

# CLASSICAL COMICS STUDY GUIDE

# Richard III

Making Shakespeare accessible for teachers and students

Suitable for KS2 and KS3

Written by: Karen Wenborn



Bringing Classics to Life

# CLASSICAL COMICS STUDY GUIDE

Richard III

First UK Edition

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# METAPHORS AND SIMILES

## WORKSHEET 1

Re-read the speeches looking for examples of metaphor and simile.

If possible, underline or highlight them when you find them. Put 'M' or 'S' in the margin next to each one. If you have time, look for other examples of metaphor and simile in the play.

### TASK:

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



Look again at the following images from the speeches and from other parts of the play.	Explain what is being said in these speeches.
<p>“But, gentle Lady Anne, To leave this keen encounter of our wits, And fall somewhat into a slower method, Is not the causer of the timeless deaths Of these Plantagenets, Henry and Edward, As blameful as the executioner?”</p> <p>“Her life is only safest in her birth.”</p> <p>“That thou dost love my daughter from thy soul: So from thy soul’s love didst thou love her brothers; And from my heart’s love I do thank thee for it.”</p> <p>“Send to her, by the man that slew her brothers, A pair of bleeding hearts; thereon engrave Edward and York; then haply she will weep: Therefore present to her,— as sometime Margaret Did to thy father, steep’d in Rutland’s blood,— A handkerchief; which, say to her, did drain The purple sap from her sweet brother’s body, And bid her dry her weeping eyes therewith.”</p> <p>“And when this arm of mine hath chastised The petty rebel, dull-brain’d Buckingham, Bound with triumphant garlands will I come, And lead thy daughter to a conqueror’s bed; To whom I will retail my conquest won, And she shall be sole victress, Cæsar’s Cæsar.”</p> <p>“If I did take the kingdom from your sons, To make amends, I’ll give it to your daughter: If I have kill’d the issue of your womb To quicken your increase, I will beget Mine issue of your blood upon your daughter:”</p>	

# 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!

- Unmannered dog! Stand thou, when I command.  
Advance thy halberd higher than my breast –  
Or, by Saint Paul, I'll strike thee to my foot  
And \_\_\_\_\_ upon thee, \_\_\_\_\_, for thy boldness.
- Blush, blush, thou lump of foul \_\_\_\_\_,  
For 'tis thy presence that exhales this \_\_\_\_\_  
From cold and empty veins where no blood dwells.
- Villain, thou knowest nor law of God nor man!  
No beast so fierce but knows some touch of \_\_\_\_\_
- Fouler than heart can think thee, thou canst make  
No excuse current but to \_\_\_\_\_ thyself.
- In thy foul throat thou liest! Queen Margaret saw  
Thy murderous \_\_\_\_\_ \_\_\_\_\_ in his blood –  
The which thou once didst bend against her breast,  
But that thy brothers beat aside the point.
- Dost grant me, \_\_\_\_\_? Then, God grant me too  
Thou mayst be damnèd for that wicked deed!  
O, he was gentle, mild, and \_\_\_\_\_!
- Flatter my sorrow with report of it.  
Tell me what \_\_\_\_\_, what \_\_\_\_\_, what \_\_\_\_\_,  
Canst thou demise to any child of mine?
- Come, come, you \_\_\_\_\_ me; this is not the way  
To win your daughter.
- What \_\_\_\_\_ is covered with the face of heaven,  
To be discovered, that can do me \_\_\_\_\_?



falchion smoking part bad string deformity man undo good rope  
word knife reason bind slander remorse organ pity spurn  
punishments spear kindness dignity turn kill brave mock students  
blood staff tie words child beggar hang sword hedgehog kind  
honour forgiveness virtuous state good tease confuse staff axe

# 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?

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

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

## 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.



# CONNECT THE QUOTES

## WORKSHEET 4

**Connect the Quotes** - who said what?

A game played in pairs.




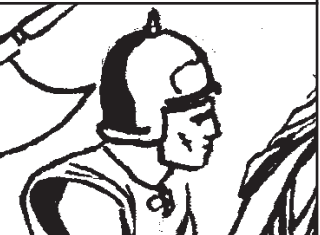
Cut out and use the quotations suggested here, and why not select and add more of your own?

<p>What good is covered with the face of heaven, To be discovered, that can do me good?</p>	<p>And thou unfit for any place but hell!</p>	<p>Never came poison from so sweet a place.</p>	<p>Send to her, by the man that slew her brothers, A pair of bleeding hearts. Thereon engrave 'Edward' and 'York'. Then haply will she weep.</p>
<p>Madam, so thrive I in my enterprise And dangerous success of bloody wars, As I intend more good to you or yours Than ever you or yours by me were harmed!</p>	<p>My lord, stand back, and let the coffin pass.</p>	<p>You have a daughter called Elizabeth, Virtuous and fair, royal and gracious.</p>	<p>Cousins, indeed! And by their uncle cozened – Of comfort, kingdom, kindred, freedom, life! Whose hand soever lanced their tender hearts, Thy head, all indirectly, gave direction.</p>
<p>Fouler than heart can think thee, thou canst make no excuse current but to hang thyself.</p>	<p>He lives that loves thee better than he could.</p>	<p>Unmannered dog! Stand thou, when I command. Advance thy halberd higher than my breast – Or, by Saint Paul, I'll strike thee to my foot And spurn upon thee, beggar, for thy boldness.</p>	<p>What, do you tremble? Are you all afraid? Alas, I blame you not, for you are mortal, And mortal eyes cannot endure the devil.</p>
<p>I have no more sons of the royal blood For thee to slaughter!</p>	<p>True, when avoided grace makes destiny. My babes were destined to a fairer death, If grace had blessed thee with a fairer life</p>	<p>Villains, set down the corpse; or, by Saint Paul, I'll make a corpse of him that disobeys!</p>	<p>What black magician conjures up this fiend To stop devoted charitable deeds?</p>
<p>O wonderful, when devils tell the truth!</p>	<p>I did not kill your husband.</p>	<p>Dost grant me, hedgehog? Then, God grant me too Thou mayst be damnèd for that wicked deed! O, he was gentle, mild, and virtuous!</p>	<p>If I thought that, I tell thee, homicide, These nails should rend that beauty from my cheeks.</p>
<p>It is a quarrel most unnatural, To be revenged on him that loveth thee.</p>	<p>It is a quarrel just and reasonable, To be revenged on him that killed my husband.</p>	<p>My lord, stand back, and let the coffin pass.</p>	<p>What good is covered with the face of heaven, To be discovered, that can do me good?</p>

Each student draws one quote out of the bag at a time, and links it to the correct character. The first to get a line of four 'wins'. You can use the grid on the next page.



# CONNECT THE QUOTES

Richard

Elizabeth

Anne

Gentleman 1

# WORD SEARCH

## WORKSHEET 5

Find each of the following words:

WARSOFTHEROSES  
TEWKESBURY  
CLARENCE  
LANCASTER  
RICHARD  
STRATFORD

DISCONTENT  
PROPHECY  
IMPRISONED  
TUDOR  
USURP  
PLANTAGENETS

REIGN  
DEFORMED  
ATTAINDER  
WOODVILLE  
PRETENDER  
DISINHERIT

BOSWORTH  
SHAKESPEARE  
TRAGEDY  
HOUSEOFYORK  
RATCLIFFE

Write down how many times you found each word. If you found a word five times then write 5.

G E L L I V D O O W H A T T A I N D E R  
L A N C A S T E R T U D O O P R U S U T  
P R E T E N D E R Y Y R U B S E K W E T  
O T R A G S H O U S E O F Y O R K D H A  
R R E I G N W O N G I E R R E G E I G G  
U D E N O S I R P M I E E R T S S S I E  
S R I D O R O D U T D D A N T E B I E P  
U Y A B N G I E R N N E E E S D D N R R  
C L A R E N C E E E P T L O E D E H O R  
P Y D E G A R T T S N L R N R E D E D B  
E E S F P S E E E O I E O O E M R R U E  
F D P F N R R K C V H S F N R R A I T F  
F E R I P P A S D T I T G O N O H T D E  
I M O L U H I O F R A I D G G F C Y R P  
L R P C S D O O P R E U E C S E I D A E  
C O H T U W S M T R T I L R R D R E H R  
T F E A A R I S S T R A T F O R D G C I  
A E S R A E I A T T A I N D E R U A I D  
R D Y W Y P L A N T A G E N E T S R R U  
N P S I T N A E R D H E N T E A D T E P

# PERFORMING THE PLAY

## WORKSHEET 6

### TASK:

Divide Richard's speech in Act 4 scene 4 into whole sentences or phrases.

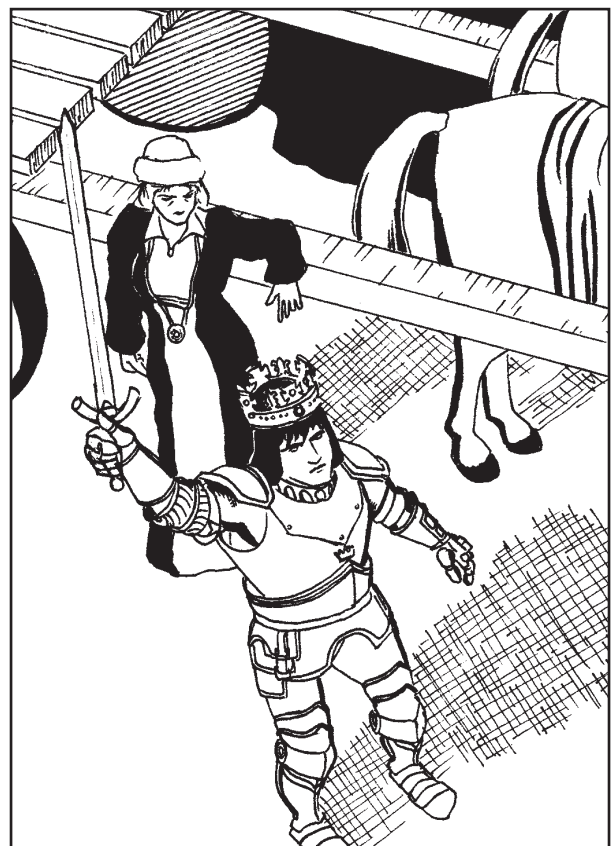


Each member of the class has one sentence or phrase. Memorise it!  
You will need plenty of room for this.

- 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 it that you think fits what Richard 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. You decide.
- Go around the circle in order, each person saying his or her sentence in turn.

## PERFORMING THE PLAY

“Look what is done cannot be now amended!  
 Men shall deal unadvisedly sometimes,  
 Which after-hours give leisure to repent.  
 If I did take the kingdom from your sons,  
 To make amends I'll give it to your daughter.  
 If I have killed the issue of your womb,  
 To quicken your increase I will beget  
 Mine issue of your blood upon your daughter.  
 A grandam's name is little less in love  
 Than is the doting title of a mother.  
 They are as children but one step below,  
 Even of your metal, of your very blood –  
 Of all one pain, save for a night of groans  
 Endur'd of her, for whom you bid like sorrow.  
 Your children were vexation to your youth;  
 But mine shall be a comfort to your age.  
 The loss you have is but a son being king,  
 And by that loss your daughter is made queen.  
 I cannot make you what amends I would,  
 Therefore accept such kindness as I can.  
 Dorset your son, that with a fearful soul  
 Leads discontented steps in foreign soil,  
 This fair alliance quickly shall call home  
 To high promotions and great dignity.  
 The King, that calls your beauteous daughter wife,  
 Familiarly shall call thy Dorset brother.  
 Again shall you be mother to a king,  
 And all the ruins of distressful times  
 Repaired with double riches of content.  
 What! We have many goodly days to see!  
 The liquid drops of tears that you have shed  
 Shall come again, transformed to orient pearl,  
 Advantaging their loan with interest  
 Of ten times double gain of happiness!  
 Go, then, my mother – to thy daughter go.  
 Make bold her bashful years with your experience.  
 Prepare her ears to hear a wooer's tale.  
 Put in her tender heart th' aspiring flame  
 Of golden sovereignty! Acquaint the Princess  
 With the sweet silent hours of marriage joys.  
 And when this arm of mine hath chastisèd  
 The petty rebel, dull-brained Buckingham,  
 Bound with triumphant garlands will I come,  
 And lead thy daughter to a conqueror's bed –  
 To whom I will retail my conquest won,  
 And she shall be sole victress, Caesar's Caesar!”



# CHARACTER AND MOTIVATION

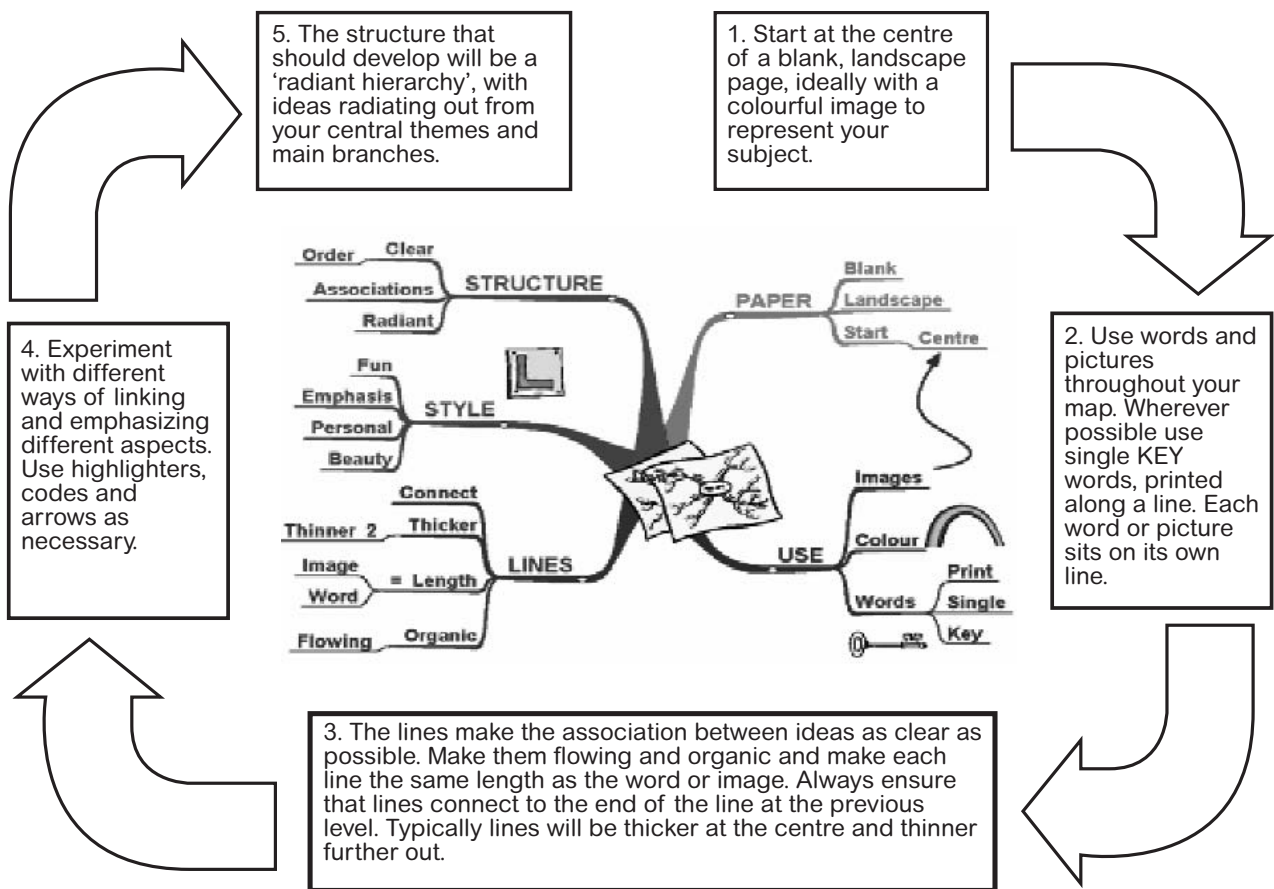
## WORKSHEET 7

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 Elizabeth Woodville, Anne, Richard and Elizabeth of York.

Explain the connections, using quotes where you can. Below is an example of a mind map.



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 hates whom, how they are connected and any other 'joining' threads you can think of.

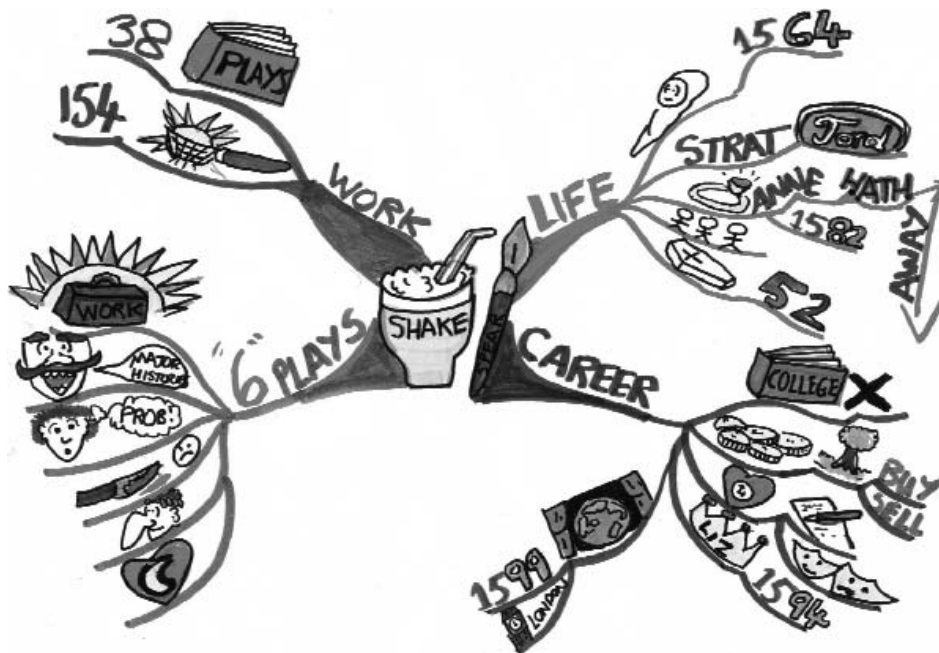
# IDEAS, THEMES AND ISSUES

## WORKSHEET 8

### 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 family.
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 family?
3. Use another map to examine the different roles and morals for the Royal family as portrayed in the play.
4. How do they differ from the roles of the royal family today?

Here is an example of a mind map based on William Shakespeare:





# WORD SEARCH SOLUTION

## WORKSHEET 5

The number of times each word is found in the grid is in brackets:

- |                    |                  |                |                 |
|--------------------|------------------|----------------|-----------------|
| WARSOFTHEROSES (1) | DISCONTENT (1)   | REIGN (5)      | BOSWORTH (1)    |
| TEWKESBURY (1)     | PROPHECY (1)     | DEFORMED (2)   | SHAKESPEARE (1) |
| CLARENCE (1)       | IMPRISONED (2)   | ATTAINDER (2)  | TRAGEDY (2)     |
| LANCASTER (1)      | TUDOR (3)        | WOODVILLE (2)  | HOUSEOFYORK (1) |
| RICHARD (2)        | USURP (1)        | PRETENDER (3)  | RATCLIFFE (2)   |
| STRATFORD (2)      | PLANTAGENETS (1) | DISINHERIT (1) |                 |

The word search grid is a 15x15 grid of letters. The following words are highlighted in black boxes:

- ELLIWOOD (horizontal, row 2, col 2-10)
- ATTAINDER (horizontal, row 2, col 11-19)
- LANCASTER (horizontal, row 3, col 1-8)
- TUDOR (horizontal, row 3, col 11-16)
- PRUSSU (horizontal, row 3, col 17-22)
- PRETENDER (horizontal, row 4, col 1-10)
- YRUBSEKWE (horizontal, row 4, col 11-22)
- HOUSEOFYORK (horizontal, row 5, col 4-19)
- REIGN (horizontal, row 6, col 2-7)
- WONGIER (horizontal, row 6, col 11-16)
- DENOSIRPMI (horizontal, row 7, col 2-11)
- EERTS (horizontal, row 7, col 12-16)
- RIDORODUT (horizontal, row 8, col 2-8)
- DDANTEBIEP (horizontal, row 8, col 11-19)
- UYABNGIER (horizontal, row 9, col 2-11)
- NNEEES (horizontal, row 9, col 12-16)
- CLARENCE (horizontal, row 10, col 1-8)
- EEP TLOE (horizontal, row 10, col 11-16)
- YDEGART (horizontal, row 11, col 2-8)
- TSNLRNRE (horizontal, row 11, col 11-17)
- ESEFPSEEEOIEOOEMRRUE (vertical, col 1, row 11-15)
- FDRPFNRKRCHSFNRRAITF (vertical, col 2, row 11-15)
- FERIPASDTITGONOHTD (vertical, col 3, row 11-15)
- IMOLUHI OFRAIDGGFCYRPF (vertical, col 4, row 11-15)
- LRPCSDOOPREUECSEIDAE (vertical, col 5, row 11-15)
- COHTUWSMTRTILRRDRERH (vertical, col 6, row 11-15)
- TFEARAARUSSTRATFORDGCI (horizontal, row 12, col 1-16)
- AESRAEIATTAINDERUAID (horizontal, row 13, col 1-16)
- RDYWYPLANTAGENETSRRU (horizontal, row 14, col 1-16)
- NPSITNAERDHE NTEADTEP (horizontal, row 15, col 1-16)