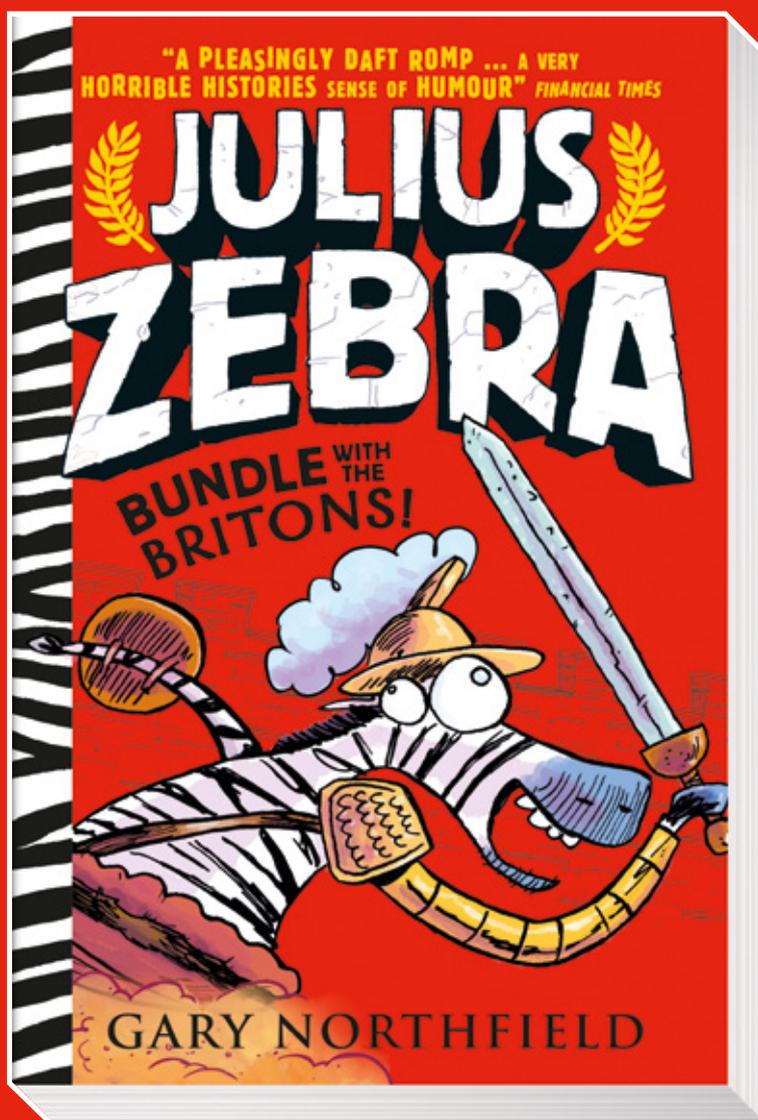


Walker Books Teachers' notes
Julius Zebra: Bundle with the Britons!

GARY NORTHFIELD



For readers aged 8 years+

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A chapter by chapter reading guide



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GENERIC ACTIVITIES

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- Predictions
- Plot development – summarising each chapter
- Character studies – deduction and making inferences and refining opinions as the story progresses
- Author techniques – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- Vocabulary – clarifying unfamiliar words and extending personal vocabulary.
- Your own sketches of characters and ideas for your own comic strip or narrative which you can develop as you read the book.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

FIRST IMPRESSIONS

Discussion points

(Prediction and inference)

Make a note of your opinions.

- Looking only at the front cover (don't peep at the blurb!), pick out as many clues as possible to predict what you think this book will be about.
- What is a "bundle"?
- How does your view develop further on reading the blurb? What sort of tone is established?
- What genre of book do you think this might be?
- Who do you think the target audience for this book is?
- Discuss the design features of the book cover and end papers. Discuss the different features and evaluate the overall effect.
- Brainstorm as a class what you already know about the Britons. As you progress through the book, and undertake your own research, add new discoveries in a different colour so that you can map how much you have learned.
- Read the bite-size reviews inside the front cover. Which one appeals to you most and why?
- Think, pair, share:
 - Look at the contents page. What is unusual? What could you do to help you understand the page numbering system?
 - Look at the chapter headings. What connections do you make? Which ones are puns and which are misquotes?
 - Discuss possible ways that the plot might develop, map these out quickly and share with the class.
 - What does *Epilogue* mean?
- On a piece of paper measuring the same dimensions as the book cover, create your own design to fit the title. What features will you need to include?

- Creative thinking:
 - In pairs, using the chapter headings, create a story map of how you imagine the tale of Julius will develop. Share your views with your class.
- Watch Gary Northfield introducing Julius Zebra: <https://www.youtube.com/watch?v=AaOK2IScObc>
- Watch Gary Northfield drawing Julius Zebra. <https://www.youtube.com/watch?v=-hH7pdBAAUA>
 - What top tips does he give? Have a go at creating the first of your characters that might appear in your own work, using these techniques. You could create a class gallery of different characters.

INTRODUCTION

- What do you think the character of Julius will be like, judging from the illustration?
- List what you know about zebras. What else would you like to find out?
<https://www.natgeokids.com/uk/discover/animals/general-animals/zebra-facts/#!/register>
<https://www.mnn.com/earth-matters/animals/stories/20-things-you-didnt-know-about-zebras>

Role on the wall

- Draw the different characters as you meet them in the book and attach the cut-out to the wall.
- Using post-its, write down words and phrases that tell you about them and stick on the figure: known facts can be written around the silhouette, and thoughts, feelings, attitudes and motivation on the inside.
- Add to your observations as you read through the book and find out more.
- Create a chart and decide which category each character belongs to as you progress through the book:

Pessimist	Optimist	Realist

CHAPTER 1 THE PEOPLE'S CHAMPION

Quick burst writing

- Re-read the first sentence.
- Choose a setting and create an opening sentence, using the magic three adjectives to describe it.

Reflect and discuss

- What motivates Julius?
- What motivates most people?
- What do you think it would be like to become suddenly famous? What are the pros and cons?
- How do you think fame affects friends and relatives?
- What is your opinion of the girl fan on page XVII?
- Think about Felix's rock purchase. How do you know when you buy something that it is genuine?
- What can happen if you buy things over the internet?
- Why do you think people are tempted to buy from unknown sellers on the internet?
- How can you take precautions to ensure that you are not swindled?

Rapid research

- Find out what Quinquatria is.
- What purpose does an aqueduct serve?
- Find out whether there are aqueducts in Britain, and if so, where they are.

Vivid vocabulary (page XXVII)

- Pick out words relating to unpleasant smells.
- Create a word hoard of 'smelly' words that you can use in your writing.
- Arrange the words in order, going from least to most unpleasant.

Reflect and discuss

- Choose any animal and create your own cartoon with simple lines and shapes.
- Can you make it look happy/sad/angry/worried?

CHAPTER 2 ZEBRAMANIA!

Play time: role play

- Practise the opening speech of the Summa Rudis, remembering how loudly you will have to project your voice in order to make yourself heard over the crowd. Can you do this by altering the tone in your voice, without actually shouting?

Reflect and discuss

- Re-read the description of Imhotep's entry into the arena. Pick out the words which convey his character and find out whether they are verbs, adverbs, adverbial phrases, adjectives or adjectival phrases.
- How do you feel about the character, Imhotep, at this point? Why do you think this is?
- Did the contest turn out as you expected?
- How did Julius manage to keep the crowd on-side?
- Why do you think Hadrian suddenly disappeared from the contest?
- Do you think Hadrian's surprise will be a good one?
- Do you have an ideas about what the surprise might be?

Rapid research

- What is the definition of a 'barbarian'?

CHAPTER 3 ROMAN HOLIDAY

Reflect and discuss and number cruncher

- What do different people want from holidays?
- What would your ideal holiday provide?
- Where would you go? Find out the best travel deals and work out the overall costs.
- Construct a class graph showing holiday preferences, e.g. some categories could include: camping, hostelling, package, adventure, cruise, cultural, self-catering, safari. Can you think of others?

Creative challenge

- Create an advert for your dream holiday by collecting a hoard of persuasive and descriptive words, phrases and pictures that you could use. Think carefully about the images and their placement on the page.

Vivid vocabulary (page XLIX)

- What definitions are there for “galleys”?
- Which one fits this context?

Reflect and discuss

- What are the disadvantages of going to Britannia?
- Do you think Hadrian will keep his word? What indications are there to support your opinion?

CHAPTER FOUR ALL ABOARD

Reflect and discuss (page LVII)

- What do you think Septimus and Victorius might be talking about?

Rapid research

- Find out how long it takes to travel from the Colosseum to Ostria today, and what modes of transport you can use.
- How long do you think it would have taken to transport the animals by cart?
- Make a list of the words mentioned which relate to different parts of the boat and label your own diagram.

Reflect and discuss (page LXVII)

- Septimus has clearly been influenced by childhood experiences. Do you think your childhood experiences shape how you behave in later life, or do you think people can choose how to behave?
- Which sort of jobs do you not like doing, and why?
- Which jobs do you find rewarding, and why?

CHAPTER 5 STINK HOLE

Reflect and discuss

- Why are hammocks used on ships?
- What do you think of Lucia’s plan?
- What other way could they escape?

CHAPTER 6 GONE FISHING

Reflect and discuss

- Why doesn’t Milus stay behind if he thinks the plan won’t work?

Vivid vocabulary

- Septimus calls Julius an “*imbecile*”. The etymology (derivation) of words can be very interesting and many English words come from Latin, the language used by the Romans. Find out, by using an etymological dictionary, what “*imbecile*” is derived from and see if you can explain how it has come to have its modern day meaning.
- What does “*Carpe diem*” mean? Do you think this is a good motto?
- What other Latin mottos can you discover?
- Which would you choose as your own personal motto?
- You can generate your own Latin motto on <http://www.inrebus.com/latinmottogenerator.php>.

Reflect and discuss

- Who do you think has stolen Milus's biscuits?

CHAPTER 7 LAND OF HOPE AND GLORY

Reflect and discuss

- Why is this chapter called "*Land of Hope and Glory*"?
- What does the illustration on page XCVIII suggest about Britannia?

Rapid research

- Find out about some of the Roman gods and stories connected with them. Jupiter and Neptune have been mentioned so far.
- How accurate are Cornelius's facts about native Britons? (Page CII-CIII).

CHAPTER 8 BRITON ROCK

Reflect and discuss

- Compare this chapter illustration with the previous one. What differences do you notice?
- What time of the year do you think it is?

Creative challenge

- Create your own drawing or painting, suggesting a cold scene. What techniques will you use?

Rapid research

- Find out about Roman forts in Britain:
 - Where they were built
 - How they were built
 - Who manned them
 - Where the nearest Roman fort is to where you live.
- Choose whether to create an infographic, an electronic presentation or a talk to display your knowledge.

Reflect and discuss

- Felix has a tough decision to make. Have you ever had to make a difficult choice? Did anyone help you, and how did you reach a decision?

CHAPTER 9 LONDINIUM CALLING

Rapid research

- Find out about Celtic round houses and how they were built.

Creative challenge

- Construct a model of a Celtic round house.

Writing challenge: Dream time

Either:

- Write about a strange dream you've had

Or:

- Make up a strange dream for one of the other characters in the book.

Rapid Research

- Find out more about what the Romans imported and exported to Britain.

CHAPTER 10 HOME FROM HOME

Vivid vocabulary

- Find out the etymology of “*Hypothermia*”.
- Can you find other words that use these stems: *hypo* and *therm*? What do they mean?

Reflect and discuss

- So, who stole Milus’s biscuits? Had anyone made an accurate prediction?
- Would a tournament distract revolting Britons effectively?

CHAPTER 11 MUD, SWEAT AND TEARS

Creative challenge

- Choose a weather type. Collect a word hoard and brainstorm ideas.
- Create a descriptive piece of writing, either poetry or prose, which captures the physical effect the weather has on you and how it makes you feel.
- Create a cartoon of yourself, showing how you feel, in the style of Gary Northfield.

Rapid research (CXXXIX)

- Find out about other uses of nettles.

Physical challenge

- Create your own training map in the style of Julius Zebra, and trial it.

Play time: decision alley

- Choose one of the characters who will walk down decision alley, the question being: should they, or should they not, enter the round house. Arrange the class in two lines: the pros and the cons, who will whisper their reasons as the character walks past. At the end he/she has to give their decision and reasons for it.

CHAPTER 12 BRITONS GOT TALENT

Reflect and discuss

- Look at the punctuation, or lack of it, in the title. What meaning does this give to the words?

Vivid vocabulary

- Define the following: “*eradicating*”, “*benefactors*”.
- Create an interesting sentence which uses both words.

Reflect and discuss

- Why do you think Pliny is so strongly motivated to train the creatures?
- Do you think Pliny will have any effect on the outcome?

CHAPTER 13 PIGS MIGHT FLY

Vivid vocabulary

- Define the meaning of the word, “*dignitaries*” and use it in a sentence of your own.

Reflect and discuss

- Predict who you think Cornelius will be fighting?

Role on the wall

- Add Pericles to the roles on the wall. Add the words that you would use to describe him.

Reflect and discuss

- What sort of sheep do you think Felix will have to confront?
- Predict how you think Julius will fare in the arena. What factors are not in his favour?

CHAPTER 14 HOO NOO BROON COO

Author technique

- How does the author build up the tension in Julius's fight scene?

Reflect and discuss

- Did the chapter have any surprises for you?
- Do you think there is a way for Julius and his friends to achieve freedom?

CHAPTER 15 HOLE LOT OF TROUBLE

Physical challenge

- Create your own graduated gym training regime.
- Working in teams, try to build up your levels of fitness, beating your previous personal scores, but taking care not to over-tax yourself!

Vivid vocabulary

- How many syllables does "*discombobulated*" have
- Collect words that are alliterative or rhyme with the last two syllables of "*discombobulated*". Remember that you can magpie words from the text, as well as using a thesaurus.

Writing challenge

- Create an Agony Poem using your collected words, remembering to think about rhythm and pace as the animals collapse in exhaustion. You might want to make a shape poem, to show their declining progress.

Rapid research

- Find out about flowers that you can use in balms and oils and the ones used in Roman times.
- What special properties do they have?

Reflect and discuss

- What surprises were there in this chapter?
- Which of the animals would you choose to rely on, if you needed help? Explain your choice.
- Prediction time: how is the next episode going to work out? Give reasons for your opinion.

CHAPTER 16 BOIL AND BUBBLE

Creative challenge

- Create and act out a play script for this chapter.

Reflect and discuss

- What do you think the old lady has in mind? (page CCV)
- How does your view of the old lady develop as the chapter progresses?

Rapid research

- Find out about Boudicca and why “*it was not to be*” (page CCVIII).

Either:

- Write an account of her achievements.

Or

- Retell an episode in Boudicca’s life.

Creative challenge

- Using blue paint to represent woad, create an animal design to “*provoke FEAR in your enemies*”.

Reflect and discuss

- Discuss the importance of emblems in modern life.
- Where do we make use of emblems?
- In what ways do you think they empower people?
- What do you think might happen?

CHAPTER 17 WHEN IN LONDINIUM

Reflect and discuss

- What saying does the title refer to?

Creative challenge

- Look at the double page spread on page CCXV. Create your own cartoon animal gladiators, decorated in fierce woad designs, carrying gladiatorial weapons. Make their expressions as fierce as possible.

Reflect and discuss

- What elements of surprise does the author use in this chapter?
- Do you think the animals have acted wisely?

CHAPTER 18 HE CAME, HE SAW, HE LOCKED HIM UP

Reflect and discuss

- What wall is Hadrian talking about?

Rapid research

- Find out where Hadrian’s Wall is and locate it on a map of Britain.
- Where else in the world are there, or have there been walls built as boundaries between territories, and where is there a plan for a wall at the present time?
- Do you think territorial walls are good or bad, or is it not as straightforward as that?

Reflect and discuss (page CCXXXII)

- What are the advantages of Pliny being a mouse?

Creative challenge

- Choose an episode in the story and create your own comic strip. Remember Gary Northfield’s advice from his videos on writing the speech and thoughts first, before drawing the bubbles.

Reflect and discuss

- Predict who will be Hadrian's new champion.

CHAPTER 19 FINAL FRONTIER

Reflect and discuss

- Where has the author got this title from?
- What is déjà vu? Have you ever experienced it?

Rapid research

- Find out more facts about Hadrian's Wall and decide how to present these, e.g. a talk, poster, infographic, electronic presentation, model, labelled scale diagram.

Number cruncher

- Using the information you have found out, create some mathematical questions or problems.

CHAPTER 20 HADRIAN'S BRAWL

Author technique

- Re-read pages CCXL – CCXLI
- How does the author structure the writing, paragraph by paragraph, to build up the tension?

Reflect and discuss

- Who do you want to win the fight between Julius and Brutus? Give reasons for your answer.
- How do you think Julius will react to Brutus's provocations?
- What do you think of Hadrian's punishment for Julius?
- What is your opinion of Hadrian's words that "Champion gladiators come and go like the wind."?

Role on the wall

- Check Julius's role on the wall. Jot down any new qualities and attributes that you have discovered.

CHAPTER 21 HE AIN'T HEAVY

Reflect and discuss

- Do you know where the author got the title for this chapter from? If not, your teacher may know, or you could look for the words on the internet and see what you find.
- Why do you think Brutus has been "*such an idiot*"?
- Do you think people establish patterns of behaviour that are hard to alter?
- Do you think that we sometimes behave in certain ways because other people expect it?
- Are patterns of behaviour a good thing or a bad thing?
- Which would you rather do: lead others, or work as a team?

CHAPTER 22 BROTHERS IN ARMS

Reflect and discuss

- What does the phrase "*Brothers in arms*" usually mean, and why is it appropriate as this chapter heading?
- What would you choose to do, if you were Julius? Explain your reasons.

EPILOGUE

Reflect and discuss

- Why does the author add an epilogue?
- How would you plan the continuation of this tale?

Creative challenge

- Think of a title and create a story map.

GARY'S FACTS

- Read the facts, write the titles down and organize them into categories of your choosing.
- Develop your own infographic of "*What the Romans brought to Britain*".

FELIX'S AWESOME COLLECTION

Reflect and discuss

- Which of Felix's stones would you choose and why?

Our Class's Awesome Collections

Either:

- If you have a collection of some sort, create an informative presentation to share with your class.

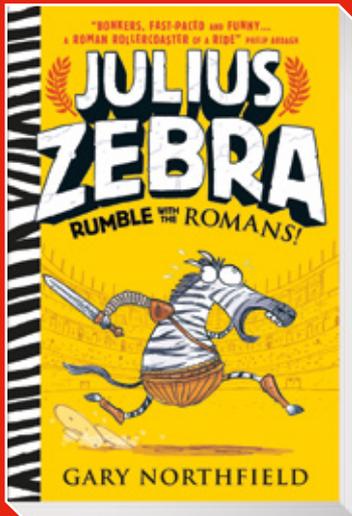
Or:

- Find out about a collection that particularly interests you – it might belong to a friend or relative or a gallery or museum. Create a presentation to share with your class.

Or:

- Start a collection. State why you have decided on this and what you find particularly interesting.

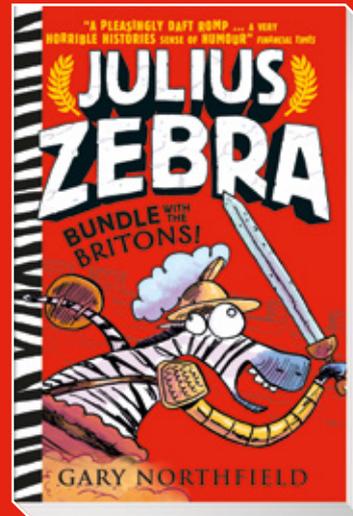
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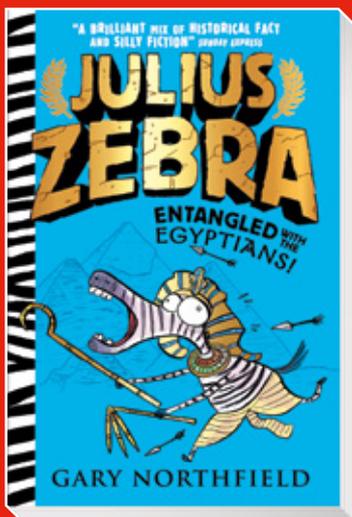
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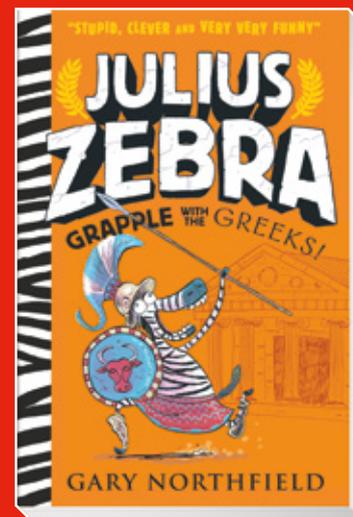
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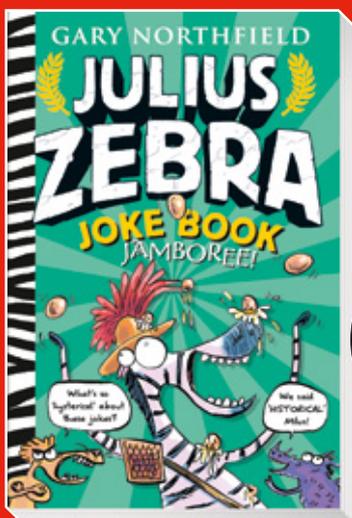
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