



Daniel Barker: Journey to Egypt Teachers' Notes

Written by Jenny Woolsey



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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 Book 1, Daniel Barker: By Power or Blight, Daniel is bullied, and due to peer pressure writes wishes against the rules, and unleashes the Mummy's blight.

In this story Book 2, Daniel and Grandma go back to Egypt with the aim of stopping the curse. At the Egyptian Museum of Antiquities Dan is chased by mummies and meets Meryatum, Ramesses II's son, who takes him into ancient Egypt. Dan and Meryatum encounter many obstacles in their quest, from tomb robbers to hippos and a cunning high priest..

Daniel Barker: Journey to Egypt is a fun fantasy/horror which contains the themes of difference, friendship, resilience and ancient Egypt.

About the Author



Jenny Woolsey is an author, speaker and educator on diversity and mental wellbeing. She has the motto *Be Weirdly Wonderful! Dare to embrace your differences*. Jenny has a Master of Education (Honours), a Certificate IV in Youth Work and a Certificate IV in Training and Assessment. She also possesses certifications in creative writing, professional speaking, life coaching and art therapy.

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 wonderful things in life!*

It's great to be different!

You can find Jenny in many places:

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Facebook:- <https://www.facebook.com/JennyWoolseyAuthor/>

Twitter: @Jenny_Woolsey

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

Why Jenny Wrote Daniel Barker: Journey to Egypt:

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 cover give you any more clues?
3. What do you think is going to happen in this book, being #2 in the Daniel Barker series?
4. Do you think Dan will cure the Mummy's blight in this book?
5. What do you know about ancient Egypt?
6. As you read the story, construct a time-line of the events.

CHAPTER ONE - THREE

- Have you ever been on an aeroplane? If so, what was your experience?
- What do you remember about Book #1 *By Power or Blight*? Explain the wishes.
- Do you think there is a Mummy's curse? You could research King Tut's tomb supposed curse.
- Brainstorm everything you know about Egypt/ancient Egypt and add to it as you go.
- Design a menu for an airline.
- Research the jobs that people involved in the airline industry do.
- What do you think is in Dan's backpack and why?
- If you had a stowaway monkey in your backpack, what would you do to get through customs?
- Do you think he is going to make it through customs?
- What do you think the purple writing means?

CHAPTER FOUR - SIX

- Research the weather in Cairo.
- Grandma has some funny sayings e.g. 'The weather... is like a pickled pancake,' and, '... before I melt like a blob of butter.' Make up your own metaphors and analogies.
- Research the pyramids of Giza and the Sphinx.
- Plan your own trip to Cairo or a brochure on Cairo. What would you pack? How much would it cost? How long would it take? What sightseeing would you do?
- Why do you think the creepy man in the elevator is in the story?
- Research the types of food the Egyptians eat.
- Have you had any scary dreams you didn't understand?
- Have a look on a map and locate the Nile River.
- What is a felucca? Find a photo of one.
- What is haggling?

- What is a magus?
- What do you think the note says?
- On a map of ancient Egypt, find Hermopolis. Compare it to the modern map of Egypt.
- Who were the goddess Isis and god Thoth? What did they represent?
- Look at the websites for The Museum of Egyptian Antiquities and The Egypt Museum.
- Research the mummification process.
- What do you think is going to happen at the end of Chapter 6 when the mummies have broken out of their cases and are chasing Daniel?

CHAPTER SEVEN - NINE

- Research some of the other gods and goddesses from ancient Egypt.
- Meryatum was a real person from history. Find out a couple of facts about him.
- What would you do – would you go back to the hotel to check on Grandma or follow Meryatum? Why?
- Research the significance of scarabs to the ancient Egyptians.
- What do you think the significance of the glowing 'purple' is?
- Research life in ancient Egypt – their clothing, hair/wigs, makeup, housing, food, temples etc.
- Research the life of a pharaoh, particularly Ramesses II.
- Find Pi-Ramesses on a map and research what is known about the site.
- What do you think about drinking beer as the water is unsafe?
- Find out why the bread tasted like the beach (on page 48).
- How is papyrus made?
- Play archery.
- Design your own time travel machine.
- If you could time travel, where would you go and why?
- Design your own chariot.
- Research Egyptian wildlife.
- What do you think is in the Nile River at the end of Chapter Nine?

CHAPTER TEN - THIRTEEN

- What do we learn about the Scrivener book in Chapter Ten?
- Why do you think Meryatum says they need to give gifts to the owners of the feluccas they borrow?
- Find Heracleopolis on an ancient Egypt map.
- On page 64 & 65, what do you think is causing the banging?
- How would you get rid of the zombies?
- What is bartering?

- Learn to draw hieroglyphs. Write your own sentence.
- Why is the ibis sacred to the Egyptians?
- Research the Valley of the Kings – why was it established?
- How would you find the thieves?

CHAPTER FOURTEEN – EIGHTEEN

- Research scorpions.
- What is the difference between a zombie and a mummy? Do a compare and contrast.
- What is a sarcophagus?
- What types of treasures were put in a pharaoh's tombs and why?
- Why did people rob the tombs?
- Where do you think the baboon has come from?
- So far we have learnt that scarabs, ibises and baboons were sacred animals for the ancient Egyptians. What other animals were?
- Do you think Daniel will find the Scrivener book in one of the sacks that the tomb robbers have?
- Research the layout of an Egyptian temple.

CHAPTER NINETEEN – TWENTY-TWO

- Write a list of creative ways to escape from an Egyptian jail.
- Did they play games/sport in ancient Egypt?
- What is peripheral vision? P. 106
- Do you think Daniel and Meryatum will be rescued? Why?
- Why do you think Maia dressed the boys as girls?
- Find Akhenaten on a map of ancient Egypt.
- Why do you think Meryatum didn't say anything about being a prince?
- At the end of Chapter Twenty-one do you think the creepy man is going to help or snare the boys?
- How has the scarab protected Daniel through the story?
- What would you do if you were under attack from guards with bow and arrows?

CHAPTER TWENTY-THREE – TWENTY-FIVE

- Research hippos. Why are they so dangerous?
- Why did pharaohs wear fake beards?
- What do you think Ramesses II will do to the high priest?
- Do you think he is going to be angry at Meryatum? Why?

- Why do you think Ramesses II knew about the book? Back in the beginning Meryatum told Daniel that he knew about the book too. How do you think these are related?
- Why did the Egyptians give offerings to the gods?
- What is a flotilla? What are some other collective nouns?
- If you were Daniel, would you want to go home or stay? Why?
- Why is the number 7 a sacred number to the Egyptians?
- Did the book end how you expected? Why?

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. Who did Daniel go to Egypt with?
2. Why did Daniel faint in the airport?
3. Who befriended Daniel and took him into ancient Egypt?
4. Where did Daniel and Meryatum go on their quest?
5. What happened in the end of the story?
6. Cross out the events in the list that did not happen in the story.

Activities:

- 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.
- Research and present a PowerPoint presentation on ancient Egypt.

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. Explain the importance of gods in ancient Egyptian society.
2. Compare and contrast the religion in ancient Egyptian to another religion.
3. Would you have done what Daniel did or would you have done things differently? Why?
4. Is there a time where you have needed to be brave? Explain.
5. Why do you think the creepy man and the baboon time travelled with Daniel?

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.
- Relate Daniel's resilience to a time in your life when you had to be brave.

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 build a chariot that doesn't break?
2. What questions would you ask if you were interviewing Daniel about his trip into ancient Egypt?

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 your advice be for anyone time travelling back to ancient Egypt?

Activities:

- Make puppets and act out a part in the story.
- Transfer Daniel into another 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.
- Make a model of a temple or a palace or Pi-Ramesses.
- Write down the interview questions you would ask Daniel for a news show.
- Write down the interview questions you would ask Ramesses II for a news show.

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. What questions would you ask if you were interviewing Daniel compared to the questions you would ask Meryatum?
2. How would you have solved Daniel's problems?
3. If you were Grandma, how would you have solved Daniel's problems?
4. What was the high priest's motive for stealing the Scrivener book?
5. What are the themes of this book?

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, Meryatum, Ramesses II, the high priest, Maia etc.
- Compare and contrast the relationship between Daniel and Meryatum, and Daniel and Tristan from Book 1.

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 in this book?
3. Can you list the parts of the story that showed that Daniel was resilient?
4. Suppose you could change what happened in the museum at the beginning of the story, what would you do and why?
5. Imagine you were lived in ancient Egypt. Who would you be, what would you do, and if you met Daniel, how would you help him?

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 or Meryatum, the high priest, or Ramesses II, at a certain point in the story.
- Imagine that you are Daniel. Write a diary account of his 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. What is your opinion of the scarab? Do you think it protected Daniel?
2. What would you have done in ancient Egypt, if you were Daniel?
3. How could Daniel prove or disprove that the Mummy's Blight had been cured?
4. Choose three major incidents that you believe changed the story and justify.
5. Who would you recommend this story to and why?

Activities:

- Decide which character he or she would most like to spend a day with and why.
- Judge whether or not Daniel should have stayed with Meryatum. Should he have found someone else to help him?
- 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