



## Battle Boy – Black Prince

### Teachers Notes

## **Introduction**

In *Black Prince*, Battle Boy 005 (Napoleon Augustus Smythe) is once again spinning through time to spy on the past. In this super secret battle, BB005 travels back in time and makes a dramatic entrance into the Battle of Crécy.

But things are different in this mission and nothing feels right to Napoleon. Professor Perdu is missing and a stranger called Overlord Zero Nine is behind the control panel. And, even worse, BB005 must meet one of the most famous warriors in history without Skin.

## **Curriculum Links**

HSIE: Significant People and Places

English: Reading, Writing, Talking, Listening, Researching, Presenting, Grammar, Spelling

Mathematics: Mapping

Science and Technology: Design and Make

Creative and Performing Arts: Drawing, Drama

ICT: Using Technology

PDHPE: Decision Making, Interpersonal relationships

LOTE: Translations

## **Learning Outcomes**

Students will have the opportunity to

- read texts independently and in groups
- respond to themes and issues in a text
- draw on a range of skills and strategies to read and comprehend a text
- explain the significance of particular people, actions and events in the past
- locate places on a map
- research a topic of historical significance
- devise and rehearse a drama for performance to an audience
- present reasons for and against a given topic
- use a computer program to present and display information as well as to research information
- translate English phrases into French.

## **Before You Read**

Look at the title and front cover picture of *Black Prince*. Work in pairs or small groups and write a short paragraph suggesting what the story may be about. Read out your group's ideas to the rest of the class and compare ideas.

## **Read the Book**

Read *Black Prince* as directed by your teacher in one of the following ways

- as a whole class
- in small reading groups
- individually

Stop every now and then to re-evaluate where you think the story may be heading.

Discuss your ideas with a friend as well as the parts of the story you like and why.

### **After You Read**

Use the following questions to promote discussion of the book. Discuss these questions as a class or write the answers down.

1. Where did the Battle of Crécy take place?
2. What do the words 'appellation' (p4) and 'ambulation' (p10) mean?
3. What happened to Professor Perdu and Skin? (pp4-6)
4. Who was William Forgeron? (p33) Write down what you know about him.
5. Why did the English win the fight in the Battle of Crécy? (p37) What factors were on their side?
6. Who was the Chronicler and what did he know? (p53)
7. How did BB005 obtain a sample of the Black Prince's blood? (p56)
8. Why does Napoleon want to stay when it is time to exit the mission? (p59)
9. What did William give Napoleon to remember him by? (p78) What is the special link between the boys?
10. Why did Napoleon resign? (p84)

## **Classroom Activities**

### **The Battle of Crécy**

Use books and the internet to research interesting facts about the Battle of Crécy. Include when the battle took place, who the battle was between, the leaders of the armies involved, what weapons were used, the number of French and English forces, a map showing the location and any other interesting or historical facts you uncover.

### **Knights of the Garter**

Napoleon was sent to the battle as an English stable boy for the Knights of the Garter (p9). Work with a classmate to research the Knights of the Garter. Find out who founded this Order and list 10 different past members. For each of the 10 members include important dates such as birth, death and how long they were in the Order. Present your information to the class. You may like to dress up.

### **Prefix Fun**

Napoleon tells Overlord Zero Nine to 'demax' Skin. The letters 'de' are a prefix. Prefixes are letters at the beginning of words that create new words. Add 'de' to the following words to create new words and then use a dictionary to write five more 'de' words of your own.

\_\_\_\_\_ brief,          \_\_\_\_\_ construct,          \_\_\_\_\_ camp,          \_\_\_\_\_ train

### **What's in a Bow?**

It is said that the English won the Battle of Crécy because of their more effective weaponry (p38). Find out all you can about the crossbow and longbow. Draw, label and write about each weapon, comparing and contrasting the two in as many ways as you can, on an A4 piece of paper.

### **Lights, Camera, Action!**

Reread page 19 where the many different weapons are mentioned. Work in small groups. Each group member must choose a pose and movement that is suitable for their particular weapon. When the teacher calls 'freeze' the group must stop, making their actions into a still photo or painting. Each group should have someone holding a spear, a crossbow, a sword and a knight mounted on a warhorse. At the end combine all the groups in a big still picture frame.

### **Lucky Landing**

Use your own words to write a description of Battle Boy's landing in the Battle of Crécy. Include the type of landing, where he landed, who was there and what happened. Draw a picture to match your description.

### **Crown Jewels**

Napoleon accidentally ends up with the French King's crown (p24). Use gold or silver cardboard and other recyclable materials to design and make a unique crown that is fit for a king. Explain to the class why you chose your particular design and what the jewels or decorations represent.

### **Language Barrier**

Napoleon's new Simulation Skin, SSA3, was able to translate English phrases into French. Use an English/French dictionary or a translator website on the computer to find out how to say the following in French:

Let's go

Good luck

Hello

Goodbye.

### **Future Times**

Napoleon tells William he is from another time – the future (p29). Imagine meeting someone who is living 500 years in the future. Write a narrative about this person including how and where they live and what they do.

### **Fabulous Friends**

Napoleon and William think they will be friends (p35). Write down the qualities of their friendship. Next make a chart, poster or PowerPoint presentation listing the qualities of a fabulous friend.

### **Is Chivalry Alive Today?**

Napoleon says he knows there is a strong code of chivalry among the knights of the Middle Ages (pp40-1). Look up the term 'chivalry' and write down its definition. Write a paragraph discussing whether you think chivalry still exists today.

### **Emotional Debate**

Overlord Zero Nine states that 'Emotions cloud sound judgement' (p44).

Hold a class circle meeting using this topic of debate. The first time around ask the students to define the topic. Next time around ask the students to say whether they agree or disagree with the topic. As you keep going around the circle add statements to back up the answers, or challenge others with new ideas and examples for and against.

b) Find five interesting facts about the Black prince (p52). Write a short biography of the Black Prince.

### **Expressive Expressions**

There are many old-fashioned expressions used in *Black Prince*. Write what the following expressions mean in your own words:

fleet of foot

tarry not

ride like the wind.

### **Helpful Holograms**

Work with a classmate to investigate a holograms (p74). Write a short explanation about how holograms work and how and when they are used.

b) Napoleon had to mount a massive warhorse (pp 68-9). Design and label your own invention to help someone mount a tall horse or other large animal. Make a small model of it if you can.