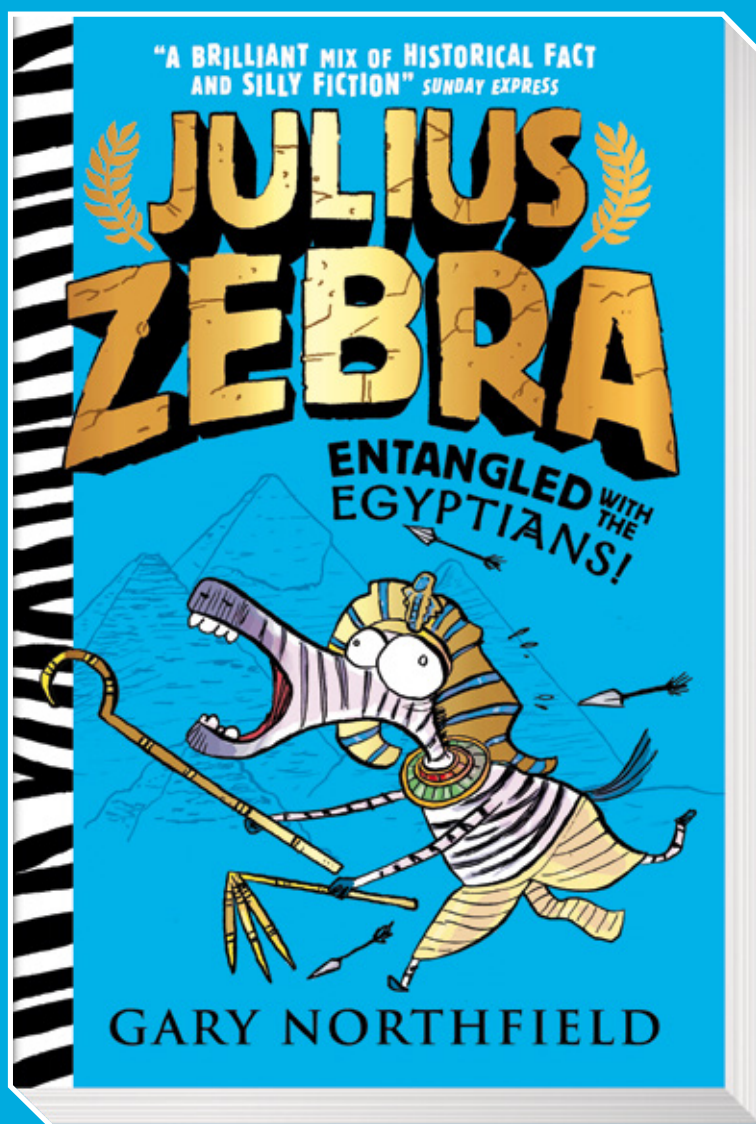


Walker Books Teachers' notes

*Julius Zebra: Entangled with the Egyptians!*

GARY NORTHFIELD



For readers aged 8 years+

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A chapter by chapter reading guide



[www.walker.co.uk](http://www.walker.co.uk)

# 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 do you think "entangled" means in this context?
- 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.
- 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?
- Brainstorm as a class what you already know about the Egyptians. 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.
- Think, pair, share:
  - Look at the contents page. What is unusual? What could you do to help you understand the page numbering system?
  - Discuss possible ways that the plot might develop, map these out quickly and share with the class.
  - What do the following mean: *Epilogue, glossary, hieroglyphics, mummification*?
- Creative thinking:
  - In pairs, using the chapter headings, what connections can you make? Explain your thinking.
  - 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=AaQK2lScObc>
- 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

### Creative challenge

- Choose one of the episodes which have been summarised in the comic strip and create your own extended comic strip of the incident, or a written narrative, telling the episode in more detail.

### Reflect and discuss

- Predict whether the animals will catch Septimus.

### 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 SHIP OF FOOLS

### Author technique (page XVI-XVII)

- How does the author evoke the unpleasant nature of the ship effectively?

### Rapid research and creative challenge

- Find out about board games played in Roman times.
- <http://www.ancientgames.org/rota/>
- <http://www.ancientgames.org/nine-mens-morris/>
- <http://www.ancientgames.org/alquerque-qirkat/>
- Choose one of the Roman games and create your own board and pieces, deciding on which materials to use and whether it is going to be used indoors or outdoors. Use rulers, protractors and set squares to ensure you measure accurately.
- Extra challenge: would your design enable you to play the game on a ship in a storm?

### Games tournament

- Organise a timetabled contest, using your Roman games.
- Work out how to record scores to determine the winners.

### Reflect and discuss

- What is Brutus's attitude when Julius tells him to come on deck?
- Can you think of modern day scenarios where young people become totally absorbed and resent interruptions? Do you think such behaviour is reasonable?

### Vivid vocabulary (XXIV-XXV)

- Collect a word hoard of verbs from the text and thesaurus relating to the storm.

### Performance poetry

- Using your word hoard, create a sea storm poem. You might choose to do a shape poem or free verse. Think about alliteration, assonance, consonance, onomatopoeia, rhythm.
- When you perform think about using crescendos and diminuendos for effect. You might want to add instrumental sound effects.

## CHAPTER 2 BEACHED WAILS

### Reflect and discuss

- What is the play on words in the title?
- Predict what will happen.
- Why do you think Julius doesn't want Milus to leave?

### Play time: hot-seating

- Hot seat Milus and Julius to explore their feelings and motivation.
- Remember to ask open-ended questions which will need more extended answers, and if you are in the hot-seat, take time to prepare and think through possible answers.

### Creative challenge

- Choose some different animals that you can draw as cartoons. Focus on the facial features which distinguish them and draw the eyes in the same way Gary Northfield does.
- Create some notes on their interests and personalities.

## CHAPTER 3 THE CHOSEN ROAD

### Rapid research

- Look at a map of Africa and locate Egypt.
- Find out the names of all the countries in Africa and list them in alphabetical order.
- What is special about Egypt that is different from all of the other African countries? (Only transcontinental country in Africa, as it is partly in Africa and partly in Asia).

### Reflect and discuss

- What are the factors that lead the Egyptians to alter their attitude to Julius?
- What sort of preparations do you think will be made for the "chosen one"?
- Brainstorm the facts you already know about Egypt.
- As you progress through the book, add new facts in a different colour so that you can chart your own learning.

### Vivid vocabulary

- Look at the spelling of *Pharaoh*. What is tricky about it? What strategies can you use to remember how to spell it accurately?

## CHAPTER 4 HERO WORSHIP

### Reflect and discuss

- Do you think the Egyptians are being gullible? Why do you think people want to believe unlikely things?
- Can you think of modern day examples when people are taken in by false representation?
- Think of examples of hero worship in the modern world. Why do they occur? What sort of people are “worshipped” and how do you think this affects their lives?

## CHAPTER 5 SOMETHING FISHY

### Reflect and discuss

- Why do you think the old man found a gold coin in his pocket? (page LXIII)
- Do you think Julius’s optimism about becoming an object of worship is well founded, or do you think there might be some unpleasant surprises in store?
- What do you think of Milus’s reaction?
- What would you do in their situation?

### Rapid research

- Find out about the different Egyptian animal gods.
- Choose one to depict and find out about it in more detail.
- You could present this on a scroll and create your own class display.  
This website shows you how to make paper look like papyrus: <http://www.crayola.com/crafts/egyptian-papyrus-paper-craft/>

## CHAPTER 6 A WARM WELCOME

### Rapid research

- Which of the Seven Wonders of the World were in Egypt?
- Find out some facts about them and choose how to present them e.g. information report, talk, infographic, poster, rap, annotated model.

### Vivid vocabulary (LXXIII)

- “*boulevard*”: why do you think the author chose this word?
- What other words mean road? Make a collection and picture what each word immediately suggests to you and think of settings in stories where you might use them. Jot down your ideas.
- Describe these to a partner and see if they can guess the genre or mood of the story.

### Rapid research

#### Either:

- Find out more details about the construction of the great lighthouse, the shapes and materials used and how it worked.
- Find out how technology has altered the way lighthouses operate.

#### Or:

- Find out more about the library at Alexandria.

### **Creative challenge**

- Build a model of the lighthouse at Alexandria.

### **Reflect and discuss**

- Why do you think libraries are important?

### **Writing challenge**

Many towns are losing their libraries. There is a lot of information available to back up your argument. Look at what the former Children’s Laureates have said on the issue.

- Create a persuasive letter to the Prime Minister, arguing clearly why libraries should be kept open and run by professionals, rather than volunteers.

## **CHAPTER 7 THE ORACLE**

### **Reflect and discuss**

- What is an oracle?
- Make predictions about the turn the story will take!

### **Author technique**

- How does the author build up a sense of apprehension in this chapter?
- How do illustrations add to this?

### **Reflect and discuss**

- How do you feel about Julius’s attempts to impress the priest, Imhotep?
- Whose autographs would you most like to collect, and why?

## **CHAPTER 8 ROMANS OUT**

### **Rapid research**

- Find out about the pyramids in order to create a Five Fascinating Facts sheet.

### **Creative challenge**

- How many sides does a pyramid have? Find out the dimensions of one of the pyramids and construct a scale model, by designing a net that you can fold to create the correct shape. What shapes will you need to use? Take care to measure accurately.
- If you get stuck: <https://sciencing.com/build-pyramid-school-project-5467882.html>

### **Play time: decision alley**

- Decision Alley: choose one person to represent Julius and divide the class into two lines: one suggesting good reasons why he should leave, the other suggesting good reasons for remaining in Egypt. Whisper these as Julius progresses between the lines, before making his final decision and giving reasons for this.

## **CHAPTER 9 BATH TIME YELLOW CAPITALS**

### **Reflect and discuss**

- What is unusual about Egyptian baths?
- Why do you think they used this product?
- What might be the disadvantages?
- If you could choose what to import, what would be on your list?



### Author technique (page CIX)

- Why do you think the author uses the words: “Julius told him quite loudly.”?
- What implications might this have?

### Creative challenge

- Create an Egyptian outfit for a character that might appear in your story. Decide on what medium: e.g. pencil, felt pens, charcoal, paint, collage.

## CHAPTER 10 BURNING QUESTIONS

### Reflect and discuss

- Did it rain on Brutus, or is this a case of “show, not tell?” (page CXVI)
- Look at the double page spread on page CXVIII. Why does Julius say “Oh, wow!”?
- What words might you use to describe the interior shown in the illustration?
- Why does the librarian use the term “*Phacochoerus africanus*” on page CXXI?
- What is the modern equivalent of the instructional scrolls? (You Tube videos)

### Creative challenge

- Choose a technique that you can give instructions on, e.g. from sport, music, art, cookery, drama, etc. Plan and film a short instructional video, deciding on camera angles, long shots, close-ups, whether you need a commentary and music.
- Watch and evaluate, determining whether you communicate with clarity and precision. Make any improvements you think necessary, before publication.

### Reflect and discuss

- Create a leaving plan which you think might work.

### Vivid vocabulary (page CXXXIV)

- “*collaborators, conspirators, colluding*” all have negative connotations. Think of words which would give a more positive spin on people working together.

## CHAPTER 11 FRIENDS IN HIGH PLACES

### Reflect and discuss

- Why do you think this chapter is called *FRIENDS IN HIGH PLACES*?
- Look at the double page illustration on page CXXXVIII. Find the image of Escher’s work: “*Relativity*”. What similarities and differences are there with the book illustration?
- What does the use of the word “*sneered*” in connection with the priest imply?

### Vivid vocabulary

- What is the meaning of the following: “*flotilla*” and “*poop deck*”?

### Reflect and discuss

- What do you think is difficult about pretending?
- Have you ever pretended something and got away with it, or were you found out? How did it make you feel?

### Writing challenge

- Plan and write about your experience of pretending, or make a story up.

## CHAPTER 12 DRESSED TO THRILL

### Rapid research

- Find images from the internet of Cleopatra in her coronation apparel.

### Vivid vocabulary

- What is the meaning of the word “*vanguard*”?

### Reflect and discuss:

- On what other occasions do people wear special costumes and take part in processions?
- Why do you think people do this?

## CHAPTER 13 CORONATION CHEAT

### Author technique

- What does the play on words in the title suggest might happen in this chapter?

### Play time: freeze framing (page CLXVIII)

- Create a tableau of the characters at this point in the story. Choose someone to tap the people in the tableau, one at a time, and they will then explain what thoughts are going through that character’s mind.

Don’t forget to include Imhotep in the scene!

### Rapid research

- Find out what symbols of authority are used in British coronation ceremonies. What similarities and differences are there?
- <https://www.youtube.com/watch?v=inKSvLk7kiI>

## CHAPTER 14 TOMB RAIDER

### Reflect and discuss

- Predict what might happen in this chapter, given its title.
- What do you notice that is strange in the episode with Pliny and Milus?
- What are the implications of raiding a tomb?
- What other stories do you know of, where this has had bad consequences?

## CHAPTER 15 CHAMBER OF HORRORS

### Creative challenge

- Look at a range of images of cartouches on the internet.  
Draw, or model in clay, your own design of a cartouche to create a class display.

### Rapid research

- Find images of Egyptian treasures from the tombs, choose one you particularly like, and try to find more out about it.
- Who wrote a play about Antony and Cleopatra?

### Reflect and discuss

- Why would the colours in the tomb be “*as fresh as the day they were painted*”?



- What would you choose to take to the afterlife?
- Decision time! Should they go into the next chamber? Why/why not?
- As Felix has broken his pinky promise and defied the curse, what do you think might happen?

## CHAPTER 16 DON'T RAIN ON MY PARADE

### Reflect and discuss

- What does the title mean?
- What words would you use to describe Brutus's emotions? How do such emotions make people act?

### Play time

- In threes, produce a Readers' Theatre presentation from: "*You and me need to talk ... gone to your head.*" (page CCIIV – CCVI). You don't need costumes; you just need to agree who is responsible for narrating and playing the parts of Julius and Brutus.
- Practise, thinking about expression, pace and volume when conveying the characters' emotions.

### Reflect and discuss

- How is the sense of impending doom created in this episode?
- How do you think Lucia intends to prove that Julius is a horse? Will she be successful?

### Vivid vocabulary

- "*Charlatan*": what does this word mean?
- Where might you find charlatans operating in modern life?

## CHAPTER 17 HORSING AROUND

### Reflect and discuss

- Do you agree with Pliny that motivation is the key to success?
- Watch the All Blacks motivational speech by Jake the Muss: <https://www.youtube.com/watch?v=EfTrhbyGmBQ>
- What are the qualities and attributes that are focused on in the video?
- How do the two zebras behave during the course of the race?
- What lessons should Brutus and Julius learn from this?

### Illustration conversation

- Look at the double page illustration on page CCXXXIV. How does the artist create the sense of pure havoc in this picture? What part of the picture draws your eyes most?

## CHAPTER 18 THE GAME'S UP!

### Reflect and discuss

- How do you think Imhotep feels at this point?
- Who do you empathise with? Is it the character who has right on their side?
- Predict whether the animals will make a clean escape.

## CHAPTER 19 WHEEL OF FORTUNE

### Reflect and discuss

- Do you think objects can be cursed or bring good luck?
- Do you have a lucky mascot? If so, what makes it lucky?

### Writing challenge

- Choose an object that brings either good or bad luck and make a story plan.
- Think about the small details that make writing more vivid, more interesting to read and easier to visualise.
- Write your story, deciding on the tone you want to achieve, e.g. humorous or unsettling.
- Proof read and swap with a partner to see if there are any improvements that can be made.
- Decide on how you are going to publish: audio book, story book, cartoon, e-book.

### Reflect and discuss

- What are the indicators in the illustration that the ships are Roman?
- What are the implications of putting the gem back?

### Play time: decision alley

- Choose someone to represent Felix. Create two lines: one giving reasons for putting the gem back, the other giving reasons to just cut and run.

## CHAPTER 20 I WANT MY MUMMY!

### Reflect and discuss

- What do you think of the latest disguise?
- What other books and films use disguises?
- What disguise would you most like to use?

### Illustration conversation

- Why is the illustration on page CCLVIII so amusing?
- Look at the double page illustration on CCLXII. How is this different from the other illustrations? Why do you think the artist decided to use this particular technique?

### Reflect and discuss

- Translate “*YOU ARE ALL CULPABLE FOR THIS DECEPTION*” into street talk!
- Did you expect this ending to the chapter?

## CHAPTER 21 MEET THE BEETLES

### Reflect and discuss

- How do you think the creatures will try to escape?
- What do you think the small brown ball is, and why does Khepi want Julius to keep it?
- Have you come across dung beetles in other stories or films?

### Creative challenge

- Devise your own maze and see if you can solve each other's.

### Rapid research

- Find out about dung beetles.

- Watch these two films and make notes of facts, and magpieing any words or phrases that you like:
  - <https://www.youtube.com/watch?v=Zskz-iZcVyY>
  - <https://www.youtube.com/watch?v=I1RHmSm36aE>
- Which film do you prefer, and why?
- Find out about dung beetles in our country: [http://www.drbeynonsbugfarm.com/CMSDocuments/Fact%20sheet%201\\_Dung%20Beetles\\_Aug%202016.pdf](http://www.drbeynonsbugfarm.com/CMSDocuments/Fact%20sheet%201_Dung%20Beetles_Aug%202016.pdf)

### Number cruncher

- Devise some mathematical questions about dung beetles.

### Writing challenge

- Use the information you have discovered and use it in a form of writing of your choice e.g. information report, cartoon, poem, story, explanation.

## CHAPTER 22 CURSE OF THE MUMMY

### Reflect and discuss

- Do you think it's a good idea for Julius to go to Hadrian and Imhotep?
- What do you think of Julius's mother?
- Do parents treat their children differently sometimes? If so, why do you think this is?

### Short burst writing

- How would you describe the character of Hadrian? Create a pen portrait.

## CHAPTER 23 CROCODILES ROCK

### Reflect and discuss

- Is this how you expected the creatures to be rescued? What does it say about Lucia's character? Do you need to add extra comments to her role on the wall?
- Do you agree with Felix, that he has been selfish?
- What do you think of his action to compensate for his behaviour?
- What do you think of Hadrian's offer? Do you think he would honour it?

## CHAPTER 24 TIME TO GO HOME

### Reflect and discuss

- In what ways is the ending satisfying?

## EPILOGUE

### Reflect and discuss

- How does the Epilogue change the feeling of the ending?

### Rapid research

- Find out about Heracles and the myth associated with him.
- If you were writing the next book, how would you go about interweaving Julius and his band of adventurers in the story of Heracles?

## WRITE YOUR NAME IN HIEROGLYPHICS

- Create your name in hieroglyphics.
- Write a short message to one of the characters in hieroglyphics and see if you can decipher each other's messages.

## THE ART OF MUMMIFICATION

### Rapid research

- Find out more details about mummification:
  - <http://primaryhomeworkhelp.co.uk/egypt/mummies.htm>

### Science investigation

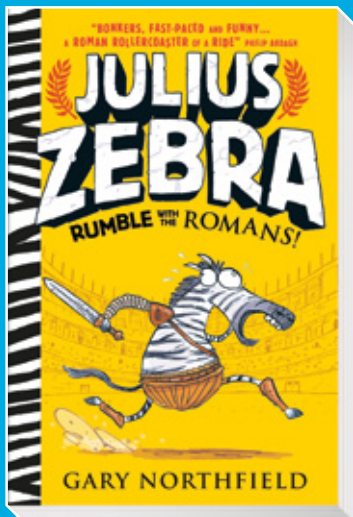
- Mummify an apple!
- <http://www.planet-science.com/categories/experiments/chemistry-chaos/2011/11/mummify-an-apple.aspx>

## FINAL THOUGHTS

### Reflect and discuss

- What different skills do you think Gary Northfield needed in order to create this book?

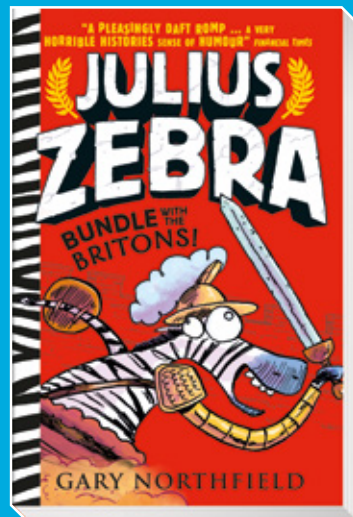
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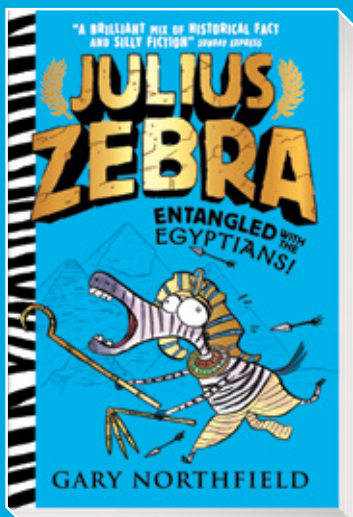
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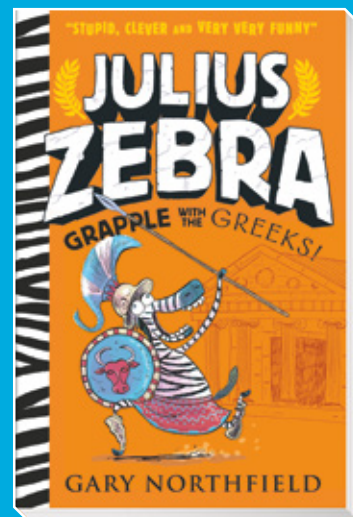
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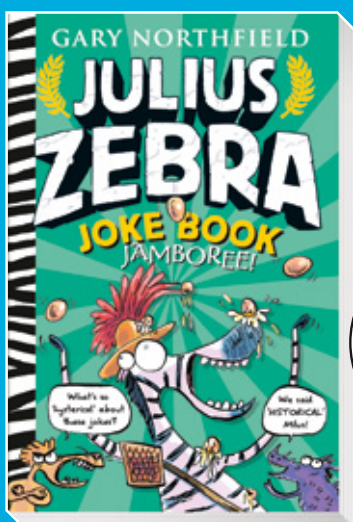
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