

# JULIUS ZEBRA

ENTANGLED WITH  
THE EGYPTIANS!



GARY NORTHFIELD



## SCHEME OF WORK

**PERFECT FOR:** Students aged 8+; a historical adventure full of action, puns and humour; blending of historical fact with fiction and exploring Egyptian culture and beliefs.

### KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;  
Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

History

Science

Geography

Computing

Music

Maths



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# WEEK 1 (CHAPTERS 1–6): HERO WORSHIP



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences and justify inferences with evidence.</li> <li>- Predict what might happen from details stated and implied.</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>- Use your voice and instruments with control and expression to create a frightening, stormy soundscape.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use maps to locate Egypt and famous landmarks throughout the country.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Understand how zebras have adapted to their environment.</li> <li>- Research the food chain of a zebra.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Use research methods to extend historical learning about Ancient Egypt.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which words and phrases does the author use to make the storm sound scary? Make a list.</li> <li>2. Read to the end of Chapter 1. What do you predict will happen to the crew and boat?</li> <li>3. What might Julius be thinking and feeling when Milus says he's leaving? (page XXXIV)</li> <li>4. What does the verb 'barked' suggest about the soldier? (page XXXVIII)</li> <li>5. What do you think is causing the ground to shudder? (page XLIII)</li> <li>6. Why do the soldiers think Julius is 'the chosen one'? What might Julius be thinking and feeling when they begin to pray to him? (page XLVIII)</li> <li>7. How does Brutus feel about Julius being worshipped? (page LIX)</li> <li>8. Julius is irresponsible. Do you agree? Use evidence from the story to support your opinion.</li> <li>9. Imagine you are Julius. What might you be able to see/hear/smell/touch/taste on your journey to Alexandria?</li> <li>10. Do you think the Egyptians will discover the truth about Julius? What might happen next?</li> </ol>	<p>Listen to Vivaldi's classical piece of music called 'Storm'. Work in a small group to create a soundscape to accompany the storm in Chapter 1. Use your voices and body percussion to create an eerie, frightening atmosphere.</p> <p>Use an atlas to locate Egypt. Create your own map of Ancient Egypt, remembering to include reference to Upper and Lower Egypt.</p> <p>Work as a small group to conduct research into zebras and find out about their appearance, diet and how they are adapted to their environment. Create a food chain for a zebra.</p> <p>Julius is mistaken for the horse god, Heter. Conduct research into Egyptian Gods and Goddesses and create a fact file or poster about your chosen God or Goddess.</p>

# WEEK 2 (CHAPTERS 7–10): BURNING QUESTIONS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p><b>History</b> - Understand achievements of the Ancient Egyptians.</p> <p><b>Drama, Speaking and Listening</b> - Create a script based on an Ancient Greek myth and perform the script, making use of stage directions.</p> <p><b>Design Technology &amp; Art</b> - Create a functional and appealing design for an Ancient Egyptian house. - Create a 3D diorama for one of the Seven Ancient Wonders of the World.</p>	<ol style="list-style-type: none"> <li>1. Write a dictionary definition of the following words from Chapter 7: <i>rival</i>, <i>reveal</i>, <i>harbour</i>, <i>mused</i>, <i>intrigued</i>, <i>abrupt</i>. Can you use them in a sentence of your own?</li> <li>2. What are your first impressions of Cornelius? Why is he so excited about the library? (page LXXVIII)</li> <li>3. Read to the end of page LXXXVII. What do you think Julius will say to convince the priests that he is a god? Will it work?</li> <li>4. Which words and phrases tell us that Julius is feeling nervous? (page XCI)</li> <li>5. What is an oracle? (page XCII)</li> <li>6. Read to the end of Chapter 8. Do you think Julius will make a good leader? Why? Why not? Use evidence from the story to support your opinion.</li> <li>7. What is unusual about Julius' bath? (page CVI)</li> <li>8. Read to the end of Chapter 9. What is a prophecy? What do you predict the prophecy will say about the Chosen One?</li> <li>9. What is gastromancy? (page CXXXI)</li> <li>10. What might Julius be thinking and feeling when Cornelius reads him the prophecy? (page CXXXIII)</li> </ol>	<p>As Julius enters Alexandria, the author describes the Egyptian houses and temples. Draw and label a picture of a traditional Egyptian house, including reference to any special features or designs.</p> <p>On page LXXIV, Cornelius teaches Julius about hieroglyphics. Can you paint your name or a secret message in hieroglyphics?</p> <p>Use a shoebox to create a 3D diorama of one of the Seven Ancient Wonders of the World.</p> <p>On page XCIV, we learn that the Oracle has an autograph from Theseus. In Greek mythology, who is Theseus? Find out about Theseus and the Minotaur. Can you transform this Greek myth into a playscript and perform it in small groups to the class? Alternatively, you could create a comic strip to show the events in the myth.</p>

# WEEK 3 (CHAPTERS 11–14): TOMB RAIDER



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b> - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Retrieve and record information.</p> <p><b>History: Ancient Egypt</b> - Use research methods to find out about Ancient Egyptian entertainment and music.</p> <p><b>Food Technology</b> - Prepare and cook a variety of savoury dishes using a range of cooking techniques.</p> <p><b>Drama, Speaking and Listening</b> - Participate in discussions, presentations, performances, improvisations and debates.</p>	<ol style="list-style-type: none"> <li>1. What might Julius be thinking and feeling when Annie calls out his name? (page CL)</li> <li>2. Summarise the events in Chapter 11 in six sentences. Now, can you summarise them in three sentences? What about one sentence?</li> <li>3. Julius is given the Royal Beard. Who else has worn it before? What does it represent? Why is his reaction to it so funny? (page CLIX)</li> <li>4. Before Julius pays tribute to the old gods, the Egyptians celebrate with a feast. True or false?</li> <li>5. How long does the feast last for? (page CLXIII)</li> <li>6. The author describes the statues as 'solemnly watching' (page CLXV). What literary device does he use here? What does it mean? Is it effective?</li> <li>7. What do the crook and the flail symbolise? Why did the soldiers think Julius was a god? (page CLXXVI)</li> <li>8. Why does Brutus pretend to be disinterested? How might he really be feeling? (page CLXXX)</li> <li>9. What does the word forlorn mean? Can you think of a synonym and an antonym for it? Why is Felix feeling forlorn on page CLXXXVI?</li> <li>10. Create a storyboard or comic strip to show the events in Chapter 14. You may also wish to add thought and speech bubbles to your work. What will happen next?</li> </ol>	<p>When Julius is on the Royal Barge, a band of musicians play for him. What can you find out about Ancient Egyptian musical instruments and entertainment? Create a PowerPoint presentation to be delivered to the class about this topic. Try to include animations, interesting slide transitions and sound clips.</p> <p>On page CLXIII, the Egyptians throw a lavish feast for Julius. Find out about Ancient Egyptian food. Using a range of cooking techniques, create a traditional Egyptian dish for a feast.</p> <p>In groups of three, re-create the events from pages CLXXXIII to CLXXXVII. One of you should play Julius, one should play Felix and one Cornelius. Perform the scene three times; each time considering another character's perspective. Think about what is being said and what isn't being said. Think about how you will change your body language, voice and facial expression each time.</p>

# WEEK 4 (CHAPTERS 15–18): HORSING AROUND



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw inferences and justify inferences with evidence.</li> <li>- Predict what might happen from details stated and implied.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Understand the beliefs and structure of the Ancient Egyptian civilization</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Research and develop design criteria to inform the design of a canopic jar.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Read to the end of page CXCVII. What do you predict will be behind the heavy door?</li> <li>2. Where do you think Felix will go? Why? (page CCI)</li> <li>3. Julius says that being a pharaoh isn't easy and that you have to earn it. Why is this ironic? (page CCIV)</li> <li>4. Read to the end of page CCXI. What might the crowd be thinking and feeling when it doesn't rain? What might their facial expressions look like? What will they do if it doesn't rain?</li> <li>5. Imhotep calls Julius a charlatan. What is a charlatan? (page CCXIV)</li> <li>6. Read to the end of page CCXVII. How does Lucia try to help Julius? Do you think the plan will work? What would you do?</li> <li>7. How does the illustration on pages CCXXIV and CCXXV create a sense of movement and speed?</li> <li>8. Read to the end of page CCXXXIII. How does the author create tension? Do you want to read on?</li> <li>9. Julius and Brutus make a good team. Do you agree? Use evidence from the story to support your ideas.</li> <li>10. What does the verb 'flopped' suggest about Julius? How is he feeling? (page CCXXXVI)</li> </ol>	<p>Conduct research into the Ancient Egyptians and their belief in the Afterlife. Create an engaging leaflet, with a quiz, to show your understanding.</p> <p>Futurism was an artistic movement that emphasised speed and power. Create a piece of artwork in the style of famous artists from this period (Marinetti, Boccioni, Balla, Severini) based on the chariot race on page CCXXIII.</p> <p>When Julius and the other animals venture into the chamber, they find it is full of pots and other artifacts. Using clay, design and create an Ancient Egyptian artifact or canopic jar. You can write your own museum display card to accompany your finished piece of work.</p> <p>Each page in this book is written in Roman numerals. Using wooden lollipop sticks, as a class, create a display showing all the numbers from 1 to 100 in Roman numerals. Can you write the year you were born in Roman numerals?</p>

# WEEK 5 (CHAPTERS 18–21): THE GAME'S UP



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>-Understand and analyse the emotions of a character.</li> <li>-Track the changing emotions of a character throughout a story.</li> <li>-Understand why an author uses emotive language for effect.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Research and develop design criteria to inform the design of a shaduf.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- Identify the audience and purpose of the writing and write a set of instructions that are clear, informative and easy to use.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you think Imhotep takes a step back? How is he feeling? (page CCXXXIX)</li> <li>2. Read out loud, 'We've had it!' (page CCXLII) How is Julius feeling? Scared? Nervous? Defeated? How many different ways can you read this line, changing your expression each time? How can you change your voice to show Julius's possible emotions?</li> <li>3. Felix is to blame for all the problems Julius and the animals are facing. Do you agree?</li> <li>4. Why do you think Hadrian is in Egypt? (page CCL)</li> <li>5. Which word on page CCL means the same as 'leaving'?</li> <li>6. Why do you think the animals are dressing up in 'old bandages'? What might their plan be? (page CCLI)</li> <li>7. Why does the author use the verb 'fumbled' to describe how Julius and the animals move? (page CCLVI)</li> <li>8. Write a definition for the following words on page CCLXV: <i>culpable</i>, <i>deception</i>, <i>irate</i>, <i>motionless</i>.</li> <li>9. Read to the end of page CCLXVI. Do you think Julius and his friends will escape? How?</li> <li>10. How does Khepi help save the animals?</li> </ol>	<p>On page CCXLVIII, the Romans arrive. Design and create a model of a Roman ship using a range of recycled materials.</p> <p>The River Nile played an important role in the development of Ancient Egypt. Carry out research into Ancient Egyptian farming and the flooding of the Nile.</p> <p>Design and make your own model shaduf - a hand operated device used to lift water from the River Nile.</p> <p>On page CCLII, Julius and the animals disguise themselves as mummies. Write a set of instructions describing the mummification process. Include labelled diagrams, too!</p> <p>Draw an Emotions Graph to track Julius's changing thoughts and feelings during these chapters.</p>

# WEEK 6 (CHAPTERS 22–25): CURSE OF THE MUMMY



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify and discuss themes and conventions in and across a wide range of writing, including biographies and autobiographies.</li> <li>- Create character profiles to understand how a character behaves and how their personality develops throughout a story.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Find out about the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b>Writing to Entertain and Inform</b></p> <ul style="list-style-type: none"> <li>- In non-narrative material, use simple organisational devices, such as headings and sub-headings.</li> <li>- Using evidence from the story, write a newspaper article using the correct features.</li> </ul>	<ol style="list-style-type: none"> <li>1. Do you really think Hadrian has a surprise for Julius? (page CCLXXIX)</li> <li>2. Why is Julius’s mum proud <u>and</u> angry? (page CCLXXXVI)</li> <li>3. What does Mum mean when she says that Hadrian is ‘a hyena in a man’s clothing’? (page CCLXXXIX)</li> <li>4. In small groups, create a freeze-frame to show the two armies fighting in Chapter 23.</li> <li>5. What happens to Pliny at the end of the story? Do you think Julius will see him again?</li> <li>6. Describe Milus in three words. Share your ideas with a partner. Can you think of other characters in stories or films that are similar to Milus?</li> <li>7. Look at page CCCVII. Who do you think the silhouetted figure in the hooded cloak is? How does the author create a sense of mystery?</li> <li>8. Do you think Heracles is friendly?</li> <li>9. Using the information from the chapter about Roman numerals, write a summary of how to read and write Roman numerals.</li> <li>10. Which of these do you think is the most important theme in the story? Can you rank the themes from least important to most important? <i>Power, stupidity, greed, team work, adventure, history.</i></li> </ol>	<p>The book refers to tomb raiders, who rob ancient temples and search for hidden treasures. Who was Howard Carter? Write a biography or autobiography about his life, family and achievements.</p> <p>Write a newspaper report about the discovery of a valuable Ancient Egyptian treasure. Remember to include a headline and witness statements!</p> <p>Create character profiles for the following characters, including information about their personality, relationships with other characters, motivations and how they develop as the story progresses: Julius, Brutus, Felix, Cornelius, Lucia, Milus.</p> <p>What do you think might happen in a sequel to this story? Will Julius battle the Greeks, cause trouble with the Tudors or make friends with Queen Victoria? Plan a new exciting adventure for Julius and his friends.</p>