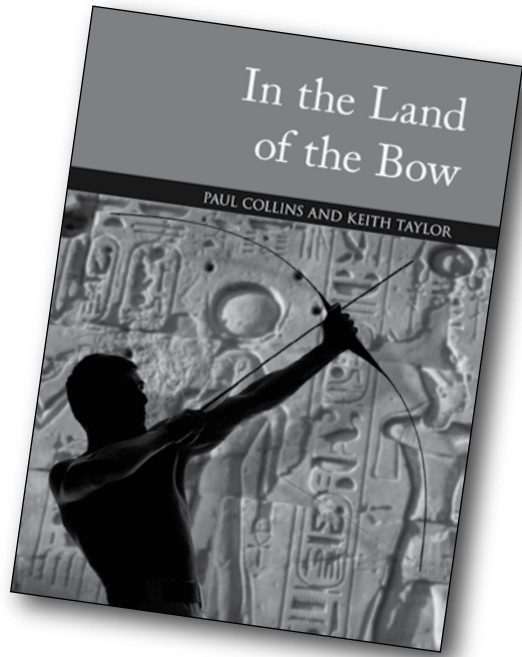


# Springboard 6

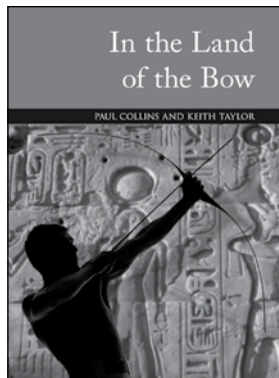


## In the Land of the Bow

### Fiction

Title	Text Type	Word Count
Pet Wrangler	Humour	7000–7900 words
Uncanny Climate Change	Mystery	7000–7900 words
Casey and the Oob	Fantasy	8000–8900 words
Circle Mania	Realistic Fiction	8000–8900 words
In the Land of the Bow	Historical Fiction/ Fantasy	9000–9900 words
The Place to Be	Realistic Fiction	9000–9900 words

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## IN THE LAND OF THE BOW

### Upper level fiction

**Text type: Historical Fiction/Fantasy**

**Reading age 12.5–13.5**

**Word count 9000–9900**

Guide questions for teachers are in *italics*.

### Before Reading

Ask students if they have ever read a story or seen a show or film that begins in the present but then transports the characters to another time. Tell students that some of these stories provide an accurate picture of what life may have been like during another time in history. These stories are termed historical fiction.

Other stories may create a completely fictional account of life in another time. If the author also features magic or supernatural forms as a primary element of the plot, theme, or setting, the story is considered to be a fantasy. The film *Narnia* is an example of this genre.

Ask students if they know of any other historical fiction or fantasy stories. Do they know of any stories that are a combination of historical fiction and fantasy?

## COVER

### Before Reading

*Read the title and look at the cover illustration. What might this book be about?*

Discussion and question guide:

*Does the title give any clues to what this book may be about?*

*What information is contained in the illustration?*

*What aspects of the cover tell you this story is set long ago?*

Read the blurb and discuss what is meant by the words *ancient*, *historical fiction/fantasy*, and *fiendish and deadly plot*.

*Who do you think might tell this story?*

*What does Christopher's bike allow him to do?*

*When do you think this story is set?*

*Where is it set? Do you know anything about Ancient Egypt?*

*Consider the information the title, illustration, and blurb contain. What do you think happens in this story?*

## OVER THE EDGE

### Before Reading

*Read page 4. Who is telling the story? When does this story begin? Invite students to suggest that it begins in the present. What is Joan Grifford's Walk? Discuss the terms progressively rated suspension, dual mode link, Marzocchi Z1 Bomber, and suspension fork.*

*What situation is occurring? Do we know where this character is?*

*Read this chapter and find out what happens to Christopher.*

### After Reading

What is the setting?

*What happens to Christopher? Is this story being told in the present? Prompt students to notice that Christopher is recounting the events.*

*What were Christopher's thoughts as the lightning struck?*

## AMENEMHÊT

### Before Reading

*Does the title suggest anything to you? Discuss the pronunciation of this word and what it could mean. Read page 7. Where do you think Christopher is? What is meant by a rancid stench?*

*Read this chapter and find out what the word Amenemhêt means. As you read, take note of the setting and plot and be ready to share your thoughts about what is going on.*

### After Reading

*Who is Amenemhêt? What happened to Christopher after he went over the edge?*

*Which other characters have been introduced? Support students to keep track of the characters in the story by writing their names and relationship to Christopher on the board.*

*What predicament has Christopher found himself in?*

*How could Christopher get back to the 21st century? Invite students to infer.*

*What do you think is going on in this story?*

## THE YOUNG SCRIBE

### Before Reading

What is a scribe? Discuss. Read page 15. What does it mean to be not that bright? What is meant by the term grand plans?

In this chapter you will learn what it means to be a young scribe and how Christopher feels about his role. We see more of Muntuhotep, Amenemhêt's father, and can begin to build a profile of his character. Read this chapter and be ready to chat about what you learn.

### After Reading

Invite discussion about Amenemhêt's role as a young student. Why do you think Muntuhotep does not want his son to become a soldier?

What is a temple?

Who is Amenemhêt's teacher? How does Amenemhêt feel about the priest?

Does Amenemhêt do well in his training? How does Muntuhotep feel about his son's capabilities? What tells you this?

What is a pharaoh?

Describe what you think it might be like to be in someone else's body and to have some of their characteristics.

## INSULT TO THE PHARAOH

### Before Reading

What is an insult? Who is the Pharaoh? Read page 20.

What are instincts? Why is the word *he* in italics? What might give Christopher the impression that Amenemhêt wanted to run?

Read this chapter and find out what the title means. Be ready to share what you think could happen to Amenemhêt.

### After Reading

Who is Nelicho? What does it mean to be game for anything? What does Nelicho want to be? What is he likely to be? Why is he likely to become a boat builder?

What do the words *supple* and *sidelock* on page 21 mean?

What news does Nelicho share?

What does Muntuhotep do? Who is Kiya? What does it mean to be a widow?

What problem faces Amenemhêt?

## FALSELY ACCUSED

### Before Reading

*What does the title suggest happens? Read page 26. What do the words absolute sacrilege mean? What do you think Muntuhotep thinks?*

*In this chapter you will learn that Amenemhêt is blamed for a picture of the Pharaoh that he did not do. Read on to find out Amenemhêt's argument. Be ready to discuss how this mystery gets even more complex.*

### After Reading

*What are hieroglyphs? Why are the scribes writing on bits of pottery and slabs of wood? Where will they be able to write when they can scribe perfectly?*

*Why did Muntuhotep suspect Amenemhêt? What did Amenemhêt eventually say to convince his father of his innocence? Prompt students to find the term *Feather of Truth* on page 29 if needed.*

*Who blamed Amenemhêt for the picture? What convinced the official that Amenemhêt was innocent?*

*Where did Amenemhêt sleep on the night of his interrogation? What was discovered the next morning?*

## AMENITRÉ'S PLAN

### Before Reading

*Who is Amenitré? Read page 35. Why is Muntuhotep curious about the painting?*

*In this chapter, you will learn what Amenitré thinks after Amenemhêt gives details about the height of the offender and the skill level required for the pictures. Amenitré will tell Amenemhêt about some interesting happenings that occurred when he was at the palace.*

*As you read jot down what you learn happens and be ready to discuss what you think.*

### After Reading

*What happened when Amenemhêt spent the night at the palace?*

*Why did this make the situation much more serious? Why might someone want to burn the Governor's ship?*

*What does Amenitré suggest Amenemhêt do to find out what is going on? What does Amenitré suspect could be happening?*

*How does Amenemhêt feel about Amenitré's plan?*

## MORE TROUBLE BREWS

### Before Reading

*What does the title mean? Read page 42. Discuss the way the author has played on the double meaning of the word *brews*. What does it mean that the beer house was crammed and roaring?*

Invite students to predict what happens in this chapter.

*In this chapter, Amenemhêt and Nelicho try to gather information at the beer house. Read on and take note of what they observe. They will hear something that makes them suspicious. Be ready to share what they learn.*

### After Reading

*Describe the atmosphere at the beer house.*

*What are some of the things Amenemhêt observed?*

*What did he see and hear that made him immediately suspicious? Is Amenemhêt confident that it is the information he is seeking, or could it be related to something else? What else could it be?*

*How does the chapter end? Why do you think Amenemhêt follows the three men? What might happen?*

## THE SCURRILOUS ARTIST

### Before Reading

*What does the word *scurrilous* mean? Read page 50. What do you think could happen? Where might the men be headed?*

*As you read this chapter, you will find out where the men go and how they are involved. Read on and learn of the important discoveries Amenemhêt makes.*

### After Reading

*Where did the three men go? Who was at the dwelling?*

*How did Amenemhêt manage to get into a position where he could eavesdrop on the conversation?*

*What did he hear?*

*Who seemed to be the leader of the group?*

*Who had they planned to take the blame?*

*What made Amenemhêt's flesh crawl and hair stand on end? Revisit page 55 to check if needed.*

*What happened to alert the men to Amenemhêt's presence?*

## CAUGHT IN THE ALLEY

### Before Reading

*What does the title suggest? Read page 58. What do you think will happen? Do you expect the title suggests that Amenemhêt is caught by the men? If he is, what do you think might happen to him?*

*As you read this chapter, you will find that Amenemhêt is, in fact, captured by the men. The capture is foiled as he is rescued by a fellow he saw at the beer house, but Amenemhêt is unsure whether to trust his rescuer.*

*Find out what happens and think about whether Amenemhêt's rescuer can be trusted.*

### After Reading

*What happens when Amenemhêt escapes into the alley?*

*What advantage does Amenemhêt have over the bowman?*

*How is Amenemhêt feeling when he realizes he has nowhere to run to escape?*

*What happened after the capture?*

*Who is Amenemhêt's rescuer? What reason does he give for helping Amenemhêt?*

*Why is Amenemhêt unsure about telling this man what he heard?*

*Where are Amenemhêt and his rescuer going?*

## A THOROUGHLY EVIL SCHEME

### Before Reading

*What does the title suggest? Read page 67. What is Amenitré's reaction when Amenemhêt returns home with the fisherman? How does Amenitré feel about the rescuer?*

*How does Amenitré take the news that her husband is to be blamed for the Governor's demise?*

*As you read the last chapter, you will find out what is really going on in this story. Read on and be ready to discuss what you learn.*

### After Reading

*What did you learn about this story?*

*What was really happening to Christopher?*



## ▲ CODE BREAKER

A simile is a device used by an author to compare one thing to another. The author does this to help us build a vivid picture of what is being described and to make the story more interesting to read. Usually, the words like or as are used in the comparison, and these help us to know that it is a simile. For example, Jack is like a bear with a sore head.

A metaphor is a device used by an author when one thing is said to be another. For example, Jack was a bear with a sore head.

Discuss these similes from the story:

- my heart was pounding like a metal press
- he saw like a lion in the dark

Discuss these metaphors from the story:

- he squeezes us for money
- like the old hyena said

## ■ MEANING MAKER

Chat to your partner about the following questions. Use the book to help you answer them. Jot down a few notes to help you remember.

What is the event at the start that causes the problem in this story?

Find three important things that happen in the story before the end.

How is the problem solved?

How do you feel about what happened in this story?

Guide students to share their responses. Probe for clarification and elaboration as needed.

## ◆ TEXT USER

The blurb on the back cover of this book includes the words he never thought he'd end up thousands of years in the past.

Why do you think the author tells the readers that Christopher travels back in time? How does this support us to read this book? Guide students to understand that this tells the reader that part of the story is set in the past.

We also know that it is a historical fiction. This makes some readers more interested, as the events in this story are based on facts. Why might this spark more interest for some readers? Discuss.

Have students reflect on their before-reading prediction of what this book was about. After finding out what happens in the last chapter, how would readers understand this story differently when they read it a second time?

## ● TEXT CRITIC

This story has the reader wondering how Christopher arrives in Egypt thousands of years earlier. The reader is actively thinking and questioning what is going on and how this could have happened.

Discuss how the author crafted this story so that the reader was drawn into the story of Amenemhêt and the deadly plot.



## USING MULTIPLE INTELLIGENCES

Work in pairs for this task.

**Create:** Create the scene of the alley chase. Using modelling or construction materials, build the houses and alleys and create models of Amenemhêt and his captors. Use the descriptions in the book to help with your design. (S)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

verbal-linguistic intelligence – word smart

logical-mathematical intelligence – number/  
reasoning smart

spatial intelligence – picture smart

bodily-kinaesthetic intelligence  
– body smart

musical intelligence – music smart

interpersonal intelligence – people smart

intrapersonal intelligence – self smart

naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# In the Land of the Bow      Name \_\_\_\_\_

Graphic Organizer (during and after reading)

Jot down the main ideas from each chapter as you read.

Over the Edge	Amenitré's Plan
Amenemhêt	More Trouble Brews
The Young Scribe	The Scurrilous Artist
Insult to the Pharaoh	Caught in the Alley
Falsely Accused	A Thoroughly Evil Scheme

# In the Land of the Bow

Name \_\_\_\_\_

## Ⓜ Code Breaker

Insert a suitable word from the list below to complete each sentence.

images	immediately	decorations	bushy
muscles	city	heard	resemblance
archers	gagged	breathing	patch

Suddenly, I woke up, and I immediately \_\_\_\_\_ at the rancid stench.

Dozens of thoughts and \_\_\_\_\_ ran through my mind.

And my curly, \_\_\_\_\_ hair – it had somehow completely disappeared!

I had to slow my \_\_\_\_\_.

He cut some animal bone and managed to \_\_\_\_\_ up my cranium.

However, he didn't seem to care about his \_\_\_\_\_.

He went to see Nelicho's mother \_\_\_\_\_, and I went with him.

Lord Thuwre's \_\_\_\_\_ were his own bodyguard.

I agreed there was an uncanny \_\_\_\_\_ between the pictures and the pots.

"There's trouble in the \_\_\_\_\_, unrest and bad talk," Amenitré reminded me.

All tall, with great lean \_\_\_\_\_, they wore kilts and nothing else.

Suddenly, I \_\_\_\_\_ voices echoing up the stairwell – people were coming to the roof!

# In the Land of the Bow

Name \_\_\_\_\_

## ☐ Meaning Maker

Record your answers. Check the book if you need to.

1. What feelings did Christopher experience when he woke in ancient Egypt?

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2. What did Christopher dislike about learning to scribe?

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3. Why was Christopher at risk of getting the blame for the paintings of the Pharaoh?

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4. What made Muntuhotep an appropriate person to try to blame for the planned death of the Governor?

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5. How do you think it would feel to wake up in another place and time?

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6. If you had to spend a week in another place and another time, where would you choose to go and when? Explain your answer.

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# In the Land of the Bow

Name \_\_\_\_\_

⦿ Text User

1. How did the cover and blurb help you predict what this book was about?

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2. What tense was this story told in?

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3. Write down what was interesting about Amenemhêt's family.

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4. Were there elements of this story that made it difficult to read? Explain.

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5. What was the most interesting part of this story? Give reasons.

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6. Explain what the term historical fiction/fantasy means.

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7. Why do you think the author chose to set the story in ancient Egypt?

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8. How did this book help you to learn more about your world?

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9. Has the story made you interested in what life might have been like in ancient Egypt?

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10. How do you think the author might have come up with the idea for this story?

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# In the Land of the Bow

Name \_\_\_\_\_

## ● Text Critic

Think about how you felt as you read his story. How did the author want you to feel as you read the story? Explain each of your answers.

1. How did the author show this story was set in ancient Egypt?

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2. You needed to read between the lines to work out what was happening in this story. Explain why.

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3. Which characters were portrayed in a positive or good way? Find words from the story that show evidence of this.

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4. Which characters were portrayed in a negative or bad way? Find words from the story that show evidence of this.

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5. Amenemhêt was described as not too bright. Why do you think the author constructed his character this way?

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7. Why do you think the author wrote this story?

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8. What do you think your life would have been like if you lived in ancient Egypt?

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# In the Land of the Bow

Name \_\_\_\_\_

Multiple Intelligences  
Verbal-linguistic

Make your own word search. Choose 12 interesting words from the book. Include some of the words that have historical significance. Put the words into the grid and fill in the empty spaces with extra letters. Don't forget – you can go up, down or use the diagonal. Write the words in alphabetical order on the lines beneath.


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# In the Land of the Bow

Name \_\_\_\_\_

Historical Fiction/Fantasy

There are many different themes for historical fiction. In the story, the time and place are very important. Answer these questions about the story.

1. What was the setting for the story?

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2. How easily can you imagine ancient Egypt? Explain.

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3. Does the setting in ancient times play an important role? Why?

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4. Could a story like Christopher's really happen? Explain.

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5. Could you imagine yourself in the action of this story? Explain.

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6. Would you like to be part of an adventure like Christopher's? Explain.

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7. Do you think the background and details of the story were historically accurate? Explain.

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8. Do you think there is a lesson to be learned from this story? Explain.

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