

LITERATURE

Worksheet for *Tutankhamen's Gift*, by Robert Sabuda

Write one synonym for each word found in this week's reading.

small

morning

speak

worry

new

huge

admiration

images

embellish

create

happy

honor

LOWER AND UPPER GRAMMAR LEVEL

Scavenger Hunt: Learning our way around our library! ¹

Find the place where books on audiotapes are kept. Write one title here:

Where videotapes are kept:

- Are they borrowed or rented? _____
- How long can you have them for? _____

Try using the computer catalog to find this book: *Stuart Little*, by E. B. White

Does your library have microfiche readers? Ask your librarian and circle... YES or NO
(If it's yes, ask her to show you how they work!)

See if you can find where magazines are kept. Write the name of a magazine you find here:

Does your library have games you can play on their computers? YES or NO

Use the Dewey Decimal number sections (or Library of Congress subject headings) to find the following.² Write the number on the spine of the book in the line:

TYPE OF BOOK	CALL NUMBER ON ITS SPINE
<input type="checkbox"/> Find a book on Egypt.	_____
<input type="checkbox"/> Find a book of folk tales.	_____
<input type="checkbox"/> Find a picture book.	_____
<input type="checkbox"/> Find a fiction book by Louisa May Alcott.	_____
<input type="checkbox"/> Find a book about Martin Luther King.	_____
<input type="checkbox"/> Find a reference book. (Notice that you can't take these out!)	_____

¹ Many thanks to Rebecca Markley for the idea for this fun activity!

² See the *Tapestry* website for a link to a summary of the Dewey Decimal classification system that is easily printed.

LITERATURE: LOWER LEVEL QUESTIONS AND ANSWERS**Answers to Lower Grammar Worksheet on *Tutankhamen's Gift***

Answers can vary.

- | | | |
|--|---|---|
| <input type="checkbox"/> small: <i>little, slight</i> | <input type="checkbox"/> new: <i>fresh, unknown</i> | <input type="checkbox"/> embellish: <i>adorn, enrich</i> |
| <input type="checkbox"/> morning: <i>dawn, sunrise</i> | <input type="checkbox"/> huge: <i>big, massive</i> | <input type="checkbox"/> create: <i>build, produce</i> |
| <input type="checkbox"/> speak: <i>communicate, chat</i> | <input type="checkbox"/> admiration: <i>esteem, recognition</i> | <input type="checkbox"/> happy: <i>delighted, overjoyed</i> |
| <input type="checkbox"/> worry: <i>anguish, fear</i> | <input type="checkbox"/> images: <i>drawings, replicas</i> | <input type="checkbox"/> honor: <i>esteem, respect</i> |

Answers to Upper Grammar Worksheet on *A Place in the Sun*

- Chapter 6, "The Desert"
During the march through the desert, Senmut struggles with the lack of water and food. However, his new friend, Menkh, teaches him a few survival techniques such as getting seed from an anthill, eating beetles, and roaring like a lion.
- Chapter 7, "The Mines of Nubia"
Menkh reveals to Senmut that he will escape from the mines. Senmut wants to stay in order to gild Sekhmet, the statue. After following Zuka, he snatches a gold nugget that is meant to be a bribe for a guard.
- Chapter 8, "The Plague"
Merneptah, the son of Ramses, suffers from plague symptoms such as coughing, aches, and fever. Ramses makes various attempts at healing through physicians, medicines, and chants.
- Chapter 9, "The Governor of Nubia"
The statue of Sekhmet comes into the Governor's possession and is determined to provide possible healing. Thus, Senmut is spared execution and sent to the palace.
- Chapter 10, "The Lion's Roar"
As Senmut is marched through the streets of Thebes, he crosses paths with Menkh, and the two compare stories of survival. Senmut learns that his father is still alive, which gives him further reason to continue with the statue.
- Chapter 11, "A Place in the Sun"
It is believed that Merneptah is healed because of the statue's powers. Because Senmut is the sculptor, Ramses honors him.

Answers to Dialectic Questions on *The Golden Goblet***Thinking Questions**

- How did the geography of Egypt affect burial practices?
The hot, dry, desert climate enabled the practice of embalming and preserving corpses. In a damper climate (such as a rain forest) microbes multiply and bodies are not easily preserved. Also, the desert land made digging graves easy. In a forested land, or in a mountainous one, pyramid tombs would not have been possible.
- Does our culture use sentimental objects in burials?
Not usually.
Why or why not?
We don't believe that our loved ones will use objects after they are dead.
- How do we mourn our dead?
We hold funerals and memorial services; we erect gravestones, sometimes with meaningful sayings inscribed.
- Did the story turn out as you thought it would?
Answers will vary, but hold your students fairly strictly to the predictions they made last week. If these were inaccurate, discuss the author's skill in providing fresh plot twists to surprise and delight her reader. Ask how unexpected elements added to the story's depth.
- How would you assess this author's ability to construct a plot?
Answers will vary, but it is generally agreed that the plot construction of this story is very good.

Discussion Questions

- What do you think of Zau's advice?
Zau has told Ranofer that he must "remake his life" in order to realize his dreams. Students' reactions will vary.

2. How does Ranofer learn what Gebu is doing to get rich?
When he does not bring his coppers home on time he is severely beaten, but he realizes that Gebu is displaying signs of wealth that his coppers and Gebu's wages cannot account for (he has two pairs of sandals, one with buckles like a judge's, linen headclothes, expensive foods (salted meat and fish, early in Ch. 9), he deduces that Gebu is stealing. Later, when he finds the goblet in Gebu's room, he knows that Gebu is robbing tombs.
3. What is significant about the broken tree?
It is the meeting place for Gebu and Wenamon (his henchman) at the entrance to the Valley of the Tombs. Because the Ancient knows this landmark, he and Hequet can find Ranofer and help him after he has already gone following the thieves.
4. Why isn't Ranofer content to work in stone?
He finds the shop loud and dusty. He finds the work hard on his young muscles. He is afraid of the sharp tools—afraid a slip with one of them will cause him to be maimed. He finds working with stone to be mind-numbing. He thinks of stone as both less noble and less beautiful than gold.
5. Ranofer does not confide in his friends before he sets off to spy on Gebu's tomb-robbing actions. What does this reveal about his character?
Answers will vary. There are some good things (he doesn't want to endanger his friends) and some bad things (he does not trust his friends; he is too self-reliant; he has an inflated view of his capabilities; he is not a wise person).
6. What biblical words would you use to describe possible motives of his heart?
Self-reliant, deceitful, fearful. There are other possibilities.
7. What do you think of Ranofer's request of the queen? Do you think he was wise? Why, or why not?
This question will present interesting possibilities for discussion. Ranofer's request reveals a commitment to hard work—he does not ask for instant wealth, but for the means to create wealth. He clearly dreams avariciously (greedily) but when his actions speak, they speak of a desire to work hard and grow as an artist, with earning wealth as a goal. Neither does he forget his friends during times of good fortune. His request is in keeping with the believable lack of sophistication that he's displayed throughout the book.
8. Would you have made the same request, were you in Ranofer's position? Why, or why not?
Similar answer to above: use this question to probe your students' world-views. If they think that Ranofer was unwise, they might say, "Oh, he was foolish to not take full advantage of the opportunity. But he did take advantage, providing himself with means to wealth rather than wealth itself." What does the Bible say? Some helpful Scriptures are listed at the right.

Proverbs 12:27

The lazy man does not roast his game, but the diligent man prizes his possessions.

Proverbs 13:11

Dishonest money dwindles away, but he who gathers money little by little makes it grow.

LITERATURE: RHETORIC DISCUSSION OUTLINE**Literary Background**

John L. Foster's love for Egyptian poetry is obvious, but also evident in his preface is a dislike for the preeminence of the Bible among works of ancient literature. This week, the discussion questions will focus on the interesting and important issue of the Bible's place among ancient literary works. If you have not done so already, please read sections i-ii, part of section iii, and all of sections iv-v of the preface carefully (page xi through the bottom of page xiii, and pages xvii-xxi).

Discussion Outline

This week we will be discussing the preface and the following poems, which focus on Egyptian royalty and aristocracy. As we learned from last week's discussion of the preface, Egyptian poetry was an art practiced—for the most part—in the court and the temple. Thus, these poems were largely written by scribes and aristocrats, people who stood in an excellent position to comment on the pharaohs and their lives (though they were also in an excellent position to be put to death, if anything they wrote should offend the royal family). Please bear these things in mind as you discuss.

The suggested subject for recitation or reading aloud from this week is "For a Portrait of the Queen" (page 101).