

## These notes are for:

- Year 6-8
- 10+yrs old
- Upper Primary / Early Secondary

## Key Learning Areas:

- History
  - The Ancient World: Egypt
- Geography
- English

## Example of:

- Fiction
- Author's Note
- Factual Information
- Chapters
- Glossary

## Experience of:

- Reflecting on text
- Reading & Writing
- Speaking & Listening
- Viewing & Creating
- Research

## Values addressed:

- Care & Compassion
- Respect & Responsibility
- Strength & Courage
- Doing Your Best

## Themes:

- Ancient Egypt
  - society, military, beliefs, cultural practices
- Journeys / Quests
- Games / Puzzles
- Friendship
- Heroes / Heroines

\*Notes may be downloaded and printed for regular classroom use only.

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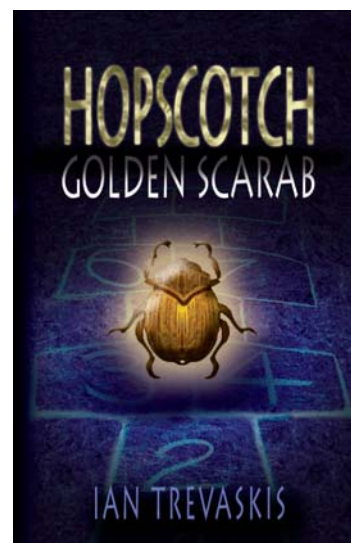
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## Hopscotch Book 2: Golden Scarab

### Hopscotch Book 2: Golden Scarab

By: Ian Trevaskis  
 ISBN: 9781921529252  
 ARRP: \$16.95  
 NZRRP: \$18.99  
 No. of Pages: 224  
 July 2010



## Outline:

*Golden Scarab* is a thrilling adventure story packed with ancient Egyptian myths and legends!

After finding their way back to Pelican Bay, Jake and Hannah must play the mystical hopscotch game again. Sent back to ancient Egypt by Kostas, the Game Lord, their journey in the time of King Thutmose leads them to battle ancient spirits and evil tomb raiders. Will they ever make it home again? And even if they complete their task, will Jake want to return to Pelican Bay or will his desire to be the mighty warrior Jakanh keep him in ancient Egypt?

*Golden Scarab*, the second title in the Hopscotch series, introduces myths and legends in an exciting and accessible way. This mysterious other-worldly tale will appeal to both boys and girls, especially those with a sense of adventure.

The book also includes an author's note, factual information and a glossary for further study. An ideal accompaniment for curriculum topics and school studies into ancient Egypt.

## Author Information:

**Ian Trevaskis** was born in Geelong, Victoria in 1949. In addition to teaching, he studied fine arts and has worked as a teacher of Arts/Crafts. In 1989, he met Michael Dugan when he ran a Writers Alive event for district schools who encouraged him to submit work to publishers, which (after a few rejections!) led to the beginning of his writing career. *Golden Scarab* is his second novel for Walker Books Australia.

From Ian Trevaskis on writing *Golden Scarab*:

"When I was writing the last chapters of *Medusa Stone*, I began to wonder what Hannah and Jake would do once their adventures in ancient Greece were over and they had returned to the peace and quiet of Pelican Bay. I was sure they wouldn't just say, 'Oh well, that was fun wasn't it?' and go on living humdrum and boring lives, as if all those wild and wonderful adventures had never happened. Of course not! They'd survived some pretty heart-stopping experiences, faced incredible dangers and fought some terrifying beasts. They'd also become true warriors and close friends. They'd want to return to the Playground of the Gods, if only to see what might happen next."

## How to use these notes:

These notes are to be used in conjunction with the text *Golden Scarab*. Multiple copies of the text are recommended for shared reading. This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

**Classroom Ideas for *Golden Scarab*****BEFORE READING *GOLDEN SCARAB***

- *Golden Scarab* is the second title in the Hopscotch series and follows on from the first book, *Medusa Stone*. You can read *Golden Scarab* without reading the first book; however, it is recommended that these titles be studied together. Some questions in these notes will relate to comparing the two novels.
- View the front cover of *Golden Scarab*. After viewing the front cover write a brief description of what you think this story might be about. Compare and contrast the front cover of *Golden Scarab* to *Medusa Stone*. What stylistic features are used to show you that these books form part of a series?
- Read the blurb on the back cover of *Golden Scarab*. Where do you think this story is set? Who are the main characters? What mood is created through the use of the poem? Discuss.
- Read the prologue. What is the effect of a prologue? Does it make you want to read more? From the prologue write a brief description of what you think this story might be about. Has this changed from the ideas you got from the cover? How much more do you know from reading the prologue?

**GUIDED READING FOR *GOLDEN SCARAB***

- The following activities relate to specific chapters from *Golden Scarab*. Students should read each chapter and then answer the corresponding questions.

**CHAPTER 1**

- What is a scarab? Research this creature and write no less than three facts about it. E.g. where can you find it? What type of creature is it? Are there different kinds?
- What is Anubis? Research this figure. What was its role in ancient Egyptian mythology? Provide a picture or drawing of Anubis.
- Would you complete Kostas's task? Write a list of what you think might be the advantages and disadvantages of doing the task?

**CHAPTER 3**

- What is a 'canopic jar'? What did the ancient Egyptians use these for and what were the beliefs that surrounded these? Research and provide a paragraph of information.
- What is Ra? Research this figure. What was its role in ancient Egyptian mythology? Provide a picture or drawing of Ra.
- Create a picture of Ammit using images/photos of the animal parts he is made from. Stick these together on a piece of paper to create your Ammit picture.

**CHAPTER 5**

- Read the description of the sorcerer's sceptre. Draw the sceptre as intricately as you can, using the description from this chapter. Describe what the sorcerer's sceptre can do.

**CHAPTER 2**

- What does the pyramid do? Where would you choose to go in the pyramid? Write a description of your ideal place.
- What is Horus? Research this figure. What was its role in ancient Egyptian mythology? Provide a picture or drawing of Horus.

**CHAPTER 4**

- Why would there be a snake pit in the middle of the pyramid? Discuss.
- How would you react to being in the snake pit? Do you think Hannah is brave? Discuss.
- What type of snakes do you think would be in the snake pit? Research snakes and provide up to five different types of snake.

**CHAPTER 6**

- Jake and Hannah see the ancient Egyptian city for the first time. Research and find images of an ancient Egyptian city. Collect these images and create a collage. Present your collage to the class and describe the different images you have used.
- The clothing of the ancient Egyptians is briefly mentioned. Research this clothing further and provide more details and pictures of what they wore.

## Classroom Ideas for *Golden Scarab*

### CHAPTER 7

- What is the name of the festival in this chapter? Conduct further research on this festival and its importance to ancient Egyptian society.
- In *Golden Scarab*, what test do the kings have to pass to continue their rule? Do you think this is an adequate test? What sort of test do the leaders of your country go through to continue their place of power?

### CHAPTER 9

- This chapter is called 'Hannah's Ruse'. What is the definition of the word 'ruse' and how does it apply to this chapter?
- Why is it important to follow instructions closely? Think of instructions for other things, e.g. building a boat or a car. What would happen if you missed a step? What problem is caused by Hannah and Jake not following instructions properly?

### CHAPTER 11

- What sort of foods do Jake and Hannah eat for breakfast? Research the type of food you would expect to eat in the time of the ancient Egyptians.
- What must the Nisu use to help guide him on his journey through the underworld? The ancient Egyptians had specific beliefs about what happened when a person passed away. What were these? Research them.
- Create your own *Book of the Dead*. Use the spells from the book and create an illustration relevant to each.

### AFTER READING *GOLDEN SCARAB*

- Read the author's note at the back of the book. Use this information to create your own newspaper interview with Ian Trevaskis.
- Ask students to imagine *Golden Scarab* is to be made into a film. Prepare a pitch to the producer in which you provide a brief synopsis of the film, casting list, examples of two scripted scenes for the film with storyboards, and publicity material for the film release.

### CHAPTER 8

- Hannah and Jake use camels to transport them across the desert. Why are camels so suited to travelling on sand? Research camels and provide at least three of the characteristics that make them suited to desert life. Are there camels in Australia?
- What is Ammit? Research this figure. What was its role in ancient Egyptian mythology? Provide a picture or drawing of Ammit.
- What is an oasis? Draw a picture of an oasis.

### CHAPTER 10

- What is Bes? Research this figure. What was its role in ancient Egyptian mythology? Provide a picture or drawing of Bes.
- How can you summon Bes in your dreams? Write down this procedure.

### CHAPTER 12

- Where do you think the metal feather will take Hannah and Jake next? Write the beginning of the next Hopscotch book. Where do you think Hannah and Jake should go next and what myths and legends could be incorporated into the story?

- Compare and contrast *Golden Scarab* to *Medusa Stone*. How are these books similar/different? Teachers' resources are available for this book from [www.walkerbooks.com.au/Classroom-Ideas](http://www.walkerbooks.com.au/Classroom-Ideas)
- Write a book review of *Golden Scarab*.
- Have students research Ian Trevaskis and prepare a poster or presentation about him. You can visit his website at: [www.iantrevaskis.com.au](http://www.iantrevaskis.com.au)

## Classroom Ideas for *Golden Scarab*

Answer these questions using the extra notes at the back of the book:

- How many pharaohs ruled ancient Egypt during 31 dynasties?

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- What did the ancient Egyptians call their pharaoh?

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- How many main meals were eaten a day in ancient Egypt?

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- What was the main meat eaten in ancient Egypt?

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- What sort of animals and foods did the ancient Egyptians farm?

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- What was most clothing made from in ancient Egypt?

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- What were houses generally made from in ancient Egypt?

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- At what age did boys and girls typically get married?

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- How far could composite bows travel?

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- What did ancient Egyptians believe was the source of intelligence and thought?

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