



DISCOVERY GUIDE 2010



Richard III

Directed by Jon Tracy

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Welcome to the Discovery Guide for *Richard III*

Introduction

Marin Shakespeare Company is thrilled to present one of Shakespeare's most riveting histories! As one of Shakespeare's earliest and immediately popular history plays, this show makes an intriguing introduction to 'the Bard' for students who are new to Shakespeare with its action-packed story of a man who would do anything for power. For those already enchanted by Shakespeare's works, this play will keep you on the edge of your seat, as the story is packed with ambitious characters, betrayals, trickery, and historical facts.

However you come to this production, a little preparation before the show might be in order! This DISCOVERY GUIDE will provide you with some background on the play, some explanations of characters and plot lines and some pre- and post-show activities, exercises and discussion questions for further deepening your theatre-going experience!

Let us know if this DISCOVERY GUIDE is helpful (education@marinshakespeare.org)
Enjoy!

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A word from the Director

For our production of Shakespeare's *Richard III*, we decided to embrace the title character's mindset... literally. As you watch you'll notice that all the characters seem presented through Richard's perspective. This gave each actor much flexibility when creating their characters, each thinking as wildly as Richard might have done. To this end, we have spent a great deal of time discussing and analyzing how to create this bizarre world, culminate in this "high-society-circus" that is at turns bitingly funny and terrifyingly twisted... just as Richard (and perhaps, Shakespeare) would have liked it...

DISCOVER: the origins of the play...

Shakespeare's Sources

Shakespeare's *Richard III* is based on the life and reign of England's Richard of Gloucester who lived from 1452-1485 and reigned as King of England from 1483 to his death. But who was Richard III? And why did Shakespeare find him so intriguing he dedicated a play to his ascent and descent from the English throne?

The man known as Richard III

Richard III was born on October 2, 1452, the fourth, and youngest surviving son of Richard Plantagenet, 3rd Duke of York, and Cecily Neville. Richard's three older brothers were Edmund, Edward, and George.

The whole of Richard's childhood was filled with civil wars over the crown of England, particularly by two families, the Lanchester dynasty and the York dynasty in a time of conflict known as the Wars of the Roses. Both families had "royal blood" - that is some of their relatives were Kings or Queens of England, making them eligible for the throne.

At the age of 8, Richard's father and older brother Edmund died while fighting at the Battle of Wakefield. Because of fear for Richard's and his older brother George's lives, he spent the majority of his youth being brought up in the country side by the Warwick family (cousins through marriage).

In June of 1461, King Henry VI (of the Lanchester dynasty) was overthrown and Edward became King of England.

Although young, Richard proved himself a loyal and successful military commander and administrator to his brother King Edward IV. By the age of thirty, he was given the titles of Duke of Gloucester (1461), a Knight of the Garter (1461), Knight of the Bath (1461), sole Commissioner of Array for the West Counties (1464), Governor of the North, Constable of England (1469), and Lord High Admiral of England (1471).

During Edward IV's rule, Richard rarely was seen at the court of England. He spent much of his time in the North of England governing and protecting it from invasion and financial downfalls. In the North, Richard, although a very socially private person, was well liked by the people in how he governed them.

Richard's brother George, now Duke of Clarence, on the other hand was not contented with being the brother of a king. Throughout Edward's reign, George committed treason by plotting with Warwick and France against King Edward in order to usurp this throne. These treasons would bring about Clarence's death and 1478 he was executed by his brother's Edward's command (and also it is thought that Edward's wife, Queen Elizabeth supported Clarence's execution because of familial ill feelings). It is reported that Richard, Duke of Gloucester, was very upset by his brother's death.

During the second half of Edward IV's rule, civil wars broke out again supported by strong allies in France. Edward died in April of 1483 due to illness and thus begins the circumstances of Shakespeare's play.

Richard's ascent to the throne happened extremely quickly - in a matter of six months. Before his quest for the throne, Richard was overall liked by the people he governed in the North and was known as a pious and loyal man. With Edward's death, the throne needed to be filled very quickly. Prince Edward (Edward IV's oldest son) was to be brought to London immediately for his coronation. In learning that Prince Edward was to be king, and backed by supporters of the Lanchester dynasty, Richard had to make a choice - to keep the royal throne in his House of York, he needed to take the throne.

DISCOVER: the origins of the play...

With the help of a few powerful men, such as Buckingham, Lord Hastings, and Radcliffe, Richard was able to seize power and in 1483 he was crowned King of England. Richard III was a strong commander but lacked social skills; he made few friends and allies at court. Thus when his only son died, the House of Lanchester and their supporters found the opportunity to try to gain support in usurping Richard's throne and ending the rule of the House of York.

These constant civil wars, led to Richard's death at the Battle of Bosworth Field. Richard III was the last English King to die in battle and was the last ruler of the Plantagenet dynasty. The throne went to Henry VII and to the reign of the Tudor family in England. It is believed by many historians that Richard's death was the end of the Medieval Age of England.

Up until his ascent to the throne Richard III was considered a benign politician. However, in the six months of his ascent, his ambition revealed a brutal man who would do anything to ensure his place and the continuation of his family's dynasty in England.

The Richard III depicted in Shakespeare's famous play is one of deceit and unnatural evil. It is important to understand that Shakespeare knew of Richard III through the stories passed down by those who lived and ruled after him - most importantly the Tudor family who took the throne after Richard's death. The Tudor family was still ruling in England when Shakespeare wrote this play.

First publication and performance

William Shakespeare never published any of his plays and therefore none of the original manuscripts have survived. Eighteen unauthorized versions of his plays were, however, published during his lifetime in quarto editions by unscrupulous publishers (there were no copyright laws protecting Shakespeare and his works during the Elizabethan era). A collection of his works did not appear until 1623 (a full seven years after Shakespeare's death on April 23, 1616) when two of his fellow actors, John Hemminges and Henry Condell, posthumously recorded his work and published 36 of William's plays in the First Folio. Some dates are therefore approximate other dates are substantiated by historical events, records of performances and the dates plays appeared in print.

Richard III was written and completed around 1591. This play was very popular in the years following its first appearance. As a result, it was printed in 6 Quartos - The first Quarto was printed in 1597, the second in 1597 as well, the third was printed in 1602, the fourth 1605, the fifth in 1612, and the sixth in 1622 (all spanning over 25 years). The first folio was printed in 1623.

The earliest recorded performance was on November 17th, 1633 at Queen Henrietta Maria's birthday celebration under the reign of Charles I (although it was most likely performed many times before 1633).

Quarto? Folio? Huh?

Quarto: A quarto is sheet of printing paper folded twice to form eight separate pages for printing a book. The Quarto editions of Shakespeare's plays are generally considered 'unauthorized'.

Folio: A folio is a sheet of printing paper folded once to form four separate pages for printing a book. The Folio text is notable for its quality and consistency; scholars judge it to have been set into type from a theatrical prompt-book and, therefore, more accurate.

DISCOVER: the characters...

Friends and Foes of Richard

KING EDWARD IV: Richard's oldest surviving brother (after Edmund died in 1460). King Edward was well loved by the people and brought domestic and economic peace and balance to England.

Prince EDWARD, Duke of WALES: son of King Edward IV, he is next in line for the throne.

RICHARD, Young Duke of YORK: youngest son of King Edward IV.

GEORGE, Duke of CLARENCE: George is the older brother of Richard and the younger brother to King Edward IV (middle child). Historically he was a very ambitious man who on multiple occasions allied against his brother King Edward, eventually resulting in his trial and execution for traitorous acts. He died by being drowned in a barrel of wine (he was known in life as a drunkard).

RICHARD, Duke of GLOUCESTER (Afterwards KING RICHARD III): Richard was the youngest surviving son of the House of York. Historians disagree as to whether he was indeed deformed as described in Shakespeare's play. He was a successful military commander before becoming King and was the last King of the Plantagenet dynasty and the last English King to die on the battlefield. It is recorded that Richard was a very private person who didn't have the social skills to make great friends (and allies) in the court of England.

HENRY, Earl of RICHMOND (Afterwards King Henry VII): Contender for the English Throne. He is the first Tudor King after Richard III's death.

SIR ROBERT BRAKENBURY: Lieutenant of the Tower.

HENRY STAFFORD, DUKE OF BUCKINGHAM: Buckingham, at the start of the play, allied himself with Richard's cause in order to gain power and riches for himself once Richard was king, but Richard eventually denied this things to him. Once Richard is king, Buckingham sides with Edmund's army to defeat Richard. For this, Richard declares Buckingham a traitor and orders his execution.

LORD HASTINGS: Remains loyal to Richard throughout the majority of the play. However, when Hastings realizes that Richard is much more ruthless than his brother Edward IV, Hastings joins sides to fight against Richard. He is, in the end, arrested and executed for treason.

Sir RICHARD RATCLIFF: Friend and supporter of Richard.

Sir WILLIAM CATESBY: Friend and supporter of Richard.

THOMAS GREY, Marquis of DORSET: Queen Elizabeth's son.

QUEEN ELIZABETH: Queen and widow of King Edward IV.

QUEEN MARGARET: Once queen and widow of King Henry VI before he and his only son died in battle. King Edward IV soon after took his crown.

LADY ANNE: Widow of Edward Prince of Wales and afterwards married to King Richard III.

DISCOVER: the story of the play...

Scene 1

The play opens with Richard, Duke of Gloucester, declaring that peace has finally come to England now that the House of Lancaster is defeated and his older brother Edward IV is King, but he himself is not at peace. Although England seems balanced politically, Richard is jealous of his brother and hungry for the throne. He believes that he is only fit for villainy because of his “deformed, unfinish’d” looks, and determines to turn England into his own playing ground. His plan has already begun. A prophesy has arisen that the current king, Edward IV (who is already ill) will be murdered by one named “G”. Richard convinces the king that the “G” stands for George, Duke of Clarence (Richard’s and Edward’s brother). Edward is weary by this prophesy and Richard’s affirmation, so he imprisons Clarence in the tower to await further judgment. Richard comforts Clarence saying he will try to persuade the King to let him go, but behind Clarence’s back, Richard plots his death as well as the death of King Edward and also Clarence’s son in order to clear his own way to the throne. Richard also schemes to marry Anne Neville, daughter of the Earl of Warwick and widow to Edward Prince of Wales – Henry VI’s son (she also has royal blood), to help ensure his rise to the throne. Lord Hastings, who recently was released from prison and is loyal to Richard’s cause, accompanies Richard as they go to the King.

Scene 2

On the way, Richard meets Anne Neville who is accompanying Henry VI’s corpse to Chertsey for burial. Anne curses Richard for murdering her husband and her father-in-law and leaving her a widow. Richard argues that he only murdered her husband because of his love to her. He tells Anne to take his sword and kill him, and when she cannot, he says this is proof she returns his love. Finally persuaded, Anne takes the ring offered to her from Richard and agrees to his plans of marriage.

Scene 3

At court in London, Queen Elizabeth is distraught about her husband’s illness and worries that if he dies, Richard will be protector to her son, also named Edward. Richard enters enraged and declares that he has been falsely accused of persuading the King that Clarence is dangerous. In his defense, Richard accuses Queen Elizabeth of wanting Clarence dead. While they argue, Margaret of Anjou (the widow of King Henry VI) arrives cursing Edward IV, and prophesying Richard will be betrayed by his friends because he deprived her family of the throne through the murder of her son and husband. At this time, they are summoned to the King’s bedside and all attend except for Richard who secretly meets with Catesby and Ratcliff and orders them to the tower to kill Clarence.

Scene 4

At the tower in London, Clarence awakes from a terrible nightmare in which Richard sends him to a watery death. As Clarence goes back to sleep, the two murderers (Catesby and Ratcliff) enter and tell him the King has ordered his death. Clarence pleads for his life and it is revealed, by the murderers, that Richard ordered his death. They kill Clarence.

Scene 5

Back at the palace, King Edward persuades the Queen, Dorset, Rivers, Hastings and Buckingham to make peace and swear loyalty and love to each other so that if he dies, they all will work together to keep peace in England. Richard enters, acting solemn, and declares that Clarence is dead. The King mournfully regrets that he didn’t pardon Clarence in time and Richard slips in that the Queen and her family knew of Clarence’s death.

DISCOVER: the story of the play...

Scene 6

At the palace, Queen Elizabeth and the young Duke of York enter mourning the death of her husband and his father, King Edward IV. Richard, Buckingham, Hastings, Catesby and Ratcliff console the two and suggest that Prince Edward be brought to court to be crowned. When Elizabeth and the young Duke of York leave, Richard and Buckingham plan to intercept the party bringing Prince Edward to London and separate him from the Queen and her family.

Scene 7

On a street in London, two citizens fearfully discuss King Edwards IV's death and the troublesome world they live in.

Scene 8

At London Court, Richard and Buckingham welcome Prince Edward to court. Lord Hastings enters bringing with him the young Duke of York (who was in sanctuary with his mother Queen Elizabeth for fear of their lives; they are afraid that Richard has plans to kill them and take the throne). The two boys meet and Richard suggests they stay at the Tower of London (where Clarence was murdered), where they will be safety looked after. All exit except Richard, Catesby, and Buckingham. Richard and Buckingham confront Catesby and ask him to persuade Hastings to swear his allegiance to Richard's cause. If Hastings does not, Richard plans to have him murdered.

Scene 9

At Lord Hastings house, Catesby attempts to convince him that once Richard is king there will be peace in England. Hastings refuses to support Richard and declares his allegiance to Prince Edward. Buckingham meets up with Hastings on his way to the tower to visit the princes and discuss the coronation. Buckingham hints that Hastings will be killed at the castle.

Scene 10

At the Tower, Hastings, Ratcliff, and Catesby discuss the coronation of Prince Edward. Richard and Buckingham enter, heatedly proclaiming Hastings a traitor and order his immediate execution. As Hastings is led out to his execution, he remembers Margaret's curse. In his execution, Margaret's curse is coming true and he hopes that it will continue to play out with the betrayal and death of Richard.

Scene 11

Queen Elizabeth, Dorset, and Lady Anne all await to visit the young princes in the Tower. Brakenbury enters and proclaims that by order of Richard (who is Prince Edward's Lord Protector), no one is allowed to see the princes. Ratcliff abruptly enters and delivers to Lady Anne that she must go to Westminster to be crowned Richard III's queen. This is disarming news and the women exit uncertain of the princes and their own fate under the rule of the ruthless King Richard.

DISCOVER: the story of the play...

Scene 12

The Coronation. At the palace in London, King Richard and Queen Anne are newly crowned King and Queen of England. The party exits, all except Richard and Ratcliff. Ratcliff informs Richard that Dorset has fled to Richmond to help fight against Richard. Richard tells Radcliff that his wife Queen Anne is ill and will die. In reality, Richard will have Anne killed in order to marry Queen Elizabeth's daughter and better secure his place on the throne. Buckingham confronts Richard about the earldom he was promised for helping Richard get the throne. Richard denies Buckingham. Soon after, Buckingham flees to Richmond's side as well to fight again King Richard. Ratcliff returns to tell Richard the news of Buckingham's betrayal. King Richard prepares for war against Richmond's forces.

Scene 13

Queen Margaret overhears Queen Elizabeth lamenting her lost sons (the princes at the tower). Queen Margaret reveals herself and declares that her curse has come true. Now Queen Elizabeth's woes are indeed as large as Queen Margaret's. Queen Elizabeth pleads for Margaret to teach her how to curse as well.

King Richard enters prepared and ready to march out for war against his enemies Richmond and Buckingham. Queen Elizabeth curses Richard to a bloody end for bringing death to her sons.

Ratcliff, Catsby and Richard's soldiers enter informing Richard that Richmond is sailing towards them to fight for the crown. Messengers bring in news that more men are joining Richmond's cause against King Richard. Buckingham is caught by Richard's soldiers and is led to his execution.

Scene 14

At Bosworth Field, Richmond and his troops, and Richard and his troops, separately discuss the battle plans for the day ahead and prepare for bed. In the morning, the fighting will start and will not end until one of them is dead.

In his dreams Richmond is meet by the ghosts of Clarence, Hastings, the Princes, Lady Anne, and Buckingham, all wishing him good luck, courage and success in the battle ahead.

King Richard is also visited by these ghosts who all curse him saying "Despair and die" causing Richard to go a bit mad. King Richard wakes in fear while Richmond awakes contented by the good omen of his dream.

The battle begins and Richard is slain. Richmond takes the throne of England and begins his reign as King Henry VII - thus the Tudor family takes the crown.

The End.

DISCOVER: themes

A **literary theme** is an idea, message or lesson which is explored in a literary work. Often these are implied rather than blatantly stated.

DECEPTION: There are a variety of deceptions which take place in this play, many of them used to manipulate others in order to gain something. Some examples of these deceptions are listed below, but there are more! Can you find them?

1. Richard tricks Clarence into trusting him although Richard was the one who ordered his execution.
2. Richard persuades Lady Anne into believing that he killed her husband because of his love for her.
3. Richard promises Buckingham an earldom for helping him take the throne, but once King, Richard denies Buckingham.
4. Buckingham, although throughout the majority of the play is loyal to Richard, at the end becomes a “turn-coat” and fights with Edmund in hopes of defeating Richard.

LOYALTY: The concept of loyalty is challenged in this play. Richard, who seems loyal to Clarence and Lord Hastings, in the end betray them both and order their executions. Lady Anne while newly mourning the dead of her father-in-law and her husband, changes her loyalty by becoming Richard’s wife. Is anyone truly loyal to anyone else in this play?

EVIL IN THE WORKING: Evil actions and thoughts of violence towards others are the driving force of this play. What is so interesting about this play is that Shakespeare doesn’t give the reasons for many of these evil actions; he just shows them being done. Do you think a person chooses to do evil things or good things to others? Is there always a choice between doing something good or something evil. What are the advantages of both? Have you every done something evil that you knew would bring about something good in the end (for example, you give your friend the wrong homework answers so she will get a bad grade in order to help her decide that she will do the homework herself and not cheat) ?

GOVERNMENT VERSES THE PEOPLE: Shakespeare includes one scene in *Richard III* that shows the common people of England discussing what is going on in court. This concept of a King or Queen with absolute control over a country is called Monarchy. In the USA, we live in a Republic where the people have elected representatives to speak on their behalf. What would it be like to live under a Monarchy today? What things are you grateful for, living in a Republic state? In what ways might a Monarchy be a better form of government?

DISCOVER: discussion topics...

1. Looking at Richard III's opening monologue in Act 1, scene i we see a character who intends evil. Richard claims that since he is corrupt in appearance he will be corrupt in action as well. How does Richard's personality change from this monologue to the end of play?
2. The women in this play at times seem like they have no choice in the decision making. What role DO they play?
3. What is the climax of the play? Support your answer.
4. Is it significant that the play opens with a period of peace in England? What would it be like to live in a country with constant war and little peace. Support your answer.
5. In the second scene of the play, Richard woos Lady Anne into being his wife as she is bringing her father's corpse to burial. How did he know he would win her heart? What aided in her decision making to agree to marry him? Do you think she made the wrong choice?
6. Richard charms many characters in the play into trusting and agreeing to his plans. How does he do this? What strategies does he employ to gain other people's trust?
7. Scene 7 is the only scene where we see the common citizens' reaction to what's going on in England. Why do you think Shakespeare put this scene in the play? What must have life been like for the common citizen during this time?
8. What is the moral of the story? Support your answer.

Further Topics for Discussion

Machiavelli Ruler

The Richard depicted in Shakespeare's *Richard III* is a calculating and successful war commander, an ambitious politician, and a king who believes in sowing fear in those around him through acts of murder and deceit. The concept of ruling by fear was best noted by philosopher and writer Niccolo Machiavelli in his political treatise "The Prince." In this book, he argues that it is better to rule by fear than love.

What do you think? Do you believe that Richard was a better ruler because he ruled through fear or do you think that love and respect are a better ways to rule a kingdom? What would you do? Can it be just one or the other, or does a successful ruler need the people to both fear and love him/her?

DISCOVER: discussion topics...

Further Topics for Discussion----- Protagonist//Antagonist

A **protagonist** is defined as the central character of a story, one who often gains the most empathy and understanding from the audience.

An **antagonist** is a character or group of characters that the protagonist must contend with in a story - they represent the conflict the protagonist must face and hopefully overcome.

In Shakespeare's *Richard III*, who is the protagonist? If Richard, are there characteristics that he possesses that you can relate to? What are his good qualities? If not Richard, who might be the protagonist?

Who is the antagonist in this story? Can a character be both a protagonist and antagonist?

For which character in Shakespeare's *Richard III* do you understand his or her decisions and motives the best?

Further Topics for Discussion----- Good versus Evil

A common theme in Shakespeare's *Richard III* is the idea of good versus evil. Right away in this play we are confronted with Richard, a character who like tells us his deformed and corrupt body allows him to practice corrupt actions in order to gain the throne. He might represent an "evil" character. But what makes a character good or evil? Is it possible for a character to possess both characteristics?

During Richard's lifetime, with the many civil wars and bloody plots to usurp the throne, is there such a thing as a character being only good or only evil? Or in such a violent time, were people trying to chose a king who was the "lesser of two evils?" Is there ever such a thing as a leader who is only good or only evil?

DISCOVER: Classroom Connections...

Classroom Discussion

Compare / contrast King Richard III with other 'villianous leaders,' from works of literature or movies. A few ideas are listed below to get you started, but there are many more!

1. Sauron (*Lord of the Rings* books and movies)
2. The White Witch (*The Lion, The Witch, and the Wardrobe*)
3. Voldemort and/or Professor Snape (*Harry Potter* books)
4. Captain Hook (*Peter Pan*)
5. Joker or Penguin (*Batman* comic series)
6. Cruella de Vil (*The 101 Dalmatians* book)

Creative Writing

Write a society column for an Elizabethan newspaper. Pick one of the social issues from the play, come up with a snappy headline, and then write a column for a 'society paper' or tabloid. This is an excellent class project.

Write a 'Dear Abby' letter from the point of view of a character in the play. Ask for help with a major dilemma that the character must overcome in the play.

FOLLOW UP: have students switch papers and write a response from "Abby."

Re-write the ending. Have students change one small plot-point in the play and re-write the ending accordingly. There are many ways this story could have ended -- encourage creativity!

Write a 'new' scene for the play (or re-write one)! Make sure your scene is supported by the play, and be creative! Some topics are below but feel free to come up with your own!

1. A scene where Lady Anne confronts the Queens and explains her decision to marry Richard.
2. A scene where Edmund decides to go to war against King Richard.
3. A scene where the two princes are locked up in the tower. (Do they know what's happening to them?)
4. A scene from Richard's childhood with his brother Clarence.
5. The scene right before King Edward IV dies with Queen Elizabeth at his bed side.

DISCOVER: Classroom Connections...

Art // Design Projects

Make a **costume book**. Use research to put together a photo-packet (with descriptions) of Elizabethan clothing. Include works cited. Alternatively, choose another era of time to set the show in and research and design costumes from that time period.

Design and build a **quilt**. Have one panel per scene and create a caption that includes the act, scene and a quote that gave you the inspiration for the design.

Design **scenery** for the play. Do a display on a poster or shadow box/diorama. Include a one-page explanation for your choices, including works cited.

Design a **comic book** for the show. Start by breaking the show down into scenes and then illustrating each scene. This could be an individual project or a class assignment.

Pre-Performance Questions

1. Why do you think this play has been performed for over 400 years?
2. What lessons do you think Shakespeare wanted us to learn from this play?
3. Which characters did you like in the play? Which characters did you dislike? Why?
4. If Shakespeare were in our classroom, what one question would you ask him about this play?
5. If you had the option to re-write part of the play, what would you change and why?
6. Do you think writing a play based on real, historical people would be difficult? Would you want to stick to all the facts or like Shakespeare, embellish certain relationships for the story to be more intriguing and action driven for the audience? Could you do both - stick to the facts and create an interesting story?
7. Do you see anything in the play that would be hard to perform onstage? How could you 'solve' this?

Post-Performance Questions

1. Were the actor's performances what you expected? Did they portray the characters in the way you envisioned them when reading? Why or why not?
2. What did you notice when watching the play that you did not pick up when reading it? Why do you think that is? Does this change your opinion about anything? Why or why not?
3. Did watching this play help you understand anything new about life during Medieval England?
4. Did you have any surprises - was there a character that you didn't think you would agree with that you ended up understanding better after seeing this play performed?

DISCOVER: quotes from the play...

For each of the following quotes from the play, respond with an answer which:

- a) states the meaning of the quote,
- b) connects the quote to the play as a whole or to other literary works,
- c) discusses personal feelings about the quote, the character or the action it causes OR
- d) connects the quote to your personal life.

“Now is the winter of our discontent
Made glorious by this sun of York.” (Richard 1,1)

“O wonderful, when devils tell the truth!” (Anne 1,2)

“Was ever woman in this humor wooed?
Was ever woman in this humor won?” (Richard 1, 2)

“... the world is grown so bad
That wrens make prey where eagles dare not perch.
Since every Jack became a gentleman,
There’s many a gentle person made a Jack.” (Richard 1,3)

“So wise so young, they say, never do
live long.” (Richard about Prince Edward 3, 1)

“Off with his head!” (Richard about Lord Hastings 3,4)

“... I am in
So far in blood that sin will pluck on sin.” (Richard 4,2)

“Harp not on that string...” (Richard 4,4)

“An honest tale speeds best being plainly
told.” (Queen Elizabeth 4,4)

“A horse! a horse! my kingdom for a horse!” (Richard 5, 4)

“My conscience hath a thousand several tongues,
And every tongue brings in a several tale,
And every tale condemns me for a villain.” (Richard 5,3)

“Conscience is but a word that cowards use,
Devised at first to keep the strong in awe...” (Richard 5,3)

“ The king’s name is a tower of strength.” (Richard 5, 3)

“... I have set my life upon a cast,
And I will stand the hazard of the die.” (Richard 5,4)

DISCOVER: matching game...

In *Richard III*, sometimes characters are called by their first name and sometimes by the territory they govern. How confusing! To get these character names down pat, try the game below.

Directions: draw a line from the character's first name to the name of the territory they govern.
Have fun!

RICHARD (later King Richard III)

DUKE OF BUCKINGHAM

HENRY (later King Henry VII)

DUKE OF WALES

GEORGE (brother of Edward and Richard)

DUKE OF YORK

PRINCE EDWARD

DUKE OF GLOUCESTER

HENRY STAFFORD

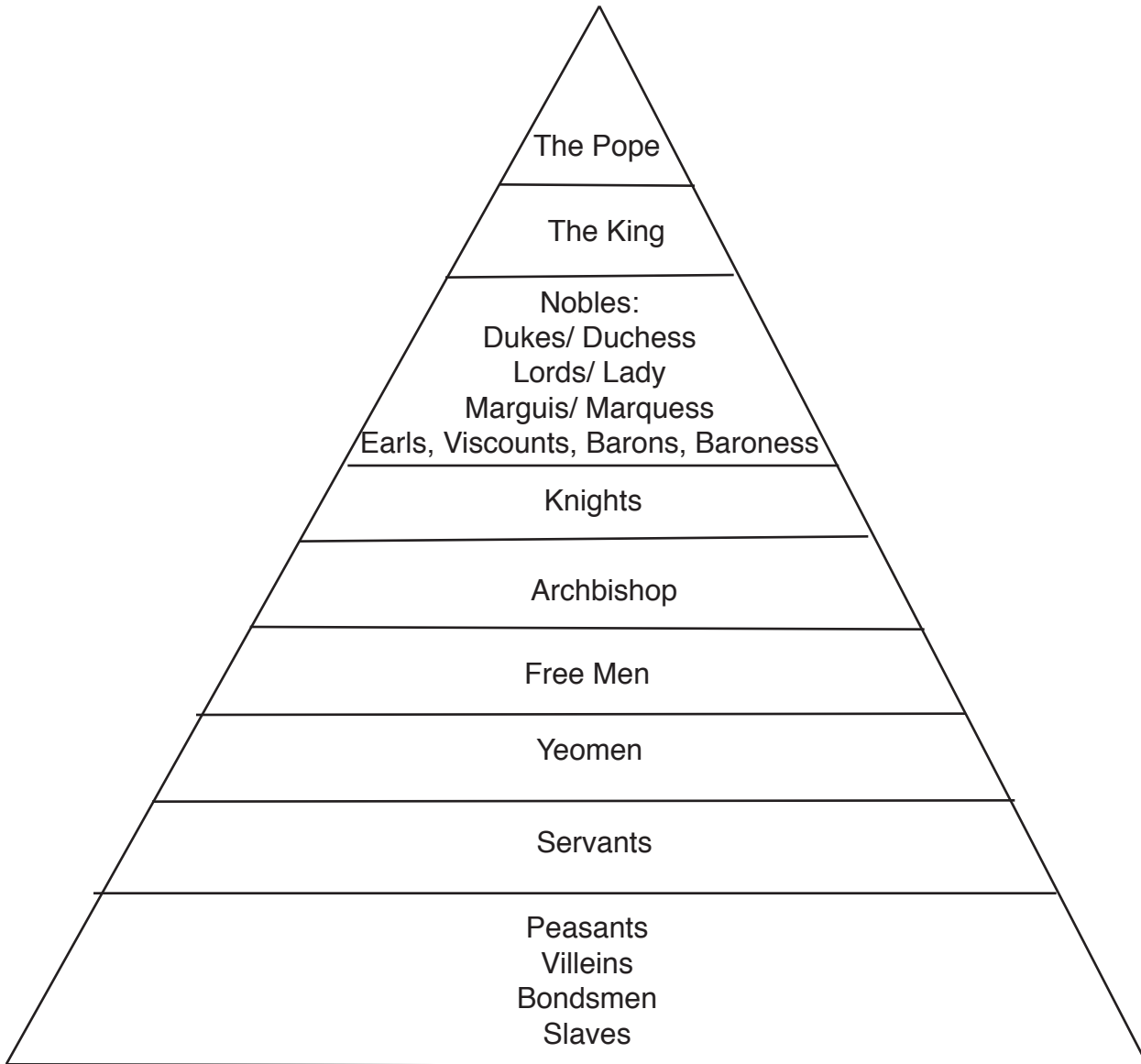
DUKE OF CLARENCE

Young RICHARD (KING EDWARD IV'S SON)

EARL OF RICHMOND

DISCOVER: A Duke. A Lord. A What??

During Medieval England, the people were ranked in a certain feudal position based on heredity. Below is the Pyramid of Power in the Medieval Feudal System.



DISCOVER: OTHER RESOURCES...

WEBSITES

<http://www-tech.mit.edu/Shakespeare/>

Read/print any of Shakespeare's plays scene by scene or in its entirety.

<http://absoluteshakespeare.com/>

Absolute Shakespeare, the essential resource for William Shakespeare's plays, sonnets, poems, quotes, biography, and the Globe Theatre

<http://www.folger.edu/index.cfm>

The Folger Library's internet guide to Shakespeare for Teachers and Students

<http://www.pbs.org/shakespeare/educators/index.html>

PBS's Guide to Shakespeare in the Classroom

<http://shakespeare.palomar.edu/>

Mr. William Shakespeare and the Internet -- easy navigation for students.

<http://www.shakespearehigh.com/classroom/index.shtml>

"Shakespeare High in the Classroom" -- easy navigation for students.

BOOKS

A Shakespeare Glossary by CT Onions

ISBN: 978-0198125211

A short, easy-to-use glossary that can be very valuable for the beginner

Shakespeare Lexicon and Quotation Dictionary by Alexander Schmidt

Vol 1 ISBN: 978-0486227269 VOL 2 ISBN: 978-0486227276

This book provides definitions, locations, and meaning for every word in Shakespeare's plays and poems. The 2 volumes contain more than 50,000 quotations.

The Oxford English Dictionary

ISBN for Compact Edition 978-0198612582

The Age of Shakespeare by Francois Laroque

ISBN: 0-8109-2890-6

VIDEO

Richard III, directed by Jane Howell (1983). Rated NR. Stars Peter Aldywn. Suitable for the classroom.

Richard III, directed by Richard Loncraine (1995). Rated R (violence and sexuality - upper high school age). Stars Sir Ian McKellen, Annette Bening, Jim Broadbent, Robert Downey Jr, Kristin Scott Thomas, and Maggie Smith. NOT SUITABLE FOR CLASSROOM VIEWING IN ITS ENTIRETY. MAY BE VIEWED FOR SPECIFIC SCENES.