

#### **Act 4: Summary**

Gertrude tells Claudius about what has just happened with Polonius. Claudius realises that it would have been him killed if he had been the one hiding behind the curtain. Claudius is now fully aware Hamlet knows what he did and knows he needs to get rid of him. Claudius, pretending to be concerned that Hamlet's madness has driven him to violence, tells Gertrude that they should send Hamlet to England to be 'looked after' by friends. Claudius sends Rosencrantz and Guildenstern to go and find him.

Rosencrantz and Guildenstern find Hamlet, who initially refuses to tell them where Polonius' body is, giving confusing responses. The location of the body is finally revealed: under the stairs in the castle.

Hamlet accuses Rosencrantz and Guildenstern of being spies for Claudius. He eventually agrees to go to the King and is sent to England to be 'looked after'. However, Claudius has more sinister motives for Hamlet's journey. He gives Rosencrantz and Guildenstern a sealed letter for the English King, asking for Hamlet to be killed immediately.

Ophelia, driven mad with grief at the death of her father and the loss of Hamlet, sees Gertrude. She is dressed strangely and singing odd songs.

Laertes furiously bursts in, bloodthirsty for revenge. Claudius assures him that he is not the person who killed Polonius and he must get his revenge on the guilty person.

Horatio receives a letter from Hamlet. Hamlet reveals that the ship he was put on to England was seized by pirates. Once the pirates realised who he was, they panicked and dropped him in a fishing village in Denmark. Hamlet also has a message for the king and queen, making it clear that he will return and put right the wrongs that have been done.

Claudius speaks to Laertes, secretly thinking of a way Laertes can kill Hamlet without it looking like Claudius has anything to do with it. He suggests a fencing match, which would give Laertes the chance to stab Hamlet with his sword. Laertes agrees to this plan and also suggests he poisons his sword. Claudius agrees and thinks of a 'plan B' if Hamlet happens to win the fencing match: he will offer Hamlet a cup of wine to celebrate his victory, but the wine will be poisoned.

Gertrude arrives and shares the sad news that Ophelia, driven mad by her grief, has drowned. This adds even more fuel to Laertes' anger and desire for revenge.

Act 4, Lesson 1: Newspaper features

<p><b>Learning Intention</b></p>	<p>To explore the features of a newspaper and their purpose.</p>
<p><b>Key Vocabulary</b></p>	<p>headline, orientation paragraph, third person, time adverbials, chronological order, quotes from witnesses/eyewitnesses, paragraphs, image, caption, passive voice, parenthesis/relative clauses</p>
<p><b>Activities/ Lesson</b></p>	<p><u>Introduction:</u></p> <p>Have a selection of model newspaper reports out on tables at the start of the lesson. What genre of writing is this? What is its job? Who might read this and why?</p> <p>Explain that these are examples of newspaper reports. Provide a straightforward explanation of their purpose, i.e. ‘We read them to find out about real things that have happened.’</p> <p>Elicit pupils’ prior knowledge on their features. What do they know already? Give around 5 minutes for children to make a note on whiteboards or post its of any features they are already familiar with.</p> <p><u>Main Input:</u></p> <p>Introduce pupils to each feature from the features menu, explaining the <b>job/purpose</b> of each one. After each explanation, challenge pupils to find an example in their own model texts. NB the features menu does not include past tense as some of the report may be in the present or even future tense- but you can mention that they are mostly past tense!</p> <p><u>Main Activity 1 – find the features, explain their purpose!</u></p> <p>Using their features menu, children should then have a go at identifying and labelling the features independently on an example text. Children should then extend their labels using a dash to explain the purpose of each one. For example:</p> <p><i>Headline- to give a snapshot of what the report is about and to grab the reader’s attention</i></p> <p><i>Orientation paragraph- to give your reader the key details of what, when, where and who (the 4Ws)</i></p> <p><u>Main Activity 2- true or false?</u></p> <p>Provide children with a series of statements about newspaper reports. Ask children to decide whether they are true or false. For example:</p> <ul style="list-style-type: none"> <li>• Newspaper reports should have lots of adjectives and similes.</li> <li>• Newspaper reports contain facts about something that has happened.</li> <li>• Newspaper reports should contain the opinion of the person who wrote it.</li> <li>• Newspaper reports might have a quote (“...”) from someone who was there.</li> </ul> <p>Children should write at least a sentence for each one to prove their point, for example: <i>Newspaper reports should not have lots of adjectives and similes. These belong in genres like stories.</i></p>
<p><b>Notes for Teachers</b></p>	<p>Gather a range of age-appropriate model newspaper reports in advance of the lesson and ensure each one shows the range of features you would like pupils to spot.</p>

<b>Adaptive Teaching</b>	Support: Pupils could focus on just one model text which could be pre-read to them in advance.
<b>Resources</b>	Features menu

Act 4, Lesson 2: What's happened and what do our witnesses think?

<p><b>Learning Intention</b></p>	<p>To understand key events and possible witness responses</p>
<p><b>Key Vocabulary</b></p>	<p>order, events, witness/eyewitness, statement, hot-seating</p>
<p><b>Activities/ Lesson</b></p>	<p><u>Warm-up</u></p> <p>Explain to children that an effective newspaper report gives information in chronological order: in the order events happened. Ask the children what their morning routine is in chronological order and think of a short phrase/action for each event, i.e. 'brush teeth', 'uniform', 'breakfast', 'school'. Ask children to spread out in the classroom/a hall space if available and respond with the phrase + action when you say 1, 2, 3... etc.</p> <p><u>Part 1: What happened?</u></p> <p>Remind children of the key events at the end of Act 3 and in Act 4 and explain that we will be writing a newspaper report on the murder of Polonius and what has happened to Hamlet since.</p> <p>Split children into groups of 6 and give them the summaries of key events (with some details left out that the newspaper reporter wouldn't know yet!). Hand out the quotes from the text itself. Can they match the quote to the summary? Ask them to think of an action to go along with each quote and practise in groups.</p> <p>Come back together and stand in a circle. Ask pupils to showcase their actions for each quotes and choose a successful example per quote- the whole class is going to do that action. Practise these until children are comfortable with them.</p> <p>Ask the children to find a space in the room and walk the space sensibly. Read one summary at a time (shorten these further for ease). When you do, pupils have to say the matching quote and perform the action you have agreed on. Repeat this a couple of times until pupils can confidently recall the action and quote for each moment. Then, reduce to one key word for each moment, i.e. 'murder', 'caught' etc. Finally, use one clap to move pupils on to the next moment and practise.</p> <p><u>Part 2: Hot-seating</u></p> <p>Tell children that now they are experts on the events that happened, let's find out what some witnesses and eyewitnesses will have seen, felt or thought! Explain the difference between a witness and an eyewitness, and the important role they play in a newspaper report.</p> <p>Ask pupils to go back to their groups of 6 from the quote matching activity and sit in a circle as a group. Explain to them that they will be given a card, which will tell them who they are. If they are a journalist, their job is to ask questions and take notes on what their witness/eyewitness says. You will need to model both asking quality questions and setting the expectation for the quality of responses. When you ring a bell, ask pupils to swap cards within their group so everybody gets a turn both asking the questions and answering in role.</p> <p><u>Plenary/reflection</u></p> <p>Ask children: if newspaper reports are meant to be factual, why is having a quote from a witness or eyewitness helpful?</p>

<b>Notes for Teachers</b>	A hall space would be ideal for this lesson if possible.
<b>Adaptive Teaching</b>	Some children may benefit from a bank of question starters or sentence stems for responding in role.
<b>Resources</b>	Main events summaries Quotes to match Hot-seating cards (to be cut up)

Act 4, Lesson 3: Witness/eyewitness quotes

<p><b>Learning Intention</b></p>	<p>To plan and correctly punctuate witness/eyewitness quotes, extending them with parenthesis.</p>
<p><b>Key Vocabulary</b></p>	<p>quotes, witness, eyewitness, inverted commas, verb, parenthesis, relative pronoun, relative clause, brackets/dashes/commas, direct speech</p>
<p><b>Activities/ Lesson</b></p>	<p><u>Introduction</u></p> <p>To recap children’s prior knowledge of using relative clauses and parenthesis, display a series of sentences to complete, i.e.:</p> <ul style="list-style-type: none"> <li>• Claudius, who is..., sent Hamlet to England.</li> <li>• Gertrude - ... - is thought to be extremely worried about her son.</li> <li>• Laertes (...) has reportedly returned to Elsinore to seek revenge for the tragic death of his father.</li> </ul> <p>Ask children to ‘fill in the gaps’ on whiteboards/scrap paper/post its. Then, ask them what they can remember about using brackets, dashes, commas and relative pronouns to add additional information into a sentence. Explain that you’ll be returning to this later as it will come in handy during their writing task.</p> <p><u>Main input:</u></p> <p>Display the ‘reporter questions’ on the board and then call out a possible witness/eyewitnesses’ name at a time, i.e. Claudius, Gertrude, Rosencrantz, Horatio, Ophelia etc. What would they say in response to each question? Discuss with partners.</p> <p>Tell children that they have just done an excellent job coming up with possible witness/eyewitness quotes- but as reporters, it’s just as important to make sure they’re punctuated correctly. If your newspaper report does not use correct punctuation, you may lose the trust of your reader!</p> <p>Explain that it is also important to let your reader know who the witness/eyewitness is- not just their name, but their connection to the person or event the report is about.</p> <p>Use one of their ideas from the ‘reporter questions’ task and model the punctuation needed for accurate direct speech, using brackets, dashes, commas or an embedded relative clause to make it clear who they are. For example:</p> <p><i>Ophelia, youngest daughter of the deceased Polonius, stated, “Words cannot describe my devastation. To lose my father at the hands of someone I trusted so deeply is an unimaginable grief.”</i></p> <p><i>“We have long been concerned about the behaviour of Hamlet, but his reckless and violent acts have left us with no option but to send him hence. He left by boat and will not set foot on Danish soil until his wits have been restored to him,” Claudius (King of Denmark) commented.</i></p> <p>Some misconceptions to look out for and make an explicit teaching point of will be:</p> <ul style="list-style-type: none"> <li>• random capital letters following inverted commas, i.e. “I am devastated,” Commented Ophelia.</li> <li>• missing comma before opening/closing inverted commas, i.e. Claudius stated “I cannot...” or “I cannot believe that brute’s actions” Claudius stated.</li> <li>• thinking they must re-open their inverted commas if they start a new sentence-</li> </ul>

	<p>remember, a witness statement could be an entire paragraph!</p> <p><u>Main activity</u></p> <p>Provide children with a list of possible witnesses/eyewitnesses (either on the board or drawing on the characters from the introduction). They will need to create at least three extended quotes- one sentence is not enough- from different witnesses/eyewitnesses, which include brackets, dashes or commas explaining the role of the person. This may be a relative clause but does not always have to be. If they are stuck about what to include, they can look back at the reporter questions prompts from the introduction.</p> <p><u>Plenary: peer editing</u></p> <p>Display a list of common errors on the board or a checklist for accurately punctuating direct speech. Ask children, in pairs, to read through their witness quotes with their partners and double check their work against this, editing as they go.</p>
<b>Notes for Teachers</b>	<p>Having high-quality witness statements to look back on, already accurately punctuated, will hopefully reduce the cognitive load during the final writing outcome and give children one less thing to think about. It is worth building in plenty of editing time on this lesson so that children are drawing on accurate examples later in the week.</p>
<b>Adaptive Teaching</b>	<p>See colour-coded speech strip.</p> <p>As an extension, children could split the speech into parts, with the 'who said it' and speech verb in the middle.</p>
<b>Resources</b>	<p>Reporter questions prompt</p> <p>'Sound like a reporter' speech verbs</p> <p>Colour-coded speech strip</p>

Act 4, Lesson 4: Draft!

<p><b>Learning Intention</b></p>	<p>To write an effective newspaper report.</p>
<p><b>Key Vocabulary</b></p>	<p>headline, orientation paragraph, alliteration, main body, passive voice, parenthesis/relative clauses, time adverbials*</p> <p>(*not an explicit teaching point but an expectation that children apply prior knowledge of these)</p>
<p><b>Activities/ Lesson</b></p>	<p>NB this lesson is a 'I teach, you do, I teach, you do' format- you can adjust the pace or structure for your cohort.</p> <p><u>Headline</u></p> <p>Explain that an effective newspaper report begins with a high-quality headline to grab your reader's attention and to give them a sneak preview of what the report is about. Collate some examples of headlines and ask what shared features they notice. They will hopefully identify that it should be short and succinct; use big, bold capital letters; have some alliteration; and be in the present tense. As a class, generate some example headlines using the alliterative headline phrases provided ('Handy Headline Hints'). Then, children choose their own (they can discuss this in groups) and write down in their books.</p> <p><u>Orientation paragraph</u></p> <p>Remind children that the job of this paragraph is to give the reader the most important bits of information... the Ws! What happened? When? Where? Who was involved? Why is it thought to have happened? Discuss with pupils what the answers to these questions could be and make notes on flipchart paper as a scaffold. Then, in partners, have a go at drafting the orientation paragraphs on whiteboards or scrap paper before reading aloud to sense-check and writing in their books.</p> <p><u>Main body (first paragraph)</u></p> <p>Remind children that newspaper reporters must be VERY careful about what they say just in case it's not entirely true. The passive voice, along with certain adverbials, help with this! Display these examples:</p> <ul style="list-style-type: none"> <li>• <i>It is thought that...</i></li> <li>• <i>It has been reported that...</i></li> <li>• <i>It has been confirmed that...</i></li> <li>• <i>It was announced that...</i></li> <li>• <i>It has been suggested that...</i></li> <li>• <i>It was revealed that...</i></li> <li>• <i>Reportedly, allegedly, according to our sources</i></li> </ul> <p>Discuss how these can help make the writing sound impersonal so that the report is not accused of spreading false information.</p> <p>Use the newspaper report structure prompt and the 'sound like a reporter' bank to model the first main body paragraph of the report. Include a witness statement with parenthesis to explain the role of the witness and remind children to look back through their books for examples of their own witness statements. Then, give children plenty of time to write.</p> <p><u>Plenary: self-edit</u></p>



	Ask children to swap their normal pens/pencils with their editing pen and read their work aloud to themselves. First, look for any sentences that don't make sense. Then, look for spelling/grammar errors. Finally, check your word bank for any missed opportunities to sound like a reporter and make some additions/revisions to your work.
<b>Notes for Teachers</b>	Use first main body paragraph to gauge any misconceptions/errors to be ironed out in other paragraphs and tailor tomorrow's input to this.
<b>Adaptive Teaching</b>	Support: Provide a multiple choice of headlines. Draft orientation paragraph in a guided group. Provide sentence starters and key words for first main body paragraph.
<b>Resources</b>	Prepare some headlines in advance to explore Handy Headline Hints resource Newspaper report structure + 'sound like a reporter' word bank

Act 4, Lesson 5: Finish, edit, publish!

<p><b>Learning Intention</b></p>	<p>To write an effective newspaper report.</p>
<p><b>Key Vocabulary</b></p>	<p>main body, paragraphs/columns, passive voice, parenthesis/relative clauses, time adverbials*</p> <p>(*not an explicit teaching point but an expectation that children apply prior knowledge of these)</p>
<p><b>Activities/ Lesson</b></p>	<p>NB you may wish to extend this lesson into two: one to finish the main body; another to publish- this will allow time for marking/feedback and editing before publishing.</p> <p><u>Main input &amp; independent task</u></p> <p>Ensure pupils have a copy of the newspaper report structure sheet and ask them to find where we got up to yesterday. Explain that today, we will be writing the final three paragraphs of the main body of our newspaper.</p> <p>Go through the questions in each paragraph one at a time, scribing children's ideas/responses on flipchart paper as bullet point notes or a spider diagram. They can then refer to this while they are writing.</p> <p>Also indicate with a speech bubble and some names who your witness/eyewitness statements in each paragraph could be. Remind children of the expectation that they include parenthesis in their witness statements (as well as throughout their main body to drop in additional information about the events/people involved).</p> <p>Model turning your first few bullet points into full sentences to ensure children are clear that they are not ready-made sentences, just prompts for them to draw on! Then, give children plenty of time to write these final three paragraphs.</p> <p><u>Plenary: editing checklist</u></p> <p>Display this editing checklist on the board or print for in books (tailor as necessary):</p> <ul style="list-style-type: none"> <li>✓ Each sentence makes sense.</li> <li>✓ I have checked for missing or incorrect punctuation.</li> <li>✓ I have 'dropped in' extra information using ( ) - - and , ,</li> <li>✓ I have included witness/eyewitness statements.</li> <li>✓ My witness/eyewitness statements are correctly punctuated with inverted commas.</li> <li>✓ I have used the passive voice to distance myself from the information.</li> </ul> <p><u>Publish</u></p> <p>Using the newspaper report publishing template, children should then publish their finished pieces.</p>
<p><b>Notes for Teachers</b></p>	<p>If time allows, it would be great to ask pupils to write a contrasting informal gossip column about these same events so that they can explore playing with the language and grammatical structures they use. Good opportunity for assessment/evidence that they can adapt their language and grammar for a different audience and purpose.</p>
<p><b>Adaptive</b></p>	<p>Provide sentence starters and key words for main body paragraphs if needed.</p>

<b>Teaching</b>	
<b>Resources</b>	Newspaper report structure + sound like a reporter word bank Newspaper report publishing template

## **Resources**

## Newspaper Features Menu

**THE ELSINORE ECHO**  
Newspaper name



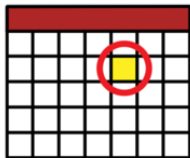
What?  
When?  
Where?  
Who?

Orientation paragraph



**HAMLET'S MURDEROUS MISTAKE**

Headline



Date



Paragraphs



Image and  
caption

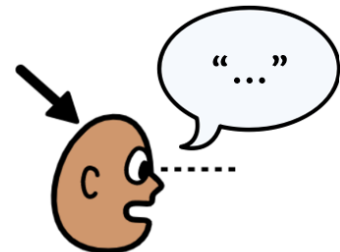


Third person



After,  
At ...  
o'clock,

Time adverbials



Quotes from  
witnesses/  
eyewitnesses



Passive voice

Claudius (...) declined to comment.

Hamlet, who ..., has left Denmark.

Parenthesis/  
relative clauses

## **Key Events Summaries**

1. Thinking Claudius is hiding behind it, Hamlet stabs through a curtain. Polonius is behind it and is killed.
2. Hamlet drags the body out of the room and refuses to reveal to Rosencrantz where it is.
3. Claudius decides that Hamlet must be sent away to England to 'live with friends'.
4. Claudius tells Hamlet and sends him away on a ship to England.
5. With her father dead and Hamlet gone, Ophelia is devastated and has begun to go mad with grief.
6. Laertes (Polonius' son) returns from France, hears of his father's death and swears to get revenge.

## Match the quote to the event

My lord, you must tell us where the body is  
and go with us to the king.

Hamlet in madness has Polonius slain  
And from his mother's closets has he dragged him.

Delay it not, I'll have him hence tonight.

The bark is ready, and the wind at help.

Oh, this is the poison of deep grief!

I'll be revenged  
Most thoroughly for my father.

## Hot-seating character cards

You are a journalist.

Who...?

What...?

When...?

Where...?

Why...?

How...?

You are **Claudius**.

You are outraged about what Hamlet has done.

You need to try and make him sound as mad, bad and out of control as you can.

You'd want to cover up your plans for him in England and make it seem like he will be well looked after.

You are **Laertes**.

You are furious about what Hamlet has done.

You will be seeking revenge.

You know he may read the newspaper, so this would be a good chance to warn him.

You are a journalist.

Who...?

What...?

When...?

Where...?

Why...?

How...?

You are **Rosencrantz**.

You have known Hamlet for a long time.

You are loyal to Claudius and Gertrude.

You have seen Hamlet 'go mad'.

You will be helping take him to England.

You are **Gertrude**.

You are extremely worried about Hamlet.

You agree with Claudius that he has definitely 'lost his wits'.

You are also worried about Ophelia and feel very sorry for her.



## Reporter Questions

What relation are you to Hamlet?

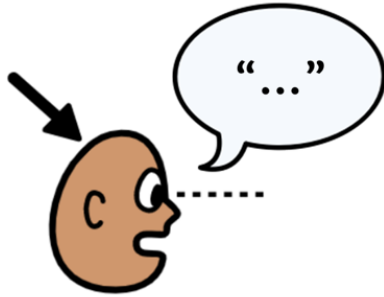
How has he seemed recently? Do his actions fit with the person you know?

What do you think of what he has done?

What do you think should happen next?



Sound like a reporter speech verbs




**The witness...**

**commented  
stated  
revealed  
described  
remarked  
explained**

# Speech strips

“ \_\_\_\_\_ ”

what the witness said



\_\_\_\_\_

Name

\_\_\_\_\_

( )

speech verb

who they are

\_\_\_\_\_

Name

\_\_\_\_\_


( )

speech verb

who they are

“ \_\_\_\_\_ ”

what the witness said



Handy Headline Hints

**MURDEROUS MISTAKE**

**HORRIFIED HAMLET**

**SHOCKING SLAYING**

**PRINCE'S PANIC**

**ROYAL REGRET**

**POLONIUS PERISHES**

**SUDDEN STAB**

**A FINAL CURTAIN CALL**

**FATAL FAUX PAS**

**SUDDEN SLAUGHTER**

**FATAL FUMBLE**

## Newspaper Report Structure

Monday 12<sup>th</sup> February, 1601

# THE ELSINORE ECHO

## HORRIFIED HAMLET'S MURDEROUS MISTAKE: PRINCE KILLS POLONIUS



### Orientation paragraph

Tell me:

What has happened to Hamlet since?

How are the people close to him/Polonius feeling about this?

Tell me:

What is Hamlet thought to have done? How?

What did Hamlet do with the body?  
Did Hamlet mean to kill Polonius?

Tell me: what next?

What does the future look like for Hamlet?

Who may want to seek revenge?

What other consequences will there be/measures taken? i.e. more security, spies stationed around Elsinore, appeals for information etc...


Tell me:

What happened on the day of the murder?

How has Hamlet been behaving recently?

What could be the reasons behind his behaviour? Why would he want to kill Claudius?

## Sound like a reporter!

Distance yourself in case it's not true...	Sequence events with time adverbials...	 <p>The witness...</p>	<div style="background-color: black; color: white; padding: 10px; border-radius: 15px; display: inline-block;"> <p>commented stated revealed described remarked explained</p> </div>
<p>Reportedly</p> <p>Allegedly</p> <p>According to our sources</p> <p>According to an unnamed source</p> <p>It is thought that...</p> <p>It has been reported that...</p> <p>It has been confirmed that...</p> <p>It was announced that...</p> <p>It has been suggested that...</p> <p>It was revealed that...</p> <p>... is said to be...</p>	<p>Yesterday,</p> <p>On the day of this tragic event,</p> <p>Within minutes,</p> <p>In recent weeks,</p> <p>Since the death of his father,</p> <p>Just this morning,</p> <p>Meanwhile,</p>		



