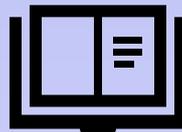


Daniel Barker: By Power or Blight Teachers' Notes

Written by Jenny Woolsey



Category	Middle grade Fiction
Author	Jenny Woolsey
Publisher	Pearls of Wisdom Press
Extent	152 pp
Age	9-13
ISBN	9780994534163 (pbk) 9780994534170 (ebk)

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About the Story

Daniel Barker is your typical thirteen-year-old boy except for one thing. He has a gift which gives him incredible power. This power comes from a magical book, called Scrivener, which was passed down to him from his grandmother, then mother. The Scrivener power is activated by writing a hashtag and then the wish. Daniel has been granted 99 wishes and must use them for the good of the world.

In primary school, Daniel is seen as a superhero. In high school things start out well and he earns the nickname, Dan the Man. But soon, the other kids want him to start using the wishes for pranks. At first Daniel resists but with further taunts and bullying he gives in to the pressure.

Having gone against the rules, the Mummy's Blight is unleashed, and Daniel finds himself caught up in a chain of catastrophic events which he must try to stop.

Daniel Barker: By Power or Blight is a fun fantasy which contains the themes of difference, bullying, peer pressure, single-parent families and ancient Egypt.

About the Author



Jenny Woolsey is a writer and blogger, teacher, chaplain and advocate for people with facial differences, mental illness and inclusive education. She has a Master of Education (Honours), a Certificate IV in Youth Work, a Certificate IV in Training and Assessment, and a Certificate in Creative Writing.

Home is in the north of Brisbane, in Queensland, Australia, with her husband, three magnificent children, three spirited cats and her cute fluffy dog.

Jenny started writing stories when she was little. As a teenager, poetry was her favourite genre. In 2013 Jenny left the classroom and started writing children's novels. Her theme is *Difference and Diversity*.

Jenny writes to help children and teens who feel different, shy, anxious, or don't fit in. She understands as she was all of those growing up! She also writes about diversity, with disabilities, different types of families and cultures being represented in her books.

Jenny's message is:

You are good enough – in fact you are more than that – you are perfect just the way you are!

*Remember, no matter what you look like or feel like,
you are valuable and can achieve great things in life!*

It's okay to be different!

You can find Jenny in many places:

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Twitter: @Jenny_Woolsey

YouTube: <https://www.youtube.com/user/jennyw67>

Why Jenny Wrote Daniel Barker: By Power or Blight:

Jenny was born in the 1960s in Brisbane. When she entered the world, everyone knew instantly that there was something wrong with her. Her eyes were bulgy, like froggy eyes, and her skull was small. There was a flurry of movement and doctors were called. The baby – Jenny, was diagnosed as having a rare craniofacial syndrome, known as Crouzon syndrome. It meant that her life, and the life of her family, would not be like other people's.

Being different in a world where difference wasn't tolerated very well was hard for Jenny. She was stared at, comments were made about her and she was shunned. At school, she was verbally and physically bullied. Her brothers would get into scraps trying to protect her from other mean children. It was difficult for the whole family.

Jenny needed life-saving surgeries and reconstructive plastic surgeries. She became visually impaired due to complications in one of these operations, and would never be able to drive.

Jenny had an inner determination to succeed. She went to university and studied to be a primary teacher. It was during her career that Jenny read many of Roald Dahl's books. She loved his imagination. *The BFG* being her favourite. After reading *The Magic Finger*, Jenny had an idea of writing a story where a child has some type of power. After using Twitter one day, Jenny thought of the idea for a magical book with wishes that were written like Twitter. Jenny has always loved Egypt and particularly the pyramids and mummies etc. so this was also added into the mix. A single-parent family being featured came from Land of Britannica.

Study Notes for Teachers

Discussion Questions:

1. From reading the blurb on the back cover, what do you think the story is about?
2. Do the pictures on the front and back cover give you any more clues?
3. What do you think the hashtag coming out of the book means?
4. What do you think 'By Power or Blight' might mean?
5. What type of story is it? (Fantasy) Give some examples of other fantasy novels.
6. If you were given 99 wishes, what would you use them for?
7. What would be the best wish to have in the entire world and why?
8. As you read the story, construct a time-line of the events.

INTRODUCTION

- Describe Daniel.
- What does Scrivener mean?
- If you wrote rules for a wish book, what would yours be and why?
- When can Daniel use a wish?
- Make up your own rhyme for your rules.
- Would you like to be Daniel? Why/why not?

CHAPTER ONE - THREE

- What was Daniel's first wish?
- Do you think it was a good one? Why or why not? What would have wished for?
- Grandma said Mrs Barker having her book at the beach and saving the drowning boy was her destiny – what does that mean?
- What is racism? What is Harmony Day?
- Research the superheroes. Who is your favourite and why? Compare and contrast them.
- Why do you think Grandma's eyes turned black when she talked about the Mummy's Blight?
- Sum up Daniel at the end of Chapter One.
- What do you think will happen in high school?
- Write a speech about yourself.
- What does 'a swollen head' mean?
- Why do you think the teasing started?
- Give a reason why Daniel wouldn't tell an adult that he was being bullied.

CHAPTER FOUR - SIX

- How did life change for Daniel after the fire incident?
- Write a list of positives and negatives for having the Scrivener power. Add to this as you read through the book.
- Discuss the cause and effect of Ethan and Sam's bullying. Do you think they got what they deserved and why/why not?
- Discuss anti-bullying strategies to use instead of retaliation.
- On page 37, Grandma tells Daniel that he's not using the power for good but he replies, 'But that was good.' Why do you think Grandma told him he wasn't?
- What do you think the glowing yellow rules means? What do you think is going to happen next?
- What do you think Daniel's dream means?
- Research the meaning of dreams.
- Research an example of an Egyptian curse. Are Egyptian curses fact or opinion?
- Why did the kids call Daniel Wizza Dog?
- Do you think Tristan is acting like a best friend? Why/why not?
- How do you think Tristan is feeling?
- Should Daniel write another wish to see if his charity work has counteracted the bad? Why/why not? What would you have done?
- Did things change when Daniel started Year Eight?
- On p. 45 Daniel's teacher has a metallic glint in her eye – would she really or is he imagining it?
- Why might Daniel's hairs be standing up on the back of his neck?

CHAPTER SEVEN - NINE

- Compare how Daniel was feeling in Chapter One to how he is feeling in Chapter Seven.
- What was his mum's motive for giving him a birthday party?
- How did Daniel's birthday go?
- What happened on page 51 that is significant?
- What does 'snapped like a toothpick' mean?
- What is a gut feeling? Have you ever had one?
- At the end of page 52 predict what is going to happen in maths.
- On page 57 what happened that is significant?
- Daniel throws the Scrivener book in the bin. Do you think that will solve his problem? Why/why not?
- Who is lying – Mr Bagges or Daniel? Why do you think that?
- Page 59. Now there are two people with the metallic glint in their eyes – any ideas why?
- If you were Daniel, what would you do next?

- How do you think the parent/teacher interviews are going to go?
- Predict what might happen.
- How would you feel sitting at each of the interviews, hearing the things the teachers are saying?
- Why does Daniel call Mr Bagges, Baggypants?
- Who is Daniel's favourite teacher? Why do you think she is? What is his past history with music?
- There is more glinting of eyes – any more ideas of why?
- On page 64 we hear more about the family circumstances. What else do we learn?
- What is the turning point of the story?
- What colour does the Scrivener writing glow?
- Predict why Mrs Barker screamed, followed by Daniel.

CHAPTER TEN - THIRTEEN

- What's happened to Daniel's mum?
- What do you do in an emergency?
- What is juvie?
- What do you think Daniel is going to tell Grandma?
- What is the relationship between Daniel and Grandma?
- How is Grandma going to react?
- Why does Daniel jiggle his legs through the story?
- What are other signs of anxiety/stress?
- List the four wishes
- Draw a plan of the science block, showing the steps Daniel took to stop the explosion.
- Why do you think the blight is affecting people and things that Daniel likes?
- What does Crimestoppers do? What is the phone number for Crimestoppers?
- Why does Grandma not know whether Daniel can use the Scrivener power to make a new house? What are your ideas on this?
- What is an antidote?
- Describe a zombie.
- Why do you think Grandma would have the recipe for a zombie antidote?
- Write your own recipe to stop an alien or some other type of villain.

CHAPTER FOURTEEN – EIGHTEEN

- Based on what you know, how do you think is going to happen next? Do you think the zombie antidote is going to work out? Why do you think that?
- Would you know how to go into a supermarket, choose ingredients and pay for them?
- What goes wrong? Write in the correct order.
- On page 97, what does 'and examined the floor again as if I was a CIB detective' mean?
- What does camouflage mean?
- Do you think Daniel made the right decision to ride his bike without a helmet? Why or why not?
- If you were Daniel, what would you say to the policeman?
- What do you think Grandma was thinking when she talked to the policeman?
- What is citric acid?
- What type of shop do you get penicillin from? Who discovered penicillin and what is it used for?
- What do you think is going on between Grandma and Charlie at the chemist?

CHAPTER NINETEEN – TWENTY-TWO

- How do you think Mrs Barker is going to react after Grandma goes to get her?
- How are recipes and science experiments the /different?
- What things do you measure in grams and millilitres?
- How do you feel about eating lamb brains?
- Research a recipe for chocolate chip cookies.
- Predict what is going to happen in Chapter Twenty-One
- How would you make Miss Ruhle eat a cookie?
- Do you think Miss Ruhle will drink the coffee? Why or why not?
- Learn a magic trick.
- Did you like that Miss Ruhle didn't turn into a zombie? Why or why not?
- Why do you think Grandma is using humour with the TV after Daniel cleans up the kitchen?
- Can you add anymore characteristics to your initial description of Daniel?
- How does the story end?
- Do you like the ending? Why or why not?
- Plan your own trip to Egypt. How much would flights be? How long does it take to fly to Egypt? What sightseeing would you do?

GENERAL QUESTION/ACTIVITIES BASED ON BLOOM'S TAXONOMY:

Level 1 Knowledge:

Exhibiting memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

Questions:

(who, what, why when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select)

For example:

1. Why was Daniel given the Scrivener book?
2. How many wishes was he given?
3. What happened to awaken the Mummy's Blight?
4. Choose words from the list to describe Mrs Barker.
5. What stopped Miss Ruhle from turning into a zombie?
6. Cross out the events in the list that did not happen in the story.

Activities:

- Make a wanted poster for the Scrivener book or Daniel.
- Arrange the main plot points from the time line in order.
- Match statements with the characters who said them.
- Choose your favourite part of the story and retell it.
- Design an anti-bullying poster using example situations from the story.
- Write down the rules for the Scrivener book.

Level 2: Comprehension

Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptors and stating main ideas.

Questions:

(compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarise, show, classify)

For example:

1. What do you think the story is trying to tell us?
2. What are the main themes of the story?
3. Explain why Dan the Man became Wizza Dog.
4. Compare primary school to high school.
5. Can you relate to what Daniel is going through? Why or why not?
6. What do you think the metallic glints in people's eyes meant?

Activities:

- Construct a pictorial time-line of the main events in the story.
- Explain how Daniel felt at the beginning, middle and end of the story.
- Interpret pictures or passages from the story.
- Write an explanation for the Scrivener book reappearing after it was locked away.
- Classify into yellow, orange, dark red warnings.
- Find two analogies in the story and explain what they mean.

Level 3: Application

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Questions:

(apply, build, choose, construct, develop, interview, make use of, organise, experiment with, plan, select, solve, utilise, model, identify)

For example:

1. How would you have used the Scrivener power in Daniel's situation in high school?
2. What questions would you ask if you were interviewing Daniel?
3. How would you have solved Daniel's problems?
4. If you were Grandma, how would you have solved Daniel's problems?
5. What would result if the people who had wishes put on them, stayed in their post-wish state?
6. What would your advice be to Daniel when he received his Scrivener book on his tenth birthday?

Activities:

- Make puppets and act out a part in the story.
- Transfer Daniel into a new setting.
- Think of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.
- Plan the best 13th birthday party for Daniel, based on what you know about him.
- Write down the interview questions you would ask Daniel for a news show?
- If you could change the rules of Scrivener, what would they be and why?

Level 4: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisation.

Questions:

(analyse, categorise, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in)

For example:

1. How would you have used the Scrivener power in Daniel's situation in high school?
2. What questions would you ask if you were interviewing Daniel?
3. How would you have solved Daniel's problems?
4. If you were Grandma, how would you have solved Daniel's problems?
5. What would result if the people who had wishes put on them, stayed in their post-wish state?
6. What would your advice be to Daniel when he received his Scrivener book on his tenth birthday?

Activities

- Distinguish what could happen from what couldn't happen in the story in real life.
- Select parts of the story that were the funniest, saddest, happiest, and most unbelievable.
- Differentiate fact from opinion
- Select an action of Daniel that was exactly the same as something the student would have done.
- Identify general characteristics of Daniel, Mrs Barker and Grandma.

- Compare and contrast the relationship between Daniel and his mother, and Daniel and his Grandma.

Level 5: Synthesis

Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptors and stating main ideas.

Questions:

(build, choose, combine, compile, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimise, maximise, theorise, elaborate, test, happen, delete)

For example:

1. How could you change the plot?
2. How could you change Daniel?
3. Can you invent an antidote that would counteract the Mummy's Blight? What would you put in it and why?
4. Can you list the parts of the story that showed that Daniel was a victim of his circumstances?
5. Suppose you could change what happened at school, what would you do and why?
6. Imagine you were Grandma. How would you be feeling about what has happened and what would you try to do to solve Daniel's problem?

Activities:

- Write three new titles for the story that would give a good idea what it was about.
- Create a poster to advertise the story so people will want to read it.
- Use your imagination to draw a picture about the story.
- Compose and perform a monologue that will communicate the thoughts of Daniel had a certain point in the story.
- Imagine that you are the main character. Write a diary account of daily thoughts and activities.
- Create an original character and tell how the character would fit into the story.

Level 6: Evaluation

Present and defend opinions by making judgment about information, validity of ideas or quality of work based on a set of criteria.

Questions:

(award, choose, conclude, criticise, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritise, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct)

For example:

1. Do you agree with Daniel being suspended for being bullied? Why or why not?
2. What is your opinion of Tristan? Has he been a good friend throughout the story?
3. Would it be better if Daniel was homeschooled or moved towns? Why or why not?
4. What choice would you have made for the 99 wishes and why, remembering the rules? W
5. What would you have done in high school, if you were Daniel?
6. How could Daniel prove or disprove that the Mummy's Blight had been unleashed?

Activities:

- Decide which character he or she would most like to spend a day with and why.
- Judge whether or not Daniel should have included his power in the speech he gave to his English class.
- Judge whether or not Daniel should have acted as he did at high school once the bullying started.
- Discuss if the story really could have happened and justify reasons for the decision.
- Write what is your favourite part and give reasons for your decision.
- How would you rate the story and give reasons for your rating.

PERSONAL QUESTIONS:

- What was your favourite part of the story?
- What was your least favourite part of the novel?
- Could you identify with any of the characters?
- Do you know any people who are like the characters in the novel?
- What do you think is going to happen in the next book?

AUSTRALIAN CURRICULUM

YEAR 4-8 LINKS

English

CREATING TEXTS:

- Persuasive Text
- Descriptions
- Recount of an event
- Narratives
- Procedures/recipes/science experiments
- Information Report on Egypt
- Poetry and rhymes
- Book reviews
- Writing from different points of view
- Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (multimodal texts).

INTERPRETING, ANALYSING, EVALUATING:

- Literal meaning questions – What do the words say?
- Inferential meaning questions – What does the message mean?
- Personal meaning questions – What do I think about it?
- What is the main idea of the story?
- Are there supporting details?
- Describe the story with Who, What, Where, When, Why and How
 - Where does the story take place?
 - Who is the main character?
 - What was the problem?
 - What happened?
 - When did things take place?
 - What is the outcome?
 - How did Issy feel?
 - Why did things turn out the way they did?
- What are the themes of the story?
- Discuss posing and discussing questions, such as ‘Should this character have behaved as they did?’, and begin to make balanced judgments about the dilemmas characters face and relative merit and harm.
- Talk about Point of View.
- Write the story from another point of view e.g. Tristan.

- Examine the author's description of a character's appearance, behaviour and speech and note how the character's development is evident through his or her dialogue and changing relationships and the reactions of other characters to him or her.
- Recognise the influence our different historical, social and cultural experiences may have on the meaning we make from the text and the attitudes we may develop towards characters, actions and events.
- Identify pivotal points in the plot where characters are faced with choices and comment on how the author makes us care about their decisions and consequences.
- Statement: Fact or Opinion
- Mental imagery
- Analogies
- Onomatopoeia
- Story Map/Sequencing of story events
- Semantic Web
- Make links between Daniel's experiences and the students' own lives/experiences.
- Make inferences about the characters' feelings.

LITERATURE:

- Draw upon literary texts students have encountered and experiment with changing particular aspects, for example the time or place of the setting, adding characters or changing their personalities, or offering an alternative point of view on key ideas.
- Collaboratively plan, compose, sequence and prepare a literary text along a familiar storyline, using film, sound and images to convey setting, characters and points of drama in the plot.
- Explore two or more texts by the same author, drawing out the similarities, for example subject or theme, characterisation, text structure, plot development, tone, vocabulary, sense of voice, narrative point of view, favoured grammatical structures and visual techniques in sophisticated picture books.
- Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension.
- Create literary texts that explore students' own experiences and imagining.
- Create literary texts by developing storylines, characters and settings.
- Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.
- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions.
- Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.
- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.
- Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts
- Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view
- Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.
- Recognise and analyse the ways that characterization, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches.
- Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour.

Health & Physical Education

- Explore how success, challenge and failure strengthen identities.
- Explore strategies to manage physical, social and emotional change.
- Examine the influence of emotional responses on behaviour and relationships.
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.
- Identify and practise strategies to promote health, safety and wellbeing.
- Describe how respect, empathy and valuing diversity can positively influence relationships.
- Investigate how emotional responses vary in depth and strength.
- Investigate the impact of transition and change on identities.
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older.
- Practise and apply strategies to seek help for themselves or others.
- Investigate and select strategies to promote health, safety, and wellbeing.
- Investigate the benefits of relationships and examine their impact on their own and others wellbeing.
- Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity.

- Investigate the benefits of individuals and communities of valuing diversity and promoting inclusivity.

GENERAL:

- Food and nutrition
- Mental health and wellbeing
- Family relationships
- Self-identity
- Resilience
- Superheroes

Design and Technologies and Digital Technologies

- Recognise the benefits food technologies provide for health and food safety and ensure that a wide variety of food is available and can be prepared for healthy eating.
- Consider traditional and contemporary methods of food preparation used in a variety of cultures, including Aboriginal and Torres Strait Islander methods.
- Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques.
- Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solution.
- Represent and communicate design ideas using modelling and drawing standards including the use of digital technologies, for example scale; symbols and codes in diagrams; pictorial maps and aerial views using web mapping service applications.
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating

The Arts - Visual Arts, Media Arts & Drama

- Storyboard and film a short sequence showing a conflict, selecting camera angles, lighting and costume to convey meaning without dialogue.
- Explore genres such as narrative, non-narrative, experimental and documentary and making a trailer in a similar style.
- Practise drawing images and making objects related to self, others and personal environments in different forms, for example, painting, sculpture, photography, weaving.
- Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text

- Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text.
- Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories.
- Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text.
- Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds, and text.
- Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama.
- Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations.
- Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place.
- Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.
- Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama.
- Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience.
- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes.
- Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions.
- Perform devised and scripted drama maintaining commitment to role.

Year 7 History

- The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there.
- Roles of key groups in ancient Greece, Egypt or Rome including the influence of law and religion.
- The significant beliefs, values and practices of ancient Greece, Egypt or Rome with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs.

The Ancient World - The Mediterranean world – Egypt

- Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there)

- Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion
- Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
- Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties
- The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II

See www.jennywoolsey.com for free activity sheets