

ACT 2: Newspaper Report

Summary

- **Macbeth and the Dagger:** As he makes his way to Duncan's room, Macbeth sees a floating dagger with the handle pointing towards him- the dagger is dripping with blood. He ignores the vision and continues on to murder King Duncan in his sleep.
- **The Weapons:** After he killed Duncan in his bed, Macbeth returns to his room where Lady Macbeth is waiting. His hands are covered in blood and he is still holding the daggers. He had forgotten to leave them with the guards so Lady Macbeth takes them from him and goes back and plants them by the sleeping guards outside Duncan's room to make them look like the murderers.
- **Macduff :** There is knocking at the gate of the castle- Macduff and Lennox arrive. They soon discover that King Duncan has been murdered. Macbeth tells them that he has killed Duncan's guards out of rage. As Macduff is about to question his actions, Lady Macbeth pretends to faint to distract them.
- **Malcolm and Donalbain Flee:** Duncan's sons (Malcolm and Donalbain) decide to flee Scotland for their own safety and because of this, they are suspected of murdering their father. Macbeth is announced as the new king.

Week 2 - Lesson 1: A Catchy Headline

Learning Intention	To write a powerful and catchy newspaper headline
Curriculum Coverage	<p>Reading</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <p>Writing</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Key Vocabulary	newspaper, headline, news, catchy, excite, alliteration, rhyme, wit, pun, word play
Activities/ Lesson	<ul style="list-style-type: none"> - Tell the children that this week we are moving onto Act 2. Recap what has happened so far up to this point. Explain that in Act 2, Macbeth murders King Duncan in his sleep, Lady Macbeth plants the weapons onto the King's guards and Duncan's sons (Malcolm and Donalbain) flee and are suspected to be the murderers. - Watch Part 3 and Part 4 (up to 2:45) of BBC Teach version of Macbeth: Macbeth BBC Teach Part 3: https://www.youtube.com/watch?v=QC9M9MWh09g&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=3 Macbeth BBC Teach Part 4: https://www.youtube.com/watch?v=3EBgnGqh20Y&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=4 - After watching the videos, mix up Act 2 Plot Points (see resources) and ask the children to order them to recap what has happened. - Tell the children that the news of King Duncan's death has got out and his death makes headline news. <i>What headlines would you expect to see on the front of the newspaper the next morning?</i> Get children to come up with a few ideas. - Explain to the children that this week we are going to write a newspaper report on the murder of King Duncan and that today we will write a catchy headline so that we sell lots of newspapers! Readers are more likely to pick up and buy a newspaper with a catchy and exciting headline. - Share a variety of effective/catchy front page headlines from different newspapers and discuss as a class. <i>What do you like about this headline? What makes this headline catchy? Is the headline clever/witty? How so?</i> - Show examples of boring and long-winded headlines with lots of information (e.g King Duncan was Killed in Macbeth's Castle) vs catchy headlines that use alliteration, wit/word play (e.g Duncan's Death at Dunsinane/King Duncan Slayed to Rest). - Tell the children that a newspaper headline needs to: catch the reader's attention; sum up the story in a few words; use powerful and interesting language; be written in the present tense and could include alliteration, rhyme and wit/word play. - Ask the children to work in partners/groups to come up with different catchy headlines for King Duncan's murder. Encourage the children to use the language devices mentioned above Display key words on the IWB from which the children can generate alliterative, rhyming or witty headlines (murder, king, stabbed, sleep, blood, castle, murder, treason, dawn, sons, Macbeth etc). - Once children have come up with a few each, give out two headline templates (see resources) to each child and ask them to write their two favourite headlines in marker pen onto them. Once they have done this, stick all the headlines onto the working

	<p>wall/whiteboard so that they can be seen by the class.</p> <ul style="list-style-type: none">- Encourage children to look at all the headlines and share which ones they like best and why. <i>Which headline would sell the most papers? What makes the headline catchy? Which headline would sell the most newspapers? Which headline shows a clever/witty use of language? Which headline would make you buy their newspaper and why? What could they have done to make this headline even better?</i>- Ask children to pick their favourite headline from the board that they want to use for their newspaper to write up neatly onto their A3 newspaper template (see resources).
Notes for Teachers	<ul style="list-style-type: none">- Prepare 'weak' and 'strong' headlines prior to the lesson- Prepare key words (e.g murder, king, Duncan, dagger, bloodshed, treason, Macbeth, Dunsinane, Castle etc.) on the IWB to help children come up with alliterative, rhyming and witty headlines- Print Olden Times headline template (see resources) so that there is enough for 2 per child- Each child to have an A3 Newspaper template- which they will add to over the week
Resources	<p>Macbeth BBC Teach Part 3: https://www.youtube.com/watch?v=QC9M9MWh09q&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=3</p> <p>Macbeth BBC Teach Part 4: https://www.youtube.com/watch?v=3EBgnGqh20Y&list=PLcvEcrsF_9zIurvVuQFZxC2_OUlu09Un6&index=4</p>

Week 2 - Lesson 2: Introductory Paragraph

Learning Intention	To write the introductory paragraph of a newspaper report
Curriculum Coverage	<p>Reading</p> <ul style="list-style-type: none"> Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas <p>Writing</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Key Vocabulary	introductory paragraph, 5Ws, who, what, where, why, when, summary, summarise, key information
Activities/ Lesson	<ul style="list-style-type: none"> - Explain to the children that today we will start writing our newspaper report. We will be looking at one of the most important parts of a newspaper report- the introductory paragraph. - Teach the children the function of an introductory paragraph. An introductory paragraph is found right at the beginning of the report and it leads the reader into the rest of the report. - The introductory paragraph has to be short and snappy so that it briefly explains what has happened. Even if the reader stops reading after the introductory paragraph they would understand roughly what happened. The introductory paragraph of a newspaper report answers the 5Ws - What happened? When did it happen? Where did it happen? Who was involved? Why did it happen? - Show a couple introductory paragraphs from news reports (not linked to Macbeth) and ask children to spot the 5Ws. - Give out an example of a newspaper report (with the introductory paragraph taken out) for children to read with their partners. Allow children time to work through and write an introductory paragraph for the report using the 5Ws. Ask children to read their paragraphs out loud and evaluate as a class. - Then ask children to answer the 5Ws for the story on the murder of King Duncan. They can write down as much information as they like for this part. - Then allow them time to use the notes to write a short introductory paragraph, picking out the essential information only to summarise. - Allow children to peer assess each other's paragraphs and edit and improve together. - Once the writing is at a standard to be written up, children can write up their introductory paragraph onto their individual A3 newspaper template.
Notes for Teachers	<ul style="list-style-type: none"> - To ensure that examples of newspaper reports are age appropriate in content and language. - To pick out and discuss grammar and punctuation that is year group appropriate
Resources	<ul style="list-style-type: none"> - Examples of introductory paragraphs for the children to read - An appropriate newspaper report for children to practise writing an introductory paragraph for - A planning sheet for children to jot down the 5Ws for the story of King Duncan's murder

Week 2 - Lesson 3: Drama - Detail and Language

Learning Intention	To recall the details of an event through drama
Curriculum Coverage	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates <p>Writing</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Key Vocabulary	details, main body, background information, evidence, witness statement, reporters, broadcast, TV
Activities/ Lesson	<p>- Tell the children that today we will explore the details of the newspaper report. After the introductory paragraph we have to write the main body of the report. This is where you give the reader the details of the story. In the main body you might include the following:</p> <ol style="list-style-type: none"> 1. Background information: Why was King Duncan at Inverness Castle? Who does the castle belong to? What happened that evening before the murder? When did King Duncan go to his bedroom? When was he last seen? When was he suspected to have been murdered? Who is suspected to have murdered him? 2. Evidence: What evidence do we have? Any weapons? Did anyone hear anything? 3. Quotes from people involved/witnesses <p>- Quickly discuss the first two points with the class and jot down all the details and ideas that the children generate. Get as many details as possible so that children have more to work with in the drama part of the lesson. If children have forgotten details, remind them and jot them onto the board.</p> <p>- Ask the children to think of a person who was at the scene (of Inverness Castle) who would be interesting to interview. Make a note of all the different characters they come up with. It can be peripheral characters who are not in the play e.g. the kitchen maid</p> <p><u>Drama</u></p>

	<ul style="list-style-type: none">- Tell the children that today they are going to work in groups of 3 to create a TV news broadcast. Show them a news report from newsround. Tell them that two children can be the reporters while the third will be a witness who will be interviewed.- Give children half the time to write the script to describe the 1) background information 2) evidence and 3) interview with the witness.- Introduce children to newspaper report language. Tell the children to consider the audience and that news reports should be factual not opinionated (unless it's a witness statement). Provide them children with word mats (see resources) while writing.- Allow the second half of the drama session for children to practise acting out their news broadcast.- Children perform their news broadcasts to the class while the teacher films them on the Ipad for the next lesson.
Notes for Teachers	<ul style="list-style-type: none">- Adults to help and praise children to use news report language in their scripts to embed the language for writing the main body of the report in the next lesson
Resources	<ul style="list-style-type: none">- An example of a TV news broadcast for children to watch- News report language word banks (see resources) available while children write their scripts- Ipad for filming

Week 2 - Lesson 4: The Main Body

Learning Intention	To write the main body of a newspaper report
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> ● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Précising longer passages ● Using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● Assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● Proofread for spelling and punctuation errors
Key Vocabulary	main body, detail, background, evidence, quote, witness, facts, direct speech, reported speech
Activities/ Lesson	<ul style="list-style-type: none"> - Start the lesson by showing the class a couple of the TV news reports recorded from last week. <i>Did you spot any news report language in the clips?</i> - Explain that yesterday we practised recalling the details of the news story by recording a news broadcast and that today we will be using some of what we learnt to help us write the main body of our report. - Remind the children of the 3 parts of the main body: <p>1. Background Information: Why was King Duncan at Inverness Castle? Who does the castle belong to? What happened that evening before the murder? When did King Duncan go to his bedroom? When was he last seen? When was he suspected to have been murdered? Who is suspected to have murdered him?</p> <p>2. Evidence: What evidence do we have? Any weapons? Did anyone hear anything?</p> <p>3. Quotes from people involved/witnesses</p> <ul style="list-style-type: none"> - Remind the children of the sort of language that you would see in a news report. - Show the children a paragraph covering the background information (part 1) of the news report. This paragraph should demonstrate mistakes and lack cohesion. Ask the children how the paragraph could be improved. <p><u>Shared Write</u></p> <ul style="list-style-type: none"> - Say to the children that we are going to rewrite this paragraph together. When rewriting, incorporate language from the word bank, insert use of commas/brackets/dashes for parenthesis, relative clauses and other appropriate year group specific objectives.

	<ul style="list-style-type: none">- After the shared write, show the children an example of how inverted commas are used accurately for quoting a witness.- Also give an example of reported speech in a newspaper. This will allow the children to see the difference and incorporate both direct and reported speech in their writing. <p><u>Independent Writing</u></p> <ul style="list-style-type: none">- Children write the main body of the report.- Once children have written all three parts of the main body, give them the challenge of writing the tail of the report independently. Can you finish your report by writing a few sentences outlining what will happen next? E.g. the actions of the police/ the arrangement for a Royal Funeral. The tail is not essential and only for the children who have finished.
Notes for Teachers	<ul style="list-style-type: none">- For the shared writing part of the lesson, it is useful to have pre-written an upgraded version before the lesson to ensure flow and engagement.
Resources	<ul style="list-style-type: none">- Prepare a paragraph outlining part 1 (Background Information) of the news report. The paragraph should demonstrate mistakes and a lack of cohesion and appropriate language.- News report language word banks

Week 2 - Lesson 5: Publishing

Learning Intention	To publish my newspaper report
Curriculum Coverage	<p>Writing</p> <ul style="list-style-type: none"> ● Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ● Précising longer passages ● Using a wide range of devices to build cohesion within and across paragraphs ● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● Assessing the effectiveness of their own and others' writing ● Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● Ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● Proofread for spelling and punctuation errors
Key Vocabulary	main body, detail, background, evidence, quote, reported speech, witness, facts,
Activities/ Lesson	<ul style="list-style-type: none"> - Explain to the children that today's lesson will be used for editing, improving and publishing our newspaper reports onto our individual A3 newspaper templates. - Use an example of writing from the last lesson (keep this anonymous as some children might not like to share their work). Type this up in advance and display the paragraph on the IWB. Praise the writing and pick out all the aspects that make it brilliant writing. - Say that we can always make something better even when it's already pretty amazing! Ask for feedback from the class on how to improve the writing. - Teach the children that newspaper reports often include a picture and caption. Show examples of this in real reports paying close attention to the function of a caption and how they should be short and clear. - Split children into groups of 3 (mixed attainment groups) and allow them time to read each other's drafts from yesterday and to work together on editing and improving. Have dictionaries and writing aids available on the tables for them to use. - Tell the children that once they have edited and improved their writing and feel that their writing is ready to be written up, they can write the main body onto their A3 newspaper template. - Once written up, children can draw a picture and write an appropriate caption to accompany the picture.
Notes for	- It is useful to make a note of common spelling mistakes seen in children's writing. Display

Teachers	the words on the working wall for children to use when editing.
Resources	<ul style="list-style-type: none">- Word banks- Dictionaries- Different colour pen for editing and improving- Handwriting pens for publishing- Image bank to help children with drawing their picture

Resources

Lesson 1: Act 2 Plot Points

- As he makes his way to Duncan's room, Macbeth sees a floating dagger with the handle pointing towards him- the dagger is dripping with blood. He ignores the vision and continues on to murder King Duncan in his sleep.
- After he killed Duncan in his bed, Macbeth returns to his room where Lady Macbeth is waiting. His hands are covered in blood and he is still holding the daggers. He had forgotten to leave them with the guards so Lady Macbeth takes them from him and goes back and plants them by the sleeping guards outside Duncan's room to make them look like the murderers.
- There is knocking at the gate of the castle- Macduff and Lennox arrive. They soon discover that King Duncan has been murdered. Macbeth tells them that he has killed Duncan's guards out of rage. As Macduff is about to question his actions, Lady Macbeth pretends to faint to distract them.
- Duncan's sons (Malcolm and Donalbain) decide to flee Scotland for their own safety and because of this, they are suspected of murdering their father. Macbeth is announced as the new king.

Lesson 1: Headline Template





Newspaper Template- Page 1 (print A3)

Lesson 3: Newspaper Report Word Mat

Late last night,...

It is believed that...

We have received reports that...

Many people believe that...

In the early hours of the morning,...

We have a witness with us today ...

Linking Ideas

after

also

although

because

but

therefore

despite

however

in addition

in the end

so

Vocabulary

apparently

reported

source

guard

weapon

evidence

police

investigating

motive