



Prince in Exile
by
Carole Wilkinson

**Series: Book 1,
Ramosé**

Teacher Notes
prepared by Joy
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Readership: Mid to upper
primary, Lower secondary
Class Study
Serial Read
Independent Reading

Genre: Historical fiction, Ancient
Egypt, adventure

Rationale

- These teacher notes have been written to send students back to the text and other sources, to encourage an active engagement in learning and provide a creative learning experience, where possible.

How to use

- Learning activities suggested in one subject area may also be applicable to another subject area.
- Many of the activities have suggested answers and page numbers as time-savers for teachers.

About Prince in Exile

Ramosé is the eleven-year-old prince of Egypt, next in line to be pharaoh. He is pampered and selfish and very spoiled, as you might expect of a prince. Ramosé's tale is a prince to pauper story. When we meet Ramosé, he is discontent because his sister is growing up and leaving him behind, and he is not enjoying his old games and pastimes. When his pet monkey tastes Ramosé's food and is poisoned, it becomes apparent that Ramosé's life is under threat. Ramosé wakes in the embalming room where he discovers his tutor and nanny's plan to conceal his identity as an apprentice scribe. He works on pharaoh's tomb, is bullied but makes some friends. Ramosé's experiences form a 'rites of passage' as he toughens up and appreciates life. Through his experience as a pauper, Ramosé learns to be self-sufficient, empathy for others and humility.

Themes

- Ancient Egypt
Roles in Ancient Egyptian society, including gender, page 6, and slaves
Death
Gods
Friends

Teaching Applications

SOSE/HSIE



Science

- Ramose** Ramose was probably a real prince who died before he became pharaoh. Research another person from Ancient Egypt, such as Tutankhamen or Ramses, then write a short story about them, using facts and fiction.
- Research one, or more, of the following:
 1. Embalming / mummification, page 24 and elsewhere
 2. The Nile River, pages 25, 29, 58
 3. The desert, pages 27, 29, 47
 4. Occupations in Ancient Egypt, such as scribes; and roles in society, such as slaves and viziers (see the glossary).
 5. Burial tombs / pyramids
 6. Ancient Egyptian art
- Comparative Studies
 1. Compare Ramose: Prince of Egypt, with Moses: Prince of Egypt.
 2. Comparative Cultures and Religions Death and an afterlife are an integral part of Ancient Egyptian beliefs, as well as permeating the people's day-to-day lives. Compare and contrast with the beliefs of other ancient cultures and also contemporary religions, such as Christianity, which also believes in an afterlife.
- Village or house model** Read the descriptions of the village on pages 32-33, 37, and house on page 36. This village is based on the real village of the tomb makers in the Valley of the Kings. In groups, make models of the buildings using similar materials and dimensions in approximate scale, then display as a whole. The nearby pharaoh's tomb could be included. Also view the map at the start of the book.
- Irrigation** A simple irrigation system — called a shaduf or shadoof — using river water is described on page 27: 'A man lifted water from a canal and poured it into his fields using a device with a leather bucket at the end of a counter-balanced pole. He carefully watered each melon vine and every onion plant.' Make a replica of this device and use. Research other irrigation systems and propose an effective method for Australia – home users or general use.

English

Reading and Writing



- Description Text Type** Much of the written text is descriptive, bringing Ancient Egypt to life. This is a positive and engaging feature of this series. Use excerpts as models of good descriptive writing, such as 'Through the window...' page 3; or the tomb makers' village, pages 32-33. These can then scaffold students' writing as they write descriptively about another aspect of Egypt or a modern equivalent.
- Writing on Stone** Writing was not generally done on papyrus (paper made from reeds), as it was too expensive. Stone flakes — called ostraca or ostrakon (singular) — were used instead, pages 51-52. These were 'quarried out of the tombs. They didn't cost anything and there were huge piles of them, all different sizes and a nice pale colour... When they'd finished with them, they threw them into a big rubbish hole.' (Carole Wilkinson) Archaeologists later used these to learn about Ancient Egyptian life. Find some stones flakes or stones and write on them about people in the village, their tools or food (See Personal Development / Health - Food below); or building a hidden tomb. Write with a permanent marker pen.
- Hieroglyphics** Read the scene on pages 10-14 where Ramose and his sister, Hatshepsut (later a female pharaoh), are writing hieroglyphs. Use Carole Wilkinson's 18 suggested hieroglyphs from the black dog books website (or find them elsewhere), and write your name as it sounds. The Egyptians didn't use vowels and they wrote vertically from top to bottom. (courtesy Carole Wilkinson)
- Life story** It was important for Ramose to record his life story in case his identity was lost. He transcribed his escape from the palace onto the rock face in hieroglyphs on page 83. Note the details of time and family. See also page 67. Memoirs or life writing are increasingly being published. Record the most important, interesting and/or idiosyncratic elements of your life story. Extension: Incorporate symbols.
- Plot Profile** There are several exciting times in Ramose's experiences. Also low-points, such as when he discovers he will not have the support of his tutor and nanny. Graph events as a plot profile, rating incidents of excitement with '+' (positive) numbers and low-points with '-' (negative) numbers.



Personal Development/

- Storyboard** Read the beginning of the book where Ramose's dream is written in italics. Construct a storyboard to represent what happens. Extension: Animate or film this. (If filming, the oxen could be large cardboard

Speaking and Listening

- Discussion** Karoya asks Ramose if he has been a good person, page 76. Discuss what makes a good person. What does a good person do or not do. Suggest some examples of good people.

- Food** Find as much of the food that is eaten, as described in the text, such as bread, dried fruit, cake and pomegranate juice, page 3. Taste. Which foods are still eaten widely and why? Which are not? Which are healthy foods to be eaten often? Which are not?

- Bullying** Ramose is targeted by a gang of boys, pages 57-8, 60, 64, 87. Role-play one of these scenes, without making physical contact. Students identify the moral dilemma and impact on Hapu the apprentice painter when Ramose was left in the desert. Relate to any current or likely school-based situations.

Craft

Creative Arts

- Heart Scarab: Lapis Lazuli Beetle** Read the description of the Lapis Lazuli beetle that Ramose received from his tutor on pages 70-71. This heart scarab is a recurring motif or symbol throughout the story. What does it represent? (Ramose's sense of his true self and a symbol of his own heart – Carole Wilkinson). Read more about lapis lazuli in the glossary. Create original versions of the beetle using a dark blue glass bead as a base (the 'lapis lazuli'), and glue on two small red beads as the 'garnet' eyes. Use a gold pen to mark the edges and a fine black permanent marker to create the hieroglyphics. An alternative use of lapis lazuli is to use lapis lazuli embossing powder with rubber stamps.
- Shoes** Red shoes are described on pages 4 and 26. Make some using the descriptions, possibly of red felt.

Art

- Paintings** Read the description of the paintings in Ramose's room on page 2. This includes his father hunting a hippopotamus while standing in a papyrus boat with the water teeming with fish and eels. There are also paintings in the tomb, see pages 48,49. Look at prints of Ancient Egyptian paintings from books or the Internet. Create murals using similar content and style for the classroom.

About the author



Carole Wilkinson is an award-winning author of books for children. She has a longstanding fascination with dragons and is interested in the history of everything. Carole is a meticulous researcher who finds it difficult to stop researching and begin writing. She once searched for weeks to find out whether there were daffodils in Han Dynasty China. Carole is married, has a daughter, and lives in inner-city Melbourne.

