

PERIL IN PARIS

SCHEME OF WORK

PERFECT FOR: Lovers of mystery and history in Years 5–6; fans of the 'Sinclair's Mysteries' and 'Murder Most Unladylike' series; includes lovely period details and boundary-breaking women; a mystery that detectives and readers can solve together!

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Reading comprehension; Creative Writing;
Writing to Explain and Inform; Writing to Persuade
Drama, Speaking and Listening

Design Technology & Art

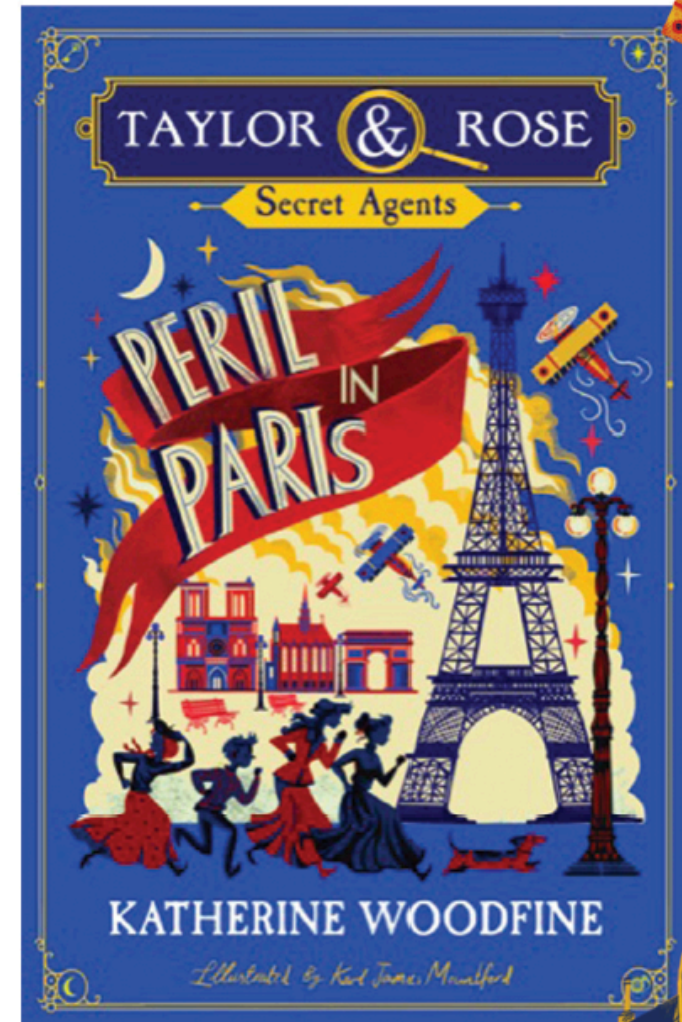
Science

Geography

History

Maths

MFL: French



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SHAPES for schools **EGMONT**

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PERIL IN PARIS

WEEK 1 (CHAPTERS 1-5)

EMBARKING ON A SECRET ENDEAVOR

SUGGESTED OBJECTIVES

Reading: Comprehension

- Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Writing to persuade

- Identify the audience for and purpose of a piece of writing.

Geography

- Compare maps and notice changes across time. Use critical thinking, inference, and knowledge of history to make hypotheses on why the maps have changed.

Design Technology & Art

- Design and draw an invention that serves a specific function.

COMPREHENSION QUESTIONS

1. What do you notice about the way the governess is described at the beginning of Chapter 1? What does this tell you about how the characters are feeling?
2. Who are the members of Anna's family? How does she feel about them? What descriptive words does the narrator use to show her feelings?
3. How is the beginning of the second chapter similar to the beginning of the first chapter? Why do you think the author has made this choice?
4. Can you use clues from the text to infer when the story is set? Why do you think this?
5. How does the author create an atmosphere of suspense during the package pick-up scene? What descriptive words create tension? (pages 16–23)
6. Whose point of view is Chapter 1 told from? What about Chapter 2 and Chapter 3? How do you know?
7. What does the dialogue between the girl and the taxi driver reveal about the characters? (pages 24–25)
8. What is the *Fraternitas Draconum*? How does it connect to Sophie?
9. What is Sophie's assignment? How does she feel about it?
10. Which part of chapter 5 most vividly describes the setting? What adjectives does the author use?

EXTRA ACTIVITIES

Ask pupils to create a short packing list as Sophie. What are the three things they think would be most important to pack and why?

The book combines historical details with fictional ones (teachers may need to clarify that Arnovia is a fictional country). Compare the map from the text, 'Europe at the Present Time,' to a current map of Europe. Ask pupils to identify any similarities and differences between the two maps. Then, using evidence from the text and historical knowledge, ask pupils to make guesses about why the map changed from 1911 to the present day.

Tilly has 'invented several useful and unusual devices to help them in their detective work' (page 42). Design and draw a pocket-sized invention that would help Sophie with her work. Then, write a short explanation of how it works and why it would be helpful.



PERIL IN PARIS

WEEK 2 (CHAPTERS 6-10)

A PROMISE OF ADVENTURE

SUGGESTED OBJECTIVES

Reading: Comprehension

- Infer motives from characters' actions.
- Identify how language contributes to meaning.
- Identify author's stylistic choices and analyse how they contribute to meaning.

MFL

- Develop foreign language vocabulary and develop an ability to understand new words that are introduced through written language.

Maths

- Create a Venn diagram in order to classify data from the text and learn more about the characters.

COMPREHENSION QUESTIONS

1. How does the author indicate the setting of each chapter? Why do you think she made this choice?
2. How does Anna feel about her role as princess?
3. What do Anna's actions in Chapter 6 make you think about her personality? How would you describe her in your own words?
4. Anna is 'quite sure that the new English governess is a spy.' What is her evidence? (page 62)
5. How are Sophie and Miss Blaxland similar? How are they different? How are Sophie and Anna similar? How are they different?
6. What do M. Martin's actions and words make you think about him? (page 73)
7. Alex defends Miss Carter to his sister. Why do you think he defends her? What can you infer about how he feels about Miss Carter?
8. What shocks Anna into silence in the Count's sitting-room? Why do you think she is so shocked?
9. After reading page 91, how would you describe the mood in the castle? How does the author create this tone?
10. By the end of chapter 10 what more have we learned about Miss Carter? Write a clue list.

EXTRA ACTIVITIES

As the action of the story moves to France, more French words are introduced. Ask pupils to create their own French Phrasebook by finding the italicised words and using context and inference to create their own translation.

Chapter 6 is told from Anna's perspective; her actions and thoughts give a clear idea of how she feels about Miss Carter. At one point, Anna spies Miss Carter writing a letter. Write this letter from the perspective of Miss Carter. How would she describe her charges? How might Anna's actions be interpreted by Miss Carter?

Create a Venn Diagram comparing Sophie and Anna. What qualities are specific only to one character and what traits are shared? How does this exercise help you learn more about these two characters?



PERIL IN PARIS

WEEK 3 (CHAPTERS 11-14)

PLOTTING IN THE NIGHT

SUGGESTED OBJECTIVES

Reading: Comprehension

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Summarise parts of text.

Writing to persuade

- Identify the audience for and purpose of a piece of writing.

Maths

- Plot and interpret data on a line graph.

Drama, Speaking & Listening

- Empathise with a character's point of view using role-play.
- Use actions and words to convey emotions.

COMPREHENSION QUESTIONS

1. How does M. Dupont treat Miss Blaxland? What evidence can you find in the text to back up your opinions?
2. Where is Sophie going at the end of Chapter 11? What do you think she will do next? Why?
3. How do Anna's feelings about Miss Carter change? Why do you think this is?
4. Summarise Chapter 12. What steps do Alex and Anna take to escape the castle?
5. What details did the author include in earlier chapters to foreshadow Anna and Alex's escape route?
6. Who is Dr Bernard? What is your impression of him? What do his actions and words tell you about him?
7. What details and discoveries from Chapter 13 do you think will help Sophie complete her mission? What makes you think these details are important?
8. What information does the author include in these chapters to show you that air travel in the time of the book is different from air travel today?
9. How are Alex and Anna's responses to the kidnapping plot different? What evidence can you find from the story to support your opinions?
10. Why do Alex and Anna feel they have 'had enough of royal traditions for a while?' (page 144)

EXTRA ACTIVITIES

Sophie discovers a postcard advertising La Lune Blue in the professor's office. Discuss why a business would create such a postcard. Ask students to design a postcard for another business in the story (Cafe Monique, the Grand Continental Hotel, etc.) When designing their postcard they should think of how to best appeal to their audience.

Create a timeline of Alex and Anna's escape. Can pupils infer during what hours the action took place and accurately place the most important events on a timeline graph?

In Chapter 14, Anna learns some of the details of what Alex and the King of Arnovia discussed in private. Using these details create a role-play of the discussion. What questions might Alex ask? How might he feel about the topic? How can pupils convey emotions with actions and words?



PERIL IN PARIS

WEEK 4 (CHAPTERS 15-18)

SECRET MESSAGES



EXTRA ACTIVITIES

A key theme of the book is women pushing past traditional gendered boundaries. It features fictional spies, journalists, and scientists. Carry out some research into female pioneers in one of these fields and write a short report on one real-life woman from history that you find inspiring.

Sophie changes her clothing frequently to fit the role she is playing and help her complete her mission. Make a paper doll of Sophie and, using descriptions from the text, design three different outfits for her. Write a paragraph about each outfit describing what it reflects about Sophie, the historical setting of the text, and the events of the book.

Mix water and lemon juice together to create invisible ink. Use cotton swabs and blank paper to write secret messages. Reveal the messages with heat from a hairdryer. Record your findings.

COMPREHENSION QUESTIONS

1. What can you infer about the roles of men and women in 1911 from pages 145–147? How are these expectations different to current times?
2. What do Sophie and Tilly discover in the professor's apartment? Which items do you think are clues? Can you predict which will be important later and why?
3. What do you think the 'fountain pen' really is? What might it be used for? (Chapter 15)
4. Would you describe Sophie and Tilly's visit to the professor's apartment as successful? Why or why not?
5. Each 'part' of the book begins with a selection from the diary of Alice Grayson. Who do you think Alice Grayson was? What is your evidence from the text?
6. What does Sophie learn about Professor Blaxland at Cafe Monique? How might this information be important?
7. What does Dr. Bernard tell Sophie about the professor's work? Does this remind you of any other part of the text? (pages 176–178)
8. Why does Sophie find her encounter with Delacroix 'extraordinary'? (pages 191–193)
9. What can you infer about Miss Russell's personality? What makes you think this?
10. Why is Sophie 'furious with herself' after her visit to La Lune Blue? (page 199)

SUGGESTED OBJECTIVES

Writing to explain
- Write clearly and succinctly for a specific audience and purpose.

History
- Identify and carry out research into a significant woman from history who contributed to national and international achievements.

Design Technology & Art
- Use drawing to interpret the different aspects of a character in the story.

Science
- Observe chemical changes including the effects of oxidation and record the process as well as any findings.



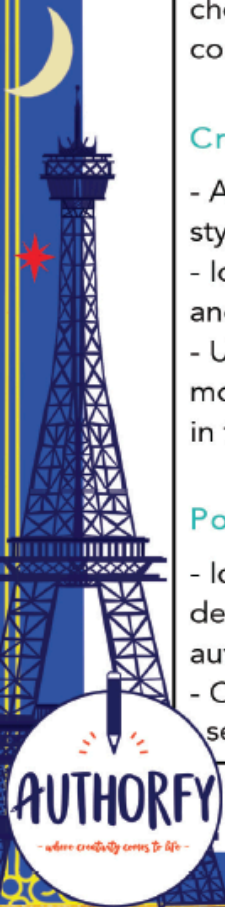
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WEEK 5 (CHAPTERS 19-22)

THE THRILL OF PARIS



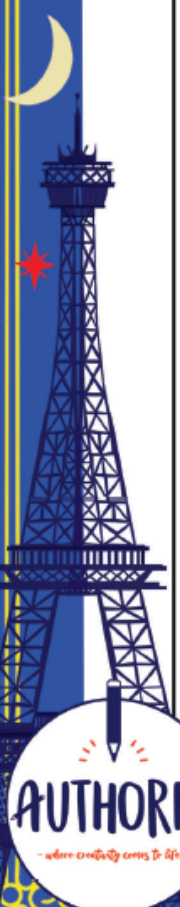
SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Infer motives from characters' actions and justify inferences with evidence. - Identify author's stylistic choices and analyse how they contribute to meaning. <p>Creative Writing</p> <ul style="list-style-type: none"> - Analyse an author's writing style. - Identify different techniques and effective vocabulary. - Use an author's writing to model a new piece of writing in the same style. <p>Poetry</p> <ul style="list-style-type: none"> - Identify the use of descriptive language by the author. - Create a poem using the five senses. 	<ol style="list-style-type: none"> 1. Where is Chapter 19 set? How do you know? How does this connect to other parts of the text? What does it make you think about what will happen? 2. Why does Lil stir a spoon of salt into Forsyth's coffee? What are her <u>motivations</u> when she does this? (page 206) 3. How does Forsyth treat Lil? How is this similar to the way other male characters have treated Sophie and Anna? 4. What does Lil discover after her phone call? What does this make you think about the phone call? 5. What motivates Anna to fight back against her kidnappers? 6. Why was the professor murdered? Who does Sophie think is responsible for his death? How do you know this? 7. How is the professor's death connected to the air race? 8. What message did Alex leave? What does Lil think it means? What does Anna think it means? 9. How is Alex's kidnapping connected to the air race? 10. Why do think the author included the paragraph in which Sophie imagines a visit to Paris with her mother? (page 235) 	<p>The kidnapping scene is told from Anna's perspective. How does the author use different techniques and vocabulary to show Anna's experience? Write an additional chapter from Alex's perspective. How might you show Alex's thoughts, feelings, and actions in the same style as the author? How can you create an atmosphere of danger with details about the sights, sounds, and sensations Alex is experiencing?</p> <p>Using details from the text, inference, and imagination, re-write the kidnapping experience as a Five Senses Poem from the perspective of either Anna or Alex. The poem should include a title and a line dedicated to the smell, look, feel, taste, and sound experienced by the character while being kidnapped.</p> <p>Use Alex's code method and the text to write secret messages to classmates.</p>



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WEEK 6 (CHAPTERS 23-26)

STOP THAT PLANE!



SUGGESTED OBJECTIVES

Reading: Comprehension

- Identify and summarise the main themes and ideas in the plot.
- Identify and describe characters' changes throughout the plot.
- Identify words and phrases that capture the reader's interest in a particular passage of text.

Drama, Speaking & Listening

- Use intonation, tone, volume, and action to depict the emotions of an event, and to stir emotions in the viewer.

Writing to inform

- Write clearly and succinctly for a specific audience and purpose.

COMPREHENSION QUESTIONS

1. How does Sophie's perspective on the grey man change? Why does it change?
2. How does Lil react to the Arnovian plane? Why? How does Sophie react to the Arnovian plane? How are their responses similar? How are they different?
3. How does the author raise the tension in the climax of the story? Pick out the different techniques and effective word choices. (Chapter 24)
4. How does Anna change in the course of her rescue mission?
5. How does Tilly help complete the mission?
6. How does Sophie feel about flying? What does this make you think about her choice to get in the plane? Do her feelings on flying change?
7. Which paragraph in Chapter 25 do you think best shows how a characters actions help to develop the story? Why did you choose this paragraph?
8. Why does Anna's letter make Lil feel both happy and sad? (page 290)
9. How has Anna changed from the beginning of the book until the end? What makes you think this?
10. Describe the last paragraph of the book. Why do you think the author chose to leave the last sentence incomplete? What does this make you feel?

EXTRA ACTIVITIES

Prepare and perform a 'live report' from the air show. What would a spectator see, hear, and think about the events unfolding at the show? How can you convey the intensity of the moment with your face, voice, and word choices?

Building on your 'live report', continue the 'Peril in Paris!' article presented in the image on page 292. What details would be most important to include? How might you adapt the tone of your writing and organise paragraphs to present it in the format of a newspaper article?

Create a top-secret file of the mission for the Chief's records. What documents and artifacts should be saved in the file? (E.g. receipts, photographs, maps, letters?). The file must also include a short report on the entire mission. As a conclusion, indicate whether Chief would classify this mission a success and why or why not?

