faced</td>
<td>blind-worm</td>
</tr>
<tr>
<td>churlish</td>
<td>bunch-back’d</td>
<td>boar-pig</td>
</tr>
<tr>
<td>cockered</td>
<td>clapper-clawed</td>
<td>bragart</td>
</tr>
<tr>
<td>clouted</td>
<td>clay-brained</td>
<td>bugbear</td>
</tr>
<tr>
<td>craven</td>
<td>common-kissing</td>
<td>canker-blossom</td>
</tr>
<tr>
<td>cullionly</td>
<td>crook-pated</td>
<td>clotpole</td>
</tr>
<tr>
<td>currish</td>
<td>dismal-dreaming</td>
<td>coxcomb</td>
</tr>
<tr>
<td>dankish</td>
<td>dizzy-eyed</td>
<td>codpiece</td>
</tr>
<tr>
<td>dissembling</td>
<td>dogheartsed</td>
<td>cur</td>
</tr>
<tr>
<td>droning</td>
<td>dread-bolted</td>
<td>death-token</td>
</tr>
<tr>
<td>errant</td>
<td>earth-vexing</td>
<td>devil-monk</td>
</tr>
<tr>
<td>fawning</td>
<td>elf-skinned</td>
<td>dewberry</td>
</tr>
<tr>
<td>fishified</td>
<td>fat-kidneyed</td>
<td>flap-dragon</td>
</tr>
<tr>
<td>fobbing</td>
<td>fen-sucked</td>
<td>flax-wench</td>
</tr>
<tr>
<td>frothy</td>
<td>flap-mouthed</td>
<td>flirt-gill</td>
</tr>
<tr>
<td>dusty</td>
<td>fly-bitten</td>
<td>foot-licker</td>
</tr>
<tr>
<td>gleeking</td>
<td>folly-fallen</td>
<td>fustiliarian</td>
</tr>
<tr>
<td>goatish</td>
<td>fool-born</td>
<td>giglet</td>
</tr>
<tr>
<td>gorbellied</td>
<td>full-gorged</td>
<td>gudgeon</td>
</tr>
<tr>
<td>impertinent</td>
<td>guts-gripping</td>
<td>haggard</td>
</tr>
<tr>
<td>infectious</td>
<td>half-faced</td>
<td>harpy</td>
</tr>
<tr>
<td>jarring</td>
<td>hasty-witted</td>
<td>hedge-pig</td>
</tr>
<tr>
<td>loggerheaded</td>
<td>hedge-born</td>
<td>horn-beast</td>
</tr>
<tr>
<td>lumpish</td>
<td>hell-hated</td>
<td>hugger-mugger</td>
</tr>
<tr>
<td>mammering</td>
<td>idle-headed</td>
<td>jolt-head</td>
</tr>
<tr>
<td>mangled</td>
<td>ill-breeding</td>
<td>lewdster</td>
</tr>
<tr>
<td>misbegotten</td>
<td>ill-nurtured</td>
<td>lout</td>
</tr>
<tr>
<td>mewling</td>
<td>knotty-pated</td>
<td>malcontent</td>
</tr>
<tr>
<td>odiferous</td>
<td>leaden-footed</td>
<td>maggot-pie</td>
</tr>
</tbody>
</table>
**SHAKESPEARE’S INSULTS!**

<table>
<thead>
<tr>
<th>Column 1: Adjective</th>
<th>Column 2: Compound Adjective</th>
<th>Column 3: Nouns and Compound Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>paunchy</td>
<td>lily-livered</td>
<td>malt-worm</td>
</tr>
<tr>
<td>poisonous</td>
<td>malmsey-nosed</td>
<td>mammet</td>
</tr>
<tr>
<td>pribbling</td>
<td>milk-livered</td>
<td>measles</td>
</tr>
<tr>
<td>puking</td>
<td>motley-minded</td>
<td>minnow</td>
</tr>
<tr>
<td>puny</td>
<td>muddy-mettled</td>
<td>miscreant</td>
</tr>
<tr>
<td>qualling</td>
<td>onion-eyed</td>
<td>mouldwarp</td>
</tr>
<tr>
<td>rampallian</td>
<td>pigeon-liver’d</td>
<td>mumble-news</td>
</tr>
<tr>
<td>rank</td>
<td>plume-plucked</td>
<td>nut-hook</td>
</tr>
<tr>
<td>reeky</td>
<td>pottle-deep</td>
<td>pigeon-egg</td>
</tr>
<tr>
<td>roguish</td>
<td>pox-marked</td>
<td>pignut</td>
</tr>
<tr>
<td>rutttish</td>
<td>reeling-ripe</td>
<td>popinjay</td>
</tr>
<tr>
<td>saucy</td>
<td>rough-hewn</td>
<td>puttock</td>
</tr>
<tr>
<td>spleeny</td>
<td>rude-growing</td>
<td>pumpion</td>
</tr>
<tr>
<td>spongy</td>
<td>rump-fed</td>
<td>rascal</td>
</tr>
<tr>
<td>surly</td>
<td>scale-sided</td>
<td>ratsbane</td>
</tr>
<tr>
<td>tottering</td>
<td>scurvy-valiant</td>
<td>scullion</td>
</tr>
<tr>
<td>unmuzzled</td>
<td>shard-borne</td>
<td>scut</td>
</tr>
<tr>
<td>unwash’d</td>
<td>sheep-biting</td>
<td>skainsmate</td>
</tr>
<tr>
<td>venomed</td>
<td>spur-galled</td>
<td>strumpet</td>
</tr>
<tr>
<td>villainous</td>
<td>swag-bellied</td>
<td>toad</td>
</tr>
<tr>
<td>warped</td>
<td>tardy-gaited</td>
<td>varlot</td>
</tr>
<tr>
<td>wart-necked</td>
<td>tickle-brained</td>
<td>vassal</td>
</tr>
<tr>
<td>wayward</td>
<td>toad-spotted</td>
<td>whey-face</td>
</tr>
<tr>
<td>weedy</td>
<td>unchin-snouted</td>
<td>wagtail</td>
</tr>
<tr>
<td>whoreson</td>
<td>weather-bitten</td>
<td>yoke-devil</td>
</tr>
</tbody>
</table>

**GAME:**

Divide the class into two. Line up the two halves facing each other, making Line 1 and Line 2. This may be best done outside! Take turns to shout out words from the list as follows:

1. The first person in Line 1 calls out a word of his or her choice from Column 1.
2. The first person in Line 2 has to respond with a word starting with the same letter from Column 2.
3. The second person in Line 1 then completes the insult with any word from Column 3.
4. The process starts again with the second person in Line 2, and so on.

**Optional extra rule:**

Everyone must listen and try to avoid repeating words that have already been called out. Anyone who repeats a word is ‘out’ and has to leave the line.

The game continues until only a few people are left or the words have all been used up.
Shakespeare invented more than 1,000 words, and rather a lot of new phrases too!

He was by far the most important individual influence on the way the modern English that we speak today was developed.

Here are just some of the words:

- frugal
- palmy
- gloomy
- gnarled
- hurry
- impartial
- inauspicious
- indistinguishable
- invulnerable
- lapse
- laughable
- lonely
- majestic
- misplaced
- monumental
- multitudinous
- obscene
- seamy
- perusal
- pious
- premeditated
- radiance
- reliance
- road
- sanctimonious

accommodation
aerial
amazement
apostrophe
assassination
auspicious
baseless
bloody
bump
castigate
changeful
genous
submerge
suspicious
countless
courtsip
critic
critical
dexterously
dishearten
dislocate
dwindle
eventful
exposure
fitful

Writers often invent words, either by creating new forms of existing words or inventing new words outright. This is often because they are unable to find the exact word they require in the existing language.

How many other words can you find that are attributed to Shakespeare?
SHAKESPEARE’S LANGUAGE

And here are some of the phrases:

“All’s well that ends well”
“Eaten me out of house and home”
“Method in his madness”
“To thine own self be true”
“Towering passion”
“The course of true love never did run smooth”
“Wild-goose chase”
“Too much of a good thing”
“Neither a borrower nor a lender be”
“Uneasy lies the head that wears a crown”
“In the twinkling of an eye”

TASKS:
1. Can you pick ten of Shakespeare’s words, and give their meanings?
2. Pick another five words, and make sentences that include them.
3. Write a paragraph using one of Shakespeare’s phrases.
4. Find another phrase coined by Shakespeare that isn’t shown here.
5. Make up a word and phrase of your own, giving meanings for both.
6. Find out which plays the above sayings came from.
7. Give an explanation of each saying in your own words.
**WORD SEARCH**

**WORKSHEET 5**

Find each of the following words. They could run in any direction, including backwards!

<table>
<thead>
<tr>
<th>SORCERER</th>
<th>BEAST</th>
<th>INSUBSTANTIAL</th>
<th>REVENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYRANT</td>
<td>MUTINEER</td>
<td>JOCUND</td>
<td>SUPPLANT</td>
</tr>
<tr>
<td>SYPORAX</td>
<td>CALIBAN</td>
<td>BETRAYAL</td>
<td>DEBAUCHED</td>
</tr>
<tr>
<td>MONSTER</td>
<td>CONSPIRACY</td>
<td>PAGEANT</td>
<td>NONPAREIL</td>
</tr>
<tr>
<td>PROSPERO</td>
<td>MIRANDA</td>
<td>STOCKFISH</td>
<td></td>
</tr>
<tr>
<td>VALIANT</td>
<td>VICEROYS</td>
<td>STEPHANO</td>
<td></td>
</tr>
</tbody>
</table>

osuppantjocbsorcerrer
tmeuyinsubstantialalsa
urnabildedehcuabetesytt
atohsifkcotsisisigbtbon
eicsupplantarctcpnstera
ngneerpnnonipeamnnnaa
aenlirmninasevga
peciiaaiyteboeeaeand
srcccclhlierapnonlaiез
sargapanonparelrbipd
yllovivrumirendaioybyu
oaytycaripsnocrlercma
ryssavtmirandaearxor
iamutinmcpatcpreoatc
crivaliaorhnsisityereaq
itnartrgpsoosepsrbototo
veabadyepfrnneobccss
nnbbyarthebpooobestsinya
mtprosptncjmjocundsoe
pistrhadvbenersypsnmoo
WORKSHEET 6

Here we explore links and relationships between the key characters, although the mind map can be used in many ways to explore other themes within the play, such as motivation.

**TASK:**

Draw a Mind Map linking Prospero, Miranda and Ferdinand

Explain the connections, using quotes where you can

Use one of the images from the book in the centre of the page to start you off. Or perhaps a crown to show how behaviour is influenced by the need for power.

Now draw lines to each character showing who loves whom, how they are connected in other ways and any other ‘joining’ threads you can think of.

Describe the characters of Prospero and Ferdinand in your own words. Are they alike? What do they have in common?
GROUP WORK AND DISCUSSION:

1. In groups, create a Mind Map of all the words and phrases that you can think of that are to do with love.

2. Then, divide them into ‘negative’ and ‘positive’ halves. Does every group have the same number of negative or positive terms? Do different groups have different ideas about love?

3. Use another map to examine the different roles and morals regarding love as portrayed in Romeo and Juliet. Compare the two.

Extension task

Create a mind map that explores ‘power’. Discuss the plot as illustrated in the set texts. Is it love or power driving the actions of those involved?
WHAT HAPPENS NEXT?

WORKSHEET 8

Look closely at the pictures on each card in the following pages. In the box, write down what you think is happening in each scene. You need to have read the play first!

<table>
<thead>
<tr>
<th>Comic Card</th>
<th>WHAT IS HAPPENING? Describe in your own words. Try to explain what is going on in each panel and what characters are saying. Can you remember what happens next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARD 1</td>
<td></td>
</tr>
<tr>
<td>CARD 2</td>
<td></td>
</tr>
</tbody>
</table>
**WORKSHEET 9**

**TASK:**

Divide Ferdinand’s speech in **Act 3, Scene 1**, into whole sentences or phrases. Each member of the class has one sentence or phrase. Memorise it!
You may need a lot of space for this part.

Practice saying the sentence or phrase in as many different ways as possible:
- Shout it!
- Whisper it.
- Say it in a pleading tone.
- Sing it!
- Say it in a persuading tone.
- Say it quickly!
- Say it slowly.
- Say it angrily!
- Say it as if you are apologising.
- Say it sarcastically.

• Choose a way to say or sing it that you think fits what Ferdinand is saying in that part of the speech.
• Everyone form a circle, standing in the order of the speech. In your circle, decide what you’re going to do when you say your line. You could step forward, shake your fist, raise your arms, etc.

• Go around the circle in order, each person saying his or her sentence in turn.
• You’ve all performed the speech together!

Remember to use ‘Shakespearean’ pronunciation.
There be some sports are painful, and their labour
Delight in them sets off. Some kinds of baseness
Are nobly undergone, and most poor matters
Point to rich ends. This my mean task
Would be as heavy to me as odious, but
The mistress which I serve quickens what's dead,
And makes my labours pleasures. O, she is
Ten times more gentle than her father's crabbed –
And he's composed of harshness! I must remove
Some thousands of these logs, and pile them up,
Upon a sore injunction. My sweet mistress
Weeps when she sees me work, and says such baseness
Had never like executor. I forget –
– But these sweet thoughts do even refresh my labours,
Most busiest, when I do it.
WORD SEARCH SOLUTION

WORKSHEET 5

SORCERER
TYRANT
SYCORAX
MONSTER
PROSPERO
VALIANT
BEAST
MUTINEER
CALIBAN
CONSPIRACY
MIRANDA
VICEROYS
INSUBSTANTIAL
JOCUND
BETRAYAL
PAGEANT
STOCKFISH
STEPHANO
REVENGE
SUPPLANT
DEBAUCHED
NONPAREIL