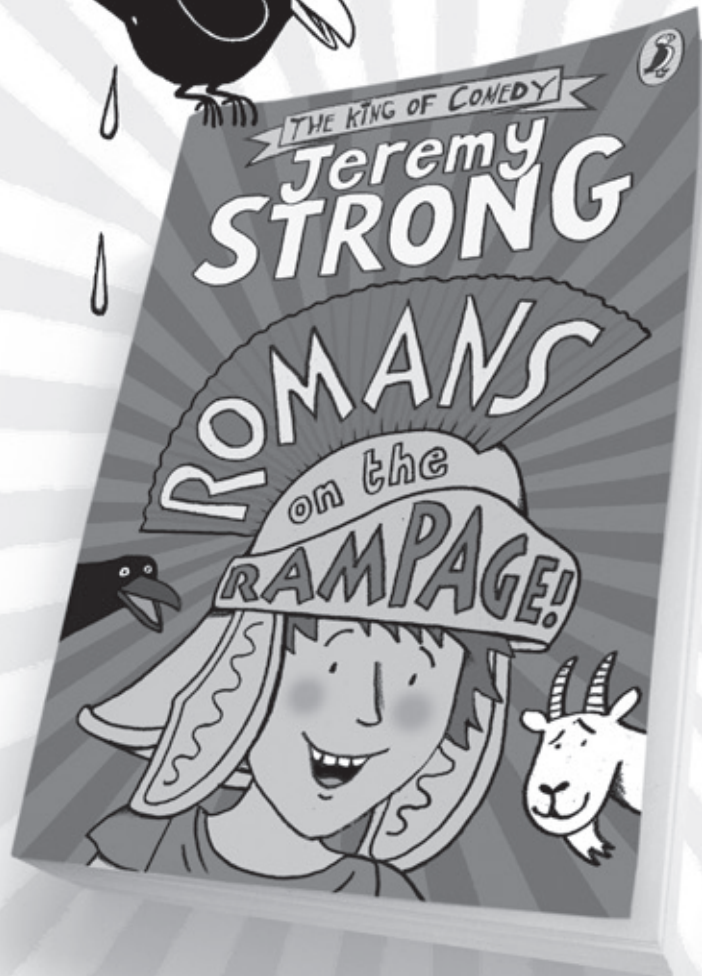




LAUGH YOUR SOCKS OFF WITH

Jeremy STRONG



Resource Pack

LAUGH YOUR SOCKS OFF WITH **Jeremy STRONG**



Dear Teachers,

This pack has been created for school children reading Jeremy Strong's *Romans on the Rampage*, set in the weird and wacky world of Ancient Rome.

This quick and fun curriculum-linked resource pack will help your class explore and get excited about *Romans on the Rampage*, while developing their reading and creative skills. The lessons included here provide material for four to five lessons that can take place during literacy lessons or as extra-curricular activities. The content is suitable for pupils aged 7–11 years and has a literacy focus, but also covers other areas of the curriculum, specifically Roman history.

Objectives covered in this pack:

Reading and Comprehension

- To improve understanding and comprehension of a specific text
- To read a section of a novel closely for a specific purpose
- To broaden vocabulary and understand simple Latin words

Writing: Composition – Plan, Draft, Evaluate

- To combine text, pictures, images, captions and font size to present specific information
- To create a newspaper article using appropriate linguistic and stylistic conventions
- To understand and use the linguistic conventions of certain text types

History

- To research, know and understand some significant cultural aspect of the Roman Empire

Drama and Speaking and Listening

- To participate in discussions, presentations, performances, role play and debates
- To formally present information to an audience

Design Technology and Art

- To use drawing and painting to develop and share ideas, experiences and imagination

Support a chariot team

First, organize your class into groups.

Each group should draw the name of a chariot team from a hat: Green, Blue, White or Red.

Pupils can work in these groups as they read and explore Jeremy Strong's *Romans on the Rampage*.



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PENGUIN SCHOOLS TASTER



'Not me! Flavia!' dribbled Krysis, trying to wring out bits of his toga. Fussia fetched more water and this time managed to half drown Flavia, who came to spluttering and making strange arm movements because she thought she'd fallen into a swimming pool. She struggled to her feet.

'Come, we must get to the Circus!' she cried. 'Oh, Perilus!'

So off we all went.



They were running. I was flapping. Have you ever tried running while wearing a toga, No? Neither have I, but it's very difficult and I lost count of the number of times they tripped over themselves, or trod on someone else's toga and



fell over. It's a wonder we got to the Circus at all, but we did, and we were just in time to hear the announcer yell out the second race.

'And now prepare yourselves. Young Scorcha in the Green colours is racing his first ever race against three professionals. Let's see what he can do. Trumpeters, get ready!

BLA bla-BLAAAA!! went the trumpets. The white flag dropped and they were off!

You've never seen so much dust or heard such a roar from the crowd. Perilus was the last to get started. He looked terribly nervous and was going to have to make up an awful lot of ground. I know I said horses were just like goats, but these horses were, well, they were a lot more like extremely horsey horses. The other three teams were charging ahead, skidding round the first corner and heading up the straight to the second.

Perilus was hopeless. His chariot was all over the place. The horses were frothing and foaming and had no idea where they were going. Poor kid

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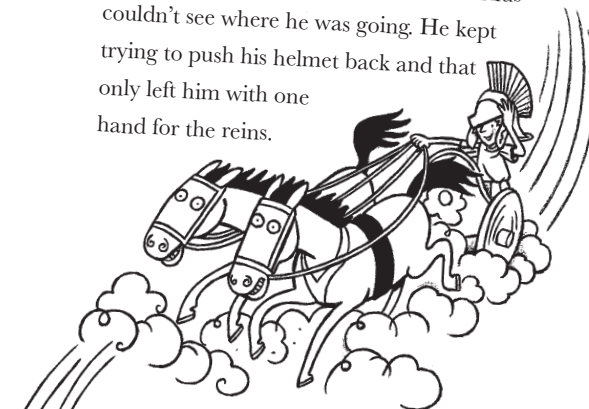
Schools

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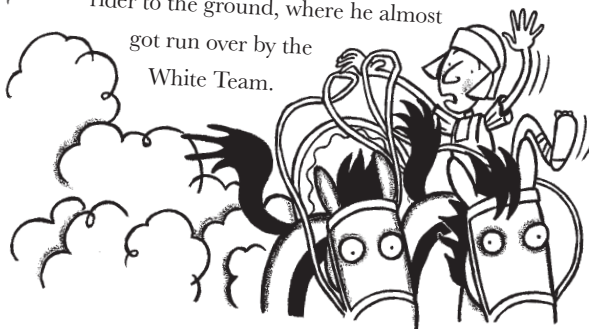
PENGUIN SCHOOLS TASTER



– Scorcha's helmet was two sizes too big and kept falling down over his eyes. Poor Perilus couldn't see where he was going. He kept trying to push his helmet back and that only left him with one hand for the reins.



There was a mighty roar and groan as the Red chariot crashed out of the race, hurling the rider to the ground, where he almost got run over by the White Team.



'SHIPWRECK!' yelled the crowd.

Now Perilus was catching them up, but it was slow work and only two laps left.

Come on, Perilus! There must be something you can do!

Oh! A little idea just came into my *maximus intelligentissimus* brain. Hmmm. Why not? I thought, so I took to my wings and I was just flapping along, minding my own business, when all of a sudden – OOPS! I almost flew straight into a horse's right ear.

The horse, which belonged to the Blue Team, shook his head at me, stuck out his tongue and spat! He did! How disgusting! He spat at me! And unfortunately he was so busy doing that he didn't look where he was going and crashed into his companion horse and for a moment they all came to a dead stop. Meanwhile, the White Team went charging ahead with Perilus in hot pursuit. Two corners to go! Come on, Perilus! As they headed into the first corner, Perilus

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PENGUIN SCHOOLS TASTER



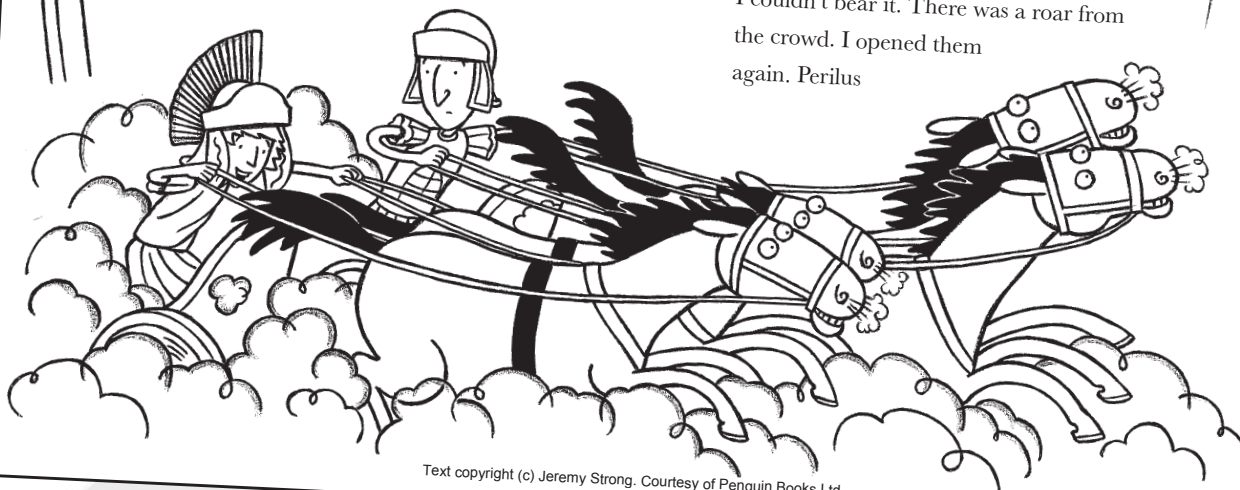
tried to squeeze round the outside, but the White chariot held its ground and sped away from him. He yelled at his pounding pair of thundering, sweating beasts.

'Come on, you two! I've ridden goats that are faster than you!'

'Huh!' went the two horses, looking at each other. 'We'll show you, you young whippersnapper!' And they plunged ahead at full steam and full snort, not to mention full

snot, judging by what was falling out of their nostrils as they hammered the ground with their flashing hooves.

The last corner and now Perilus took the tight inside line, the most dangerous line to take because it was where his chariot was most likely to keel over or crash into the other chariot. There was a dreadful *SKREEEEEEK!* as the chariots came together and almost locked wheels. I closed my eyes. I couldn't bear it. There was a roar from the crowd. I opened them again. Perilus



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**PENGUIN
SCHOOLS
TASTER**



was through! He was heading for the winning post! He'd done it!

HE'D DONE IT! HE'D DONE IT! HE'D DONE IT!

Did I say he'd done it? I think I did. He had won. Actually, factually won! QE Bloomin' D! There was wild cheering all around. Everyone was chanting: 'SCORCHA! SCORCHA! SCORCHA!'

Perilus was carried shoulder high by the Green Team to the winner's platform. He looked a bit embarrassed and wouldn't take his helmet off because he knew everyone would then see he wasn't Scorcha. An awkward moment, eh? Definitely.

'Come on, lad,' said the race organizer. 'Take your helmet off.'

'I can't,' Perilus muttered. 'I've got nits.'

The organizer burst out laughing. 'The boy's got nits!' he yelled and the whole crowd cheered as if nits were the best thing ever. (Which they're

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not, but they are quite nice to nibble. What I might call a tasty titbit.) Perilus had won the race and by doing so he had also won Scorcha his place in the Green Team. Even Krysis, if not actually cheering, was certainly looking a bit more cheer-ful.

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Lesson 1: Fact Finding

Objective

- Use information and confidently research
- Know and understand some significant cultural aspect of the Roman Empire
- Write to explain
- Make good contribution to discussion

Outcomes

- Collaborative working on Fact Sheets offering well-researched detail

TASK 1

Ask pupils to work together as a team or in pairs to research Roman charioteers, chariots and the races that took place at that time.

Their findings can be written up in short bullet-point notes.

Pupils can draw information from *Romans on the Rampage* and can use the following websites to find out more:

Charioteer facts: www.romanmysteries.com/charioteer-facts

Chariot races: www.unrv.com/culture/chariot-races.php

Roman entertainment: www.bbc.co.uk/schools/primaryhistory/romans/leisure

The questions and suggestions below will get pupils off to a running start!

1. What skills did a charioteer need to have? Think about the way they had to stand and any important movements they had to make during the race.
2. Was there an ideal build, weight or age range for a charioteer?
3. How do the charioteers compare with the sports stars of today?
4. Think about the need for great speed! How did this influence the materials from which chariots were made?
5. What do you know about the famous Roman stadium – what was the atmosphere like on the days of the races?
6. What happened if there was a crash (a shipwreck)? How would the audience react?
How dangerous was racing?

TASK 2

Ask teams to create an A4 or A3 Fact Sheet with the title 'Roman Charioteering' to present their findings to the class.

Pupils can get creative in displaying their information. They can use colour, variation of font or letter size, a labelled drawing or printed pictures to add to the fabulousness!



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Lesson 2: Maximus Intelligentissimussimus

Objective

- Broaden vocabulary
- Show understanding of simple Latin words after reading carefully

Outcomes

- Matched Latin and English words

TASK 1

Ask pupils to look back through *Romans on the Rampage* and complete the following activity sheet.

For more Latin recognition, pupils can have fun with the word search at the end of this pack.



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PHOTOCOPY
THIS



forum

tempus
fugit

pater

et cetera

salve

mater

atrium

vale

ENGLISH MEANINGS:

father, therefore, public square, mother, and other things, small courtyard,
hello, goodbye, time flies

Croakbag delights in showing off his knowledge of Latin. Can you match him?
Select words from the English meanings and write each one in the correct speech bubble.



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Lesson 3: Team support!

Objective

- Learn the conventions of writing a chant
- Prepare and rehearse a chant to be read aloud

Outcomes

- Construction of chants

TASK 1

'It's CHARIOT RACE DAY, WAHEY!! In other words, excitement abounds. Can't you hear the noise? The yelling crowds? The blaring trumpets?'
Individually, pupils should create a team chant.

Some points for pupils to consider when creating their chant:

Pupils should think of other chants they know – do they use rhythm or rhyme?

Can they use these techniques in their chants?

The chant aims to encourage the charioteer during the race. They might want to give their charioteer a name.

Here is an example showing some of the ideas:

Solo voice:
Everywhere we go,

Full team:
Everywhere we go,
We all shout, 'Bravo!'
Watch the red team win!
See the wheels spin!
Hurrah the Reds!

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Lesson 3: Team support!

TASK 2

Objective

- Pupils listen and respond to their peers

Outcome

- Performed delivery of team chant

When the chants are written, pupils should work as a group to select their favourite. This will be the official chant for their team – the selection might come down to a vote.

Pupils should spend ten minutes preparing an enthusiastic team delivery of the official chant to the rest of the class!

TASK 3

Objective

- Improve mastery of art and design techniques

Outcome

- A poster to promote their chariot team

Pupils should design a poster to promote their chariot team.

Questions for pupils to consider when planning:

Can they use a line from the team chant on the poster?

What colours will they use?

Has the team won any medals or awards?

Will they feature all their team charioteers or just one?

Do they want to include information about the next event at the Circus Maximus in Rome?

They could look at the illustrations from *Romans on the Rampage* for inspiration.



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Lesson 4: Writing a Newspaper Article

TASK 1

Objectives

- Read a section of novel closely for a specific purpose
- Identify main highlights from selected text

Outcomes

- A timeline of dramatic events

Ask pupils to reread Chapter 12 (pp. 129–34) and create a timeline of the key events from the big chariot race in *Romans on the Rampage*. They can use the activity sheet on the following page as a template.

TASK 2

Objective

- Pupils use a drama approach to collect ideas for written work
- Use spoken language to develop understanding
- Listen closely to what others say

Outcomes

- Ideas for witnesses' statements

Hot Seating

Ask pupils to volunteer to be one of the following characters. You can add in additional characters not mentioned in the book for different perspectives if you wish (e.g. Justicus).

Flavia (mother), **Krysis** (father), **Hysteria** (sister), **Fussia** (Hysteria's maid), **Maddasbananus** (inventor), **Crabbus** (grumpy neighbour), **Justicus** (a lawyer who thinks too much money is spent on chariot racing).

(Pupils should remember that Perilus had to stand in for Scorcha, but the few characters who know cannot reveal the truth because Scorcha will lose his place in the Green team. How will those who know cope with questions?)

To prepare for their roles, ask pupils to look at Chapter 12 (pp. 129–34). They may have to use their imagination a bit as well.

The rest of the class will play reporters interviewing these characters to get some good witness quotations for their news article. Ask pupils to spend some time developing good questions. What do they want to find out? How did the characters feel? What did they see? Who do they support?

Remind pupils that they do not want to ask questions that lead to simply 'yes' or 'no' answers. They want to encourage the characters to give their opinions on what they saw and what they felt.

Host a press conference and ensure pupils take turns asking questions.



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LESSON 4: Writing a Newspaper Article

TASK 3

Objective

- Use a given structure to improve paragraphing in a news story
- Present a more varied vocabulary

Outcome

- A written news report

Ask pupils to write their own news report about the chariot race using the word bank, planning triangle and writing frame on the following pages to help.



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dramatic

action-packed

erupt

tense

accelerate

catastrophe

spectacular

majestic

disastrous

capsize



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PHOTOCOPY
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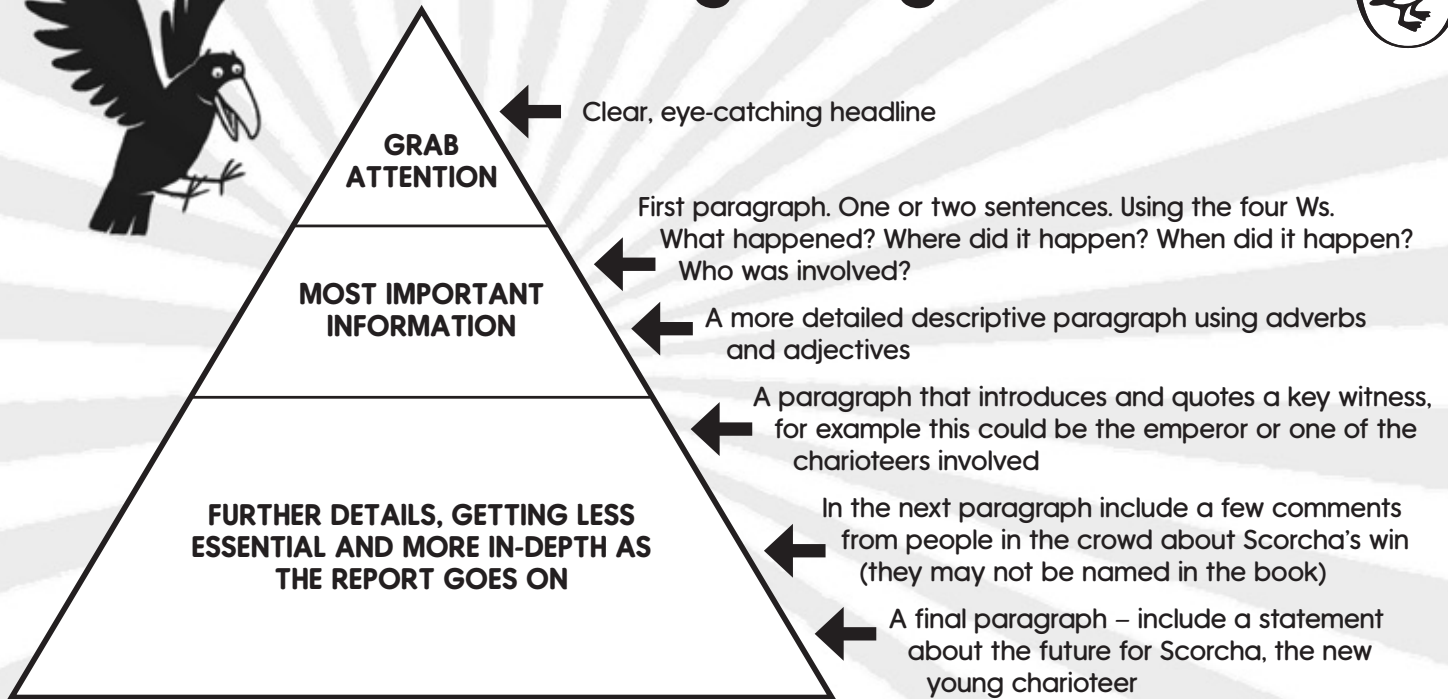


The signal from
the trumpet and
the flag

Wild cheering!
The Greens had
won



Planning triangle:



Writing frame:

PRICE

DATE

Newspaper Title:

HEADLINE:

Sub-heading:

Introductory Paragraph:
What? Who? When? Where?

Paragraph Two:
Give more detail. Use adjectives and adverbs.

Paragraph Three:
Witness comments describing what happened. Include name, age and position of witness.

Paragraph Four:
A few comments from people in the crowd about Scorcha's win.

Caption

Final Paragraph:
Include a statement about the future for Scorcha, the new young charioteer.

Name of writer.

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**Are you maximus intelligentissimussimus?
Find the 15 words hidden below.**

Chariot
Scorcha
Biscuit
Maddasbananus

Emperor
Circus
Forum
Mater

Pater
Rampage
Ergo
Toga

Romans
Atrium
Raven

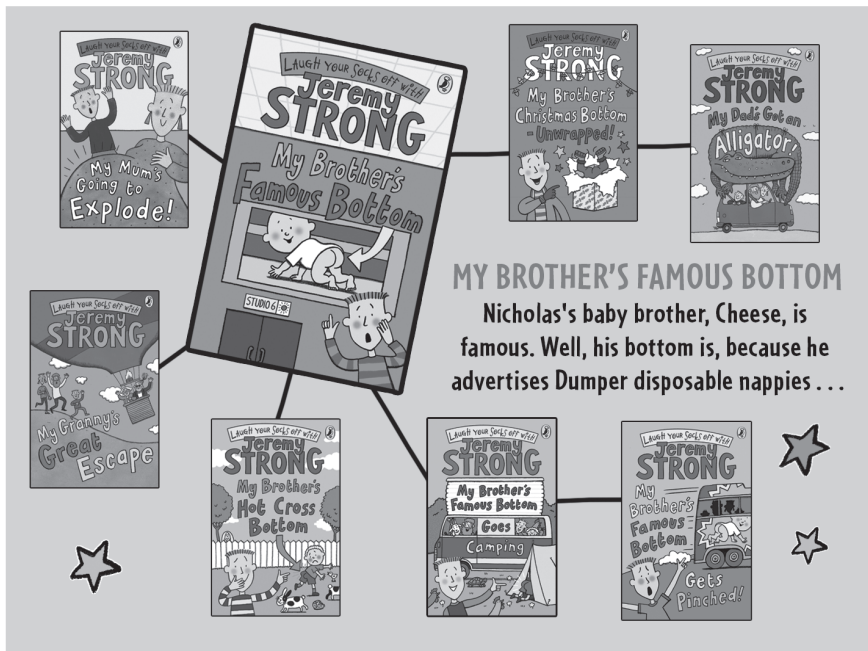
C	A	M	E	V	F	Z	J	P	T	B	Z	E	C	T
H	U	A	Y	M	K	R	D	Z	I	D	G	R	G	M
A	V	T	J	Y	P	C	A	S	H	A	W	G	E	A
R	Q	E	Y	J	O	E	C	C	J	T	D	O	G	D
I	L	R	Q	X	L	U	R	A	B	R	L	V	Q	D
O	Q	Z	U	H	I	S	L	O	S	I	W	B	G	A
T	X	R	Q	T	U	J	P	Y	R	U	H	I	E	S
R	P	T	E	C	P	Y	N	A	G	M	B	Z	H	B
S	C	O	R	C	H	A	I	S	T	Z	H	C	O	A
G	K	W	C	D	U	N	N	X	F	E	E	I	B	N
N	Q	Q	Y	M	A	A	E	J	Y	K	R	R	L	A
Q	X	S	U	N	M	U	O	V	V	O	Q	C	K	N
Z	M	R	T	O	S	T	O	G	A	R	G	U	N	U
O	O	J	R	B	Y	S	S	U	T	R	R	S	W	S
F	B	R	A	M	P	A	G	E	O	X	J	T	S	O



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Jeremy Strong has written SO many books to make you laugh your socks right off. There are the Streaker books and the Famous Bottom books and the Pyjamas books and ... PHEW!

Welcome to the JEREMY STRONG FAMILY TREE, which shows you all of Jeremy's brilliant books in one easy-to-follow-while-laughing-your-socks-off way!



JOKE BOOKS

You'll never be stuck for a joke to share again.



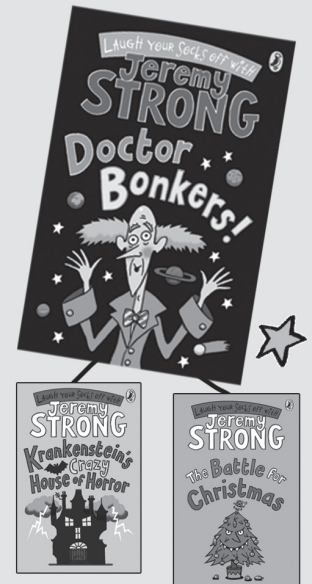
THE HUNDRED-MILE-AN-HOUR DOG

Streaker is no ordinary dog; she's a rocket on four legs with a woof attached ...



COSMIC PYJAMAS

Pyjamas are just pyjamas, right? Not when they're COSMIC PYJAMAS, swoooooosh! ...



COWS, CARTOONS, ALIENS AND ... ORANG-UTANS?!

Warning - may induce red cheeks and tears of laughter!

