

SUITABLE
FOR
TEACHING
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CLASSICAL COMICS TEACHING RESOURCE PACK

Classical
COMICS

Making Shakespeare accessible
for teachers and students

Written by: Jason Cobley



Henry



TEACHING RESOURCE SAMPLE PAGES
(WEBSITE DOWNLOAD)

CLASSICAL COMICS TEACHING RESOURCE PACK

Henry V Sample Pages

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HENRY V SPELLING JUMBLE - ANAGRAMS

The words below are all names of characters or places in the play. Unscramble the letters and write the correct spelling. Don't peek!

Jumbled Spelling	Correct Spelling
FORE GODS CUTE LUKE	
F: THY HITHER FEN	
FISH POLE BOY	
U HAD PIN	
FEAR HURL	
CROOL DROPS	
CUGO TRAIN	
DR. B.P. HALO	
CRY! RACE FOR POSH, THIN BUBA!	
I HATE RENK	
BARF! I GORED CAMEL!	

MISSING WORDS

To complete the sentences below, underline the correct word in the box, then write it in the gap.
Be careful – there are some traps in the box!

1. “Dauphin” is the French word for _____ .
2. “Once more unto the _____ .”
3. “But when the blast of war blows in our ears,
Then imitate the _____ of the _____ ”
4. “The strawberry grows underneath the _____ ,
And wholesome berries thrive and _____ best,
Neighbour’d by fruit of baser _____ ”
5. The Duke of Exeter is Henry’s _____ .
6. Henry marries Princess _____ .
7. The French King thinks that King Henry is _____ and “bred out of
that _____ strain”, meaning that Henry could be as powerful as his ancestor, _____
Black Prince of _____ .
8. Henry threatens the governor of _____ that he will see old men “taken by their silver
_____ and their most reverend _____ dash’d to the walls”.
9. Henry gets Fluellen to wear Williams’ _____ in his _____ .
10. The Battle of _____ was fought on Saint _____ ’s Day.



beach	dolphin	Harfleur	
prince	whales	action	
breach	elephant	Crispian	
tiger	Alice	attraction	
Katherine	glove	bloody	
uncle	nettle	mettle	Edward
tripe	Christmas	Harlow	
ripen	quality	Isabel	qualify
heads	bread	brother	
Argentina	cape	strong	
Wales	beards	Agincourt	
cap	Crispin		

WAR! WHAT IS IT GOOD FOR?

Henry V is a play set during war. Whether it is right to declare war is an important theme in the play, and it is a question that still arises today. For example, when the UK and the USA went to war in Iraq, many people protested that the war was not happening for good reasons.

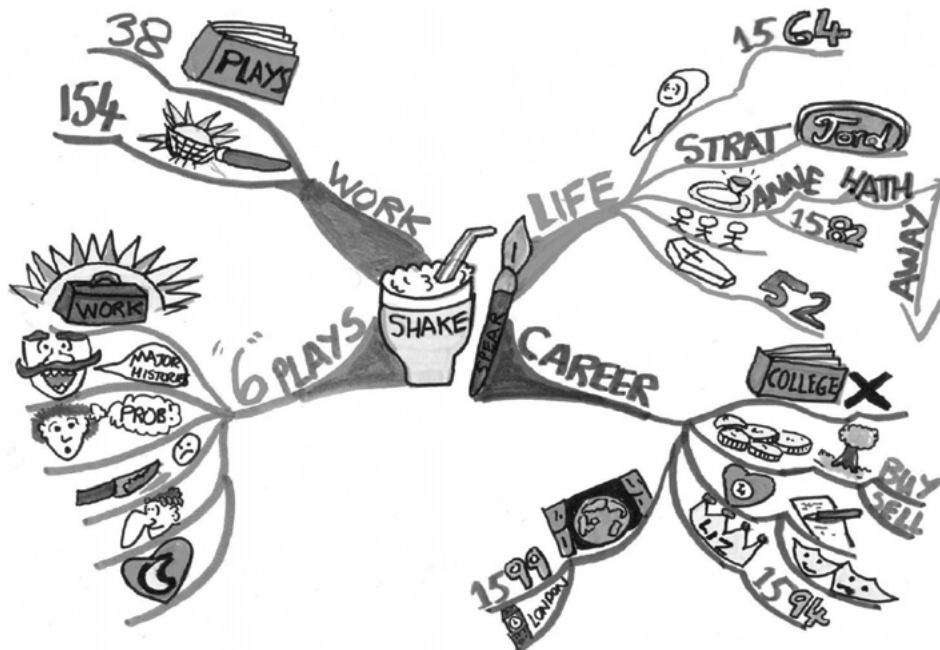
It also looks at the role of the King as a war leader.

Shakespeare writes about the reasons for war, the heroes of the time, the victims and the impact on all of the people. He shows that although the battles may be heroic, with amazing acts of bravery, it also encourages terrible behaviour from cheats, cowards and thieves.

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 war.
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 war?

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



THE CHORUS

Although everything in the play seems to happen really quickly, it actually happened over about six years. To squeeze it all in to one play, Shakespeare uses The Chorus to tell us what is happening and what has happened between scenes.

The Chorus is one of the actors who comes on stage at the start of each Act to tell the audience what is going on. This is a very old technique used in plays that dates back to the Ancient Greeks. Shakespeare borrowed (or stole) a lot of their ideas!

The Chorus also:

- Sets the scene
- Makes us want to see what happens next
- Tells us what to think about characters and events
- Tries to make us feel as if we are part of the performance
- Makes the play seem more “epic” like a blockbuster movie



Look at the chorus speeches from the beginning of each Act. Think about how they contain each of the things above. Write down a line from the chorus that shows each one:

What does the Chorus do?	Where does it do it?	In which act?
Tells us something that has happened		
Sets the scene		
Makes us want to see what happens next		
Tells us what to think about characters and events		
Tries to make us feel part of the performance		
Makes the play seem more “epic”		

PERFORMING HENRY'S SPEECHES

Act 3 Scene 1

"Once more unto the breach..."

Act 4 Scene 3

"...we band of brothers"



TASK:

Divide Henry's speech in either Act 3 scene 1 or Act 4 scene 3 into whole sentences or phrases.

Each member of the class has one sentence or phrase. Memorise it!

You may need a big space for this part. Outside on a sunny day might be a good idea.

• 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 Henry 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.
- You've all performed the speech together!
- Now do the same with the other speech.

HENRY V SPELLING JUMBLE - ANAGRAMS

TEACHERS' VERSION

Jumbled Spelling	Correct Spelling
FORE GODS CUTE LUKE	DUKE OF GLOUCESTER
F: THY HITHER FEN	HENRY THE FIFTH
FISH POLE BOY	BISHOP OF ELY
U HAD PIN	DAUPHIN
FEAR HURL	HARFLEUR
CROOL DROPS	LORD SCROOP
CUGO TRAIN	AGINCOURT
DR. B.P. HALO	BARDOPLPH
CRY! RACE FOR POSH, THIN BUBA!	ARCHBISHOP OF CANTERBURY
I HATE RENK	KATHERINE
BARF! I GORED CAMEL!	EARL OF CAMBRIDGE

FISH POLE BOY



MISSING WORDS

TEACHERS' VERSION

To complete the sentences below, underline the correct word in the box, then write it in the gap.
Be careful – there are some traps in the box!

The answers are in bold.

1. “Dauphin” is the French word for **prince**.
2. “Once more unto the **breach**”.
3. “But when the blast of war blows in our ears,
Then imitate the **action** of the **tiger**”.
4. “The strawberry grows underneath the **nettle**,
And wholesome berries thrive and **ripen** best,
Neighbour'd by fruit of baser **quality**”.
5. The Duke of Exeter is Henry's **uncle**.
6. Henry marries Princess **Katherine**.
7. The French King thinks that King Henry is **strong** and “bred out of that **bloody** strain”,
meaning that Henry could be as powerful as his ancestor, **Edward** Black Prince of **Wales**.
8. Henry threatens the governor of **Harfleur** that he will see old men “taken by their silver
beards and their most reverend **heads** dash'd to the walls”.
9. Henry gets Fluellen to wear Williams' **glove** in his **cap**.
10. The Battle of **Agincourt** was fought on Saint **Crispin**'s Day.

THE CHORUS

TEACHERS' VERSION

Teacher's Note

Below are examples of possible answers that could be used and discussed with the class. In the second column, ideally students need to locate a sentence (which may cover more than one line) to use as a quotation.

What does the Chorus do?	Where does it do it?	In which act?
Tells us something that has happened	"...thy fault France hath in thee found out, A nest of hollow bosoms..." (Henry discovers that France has paid 3 of his men to betray him and get him killed)	Act 2
Sets the scene	"Suppose, that you have seen The well-appointed King at Hampton pier, Embark his royalty: and his brave fleet... ...Hear the shrill whistle... ...behold the threaten sails"	Act 3
Makes us want to see what happens next	"Behold... A little touch of Harry in the night. And so our scene must to the battle fly..." (Hints at Harry's visit to the camp in disguise, suggesting some secret mystery)	Act 4
Tells us what to think about characters and events	"...treacherous crowns, and three corrupted men..." (negative impressions of the 3 traitors created by the adjectives "treacherous" and "corrupted")	Act 2
Tries to make us feel part of the performance	"For 'tis your thoughts that now must deck our Kings, Carry them here and there: jumping o'er times; Turning th' accomplishment of many years Into an hour-glass..." (asking the audience to forgive the limitations of the actors and to use their imaginations)	Act 1 (Prologue)
Makes the play seem more "epic"	"O for a Muse of Fire, that would ascend The brightest Heaven of invention..." (strong imagery – metaphor etc)	Act 1 (Prologue)

FOLLOW-UP:

Put the class into five groups. Each group takes one of the Chorus speeches, highlighting or underlining examples of each of the above in the speech. These could be colour-coded so that one person in each group could take one aspect of what the Chorus is doing in a reading of the speech.

Each group presents a reading of their speech, each student reading their relevant lines (these could be edited versions of the speeches).

Present the speeches in order. Discuss whether they tell the complete story or not.

COLOUR ME IN PAGE 2

