

# Daily Reading: History Hackers: Roman Rescue 3

This **video** focuses on the skills of retrieving and inferring information from the text. Children watch the video relating to Chapter 3. They may choose to answer the questions on their activity sheet, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer after the video. It will be useful for them to have the eBook in front of them (included in this pack) to find the answers to these questions.

Watch Video



## Chapter 3

### During the Video



1. How is Tilda feeling on page 18? Use evidence from the text to say why you think this.

**Example answer: I think she feels excited because it says that 'her heart was beating so fast that she thought it might tear a hole in her chest'. It also tells us in the text that Tilda considers that how she is feeling might be similar to how Howard Carter felt when he opened up Tutankhamun's tomb so this would have been a feeling of excitement and also maybe a feeling of amazement at seeing great treasures.**

2. The musket appears to be a genuine musket. What information in the text helps you to infer that it is real, rather than a fake weapon? (p.18)

**The text says that the musket was heavy. It also says 'the wooden stock had the shape and smoothness that only real fingers could forge'.**

3. What had Tilda expected to see on the map? (p.22)

**Tilda had expected to see the famous gates of York on the map.**

4. Name three historical sites in York that were found on the map. (p.22)

**Name any three of: a medieval Minster, Viking encampments, the first Roman settlements, a Norman garrison and places Tudor kings had called home.**

### After the Video



5. Why has the secret room been described as a 'treasure chamber'? (p.17)

**The secret room might have been described as a treasure chamber because it is crammed full of ancient artefacts, paintings, old books, trunks and chests. The room was unknown so it is as if Tilda and Charlie have just come across some secret treasure.**

6. How was the journal different to all the others so that it stood out 'like a rose in a bed of dandelions'? (p.19)

**The journal was much newer than the other ones.**

7. Look for the sentence that starts, 'Charlie sniggered...' What does the word 'sniggered' tell us about Charlie? (p.20)

**The word sniggered tells us that Charlie doesn't believe that what Tilda is saying is anything important and that he thinks this is all just a bit of fun. He isn't taking it seriously.**

8. What do you think will happen in the next chapter? Give reasons for your opinion.

**Example answer: In the next chapter, Tilda and Charlie might find the way that Professor Howe travelled back in time and they might decide to do the same. I think this because they've found Professor Howe's journal and I think there will be a clue in there about how he travelled to the different time periods.**

## Deeper Reading



9. Can you summarise what Tilda found in the journal?

**Tilda found entries from Professor Howe of different places and time periods that he had travelled to. Each of these entries was matched to a location on the map of York. The journal entries said where Professor Howe had been, who he had seen and the objects he had collected.**

10. If you had found the journal and map like Tilda and Charlie, what would you do with them and why?

**Example answer: I might investigate further to see how Professor Howe travelled back in time and once I found out how, I would try it myself to see if it was real.**

## Related Activity



Each day, an activity related to the session will be provided.

### Related Activity for Chapter 3: Drawing a Description Activity Sheet

This activity asks children to draw what they imagine the inside of the secret room would be like, along with one of the artefacts from the room. For a bigger challenge, children are asked to imagine they have found a hidden room in their school and draw what is in the room. You do not need to print the activity – children could complete their drawings on paper. There are no right or wrong answers for this challenge but you may wish to check that children's drawings include items in the room, such as trunks and chests, walls of pictures and paintings, suits of armour, shelves heaving with books and weapons, such as muskets.