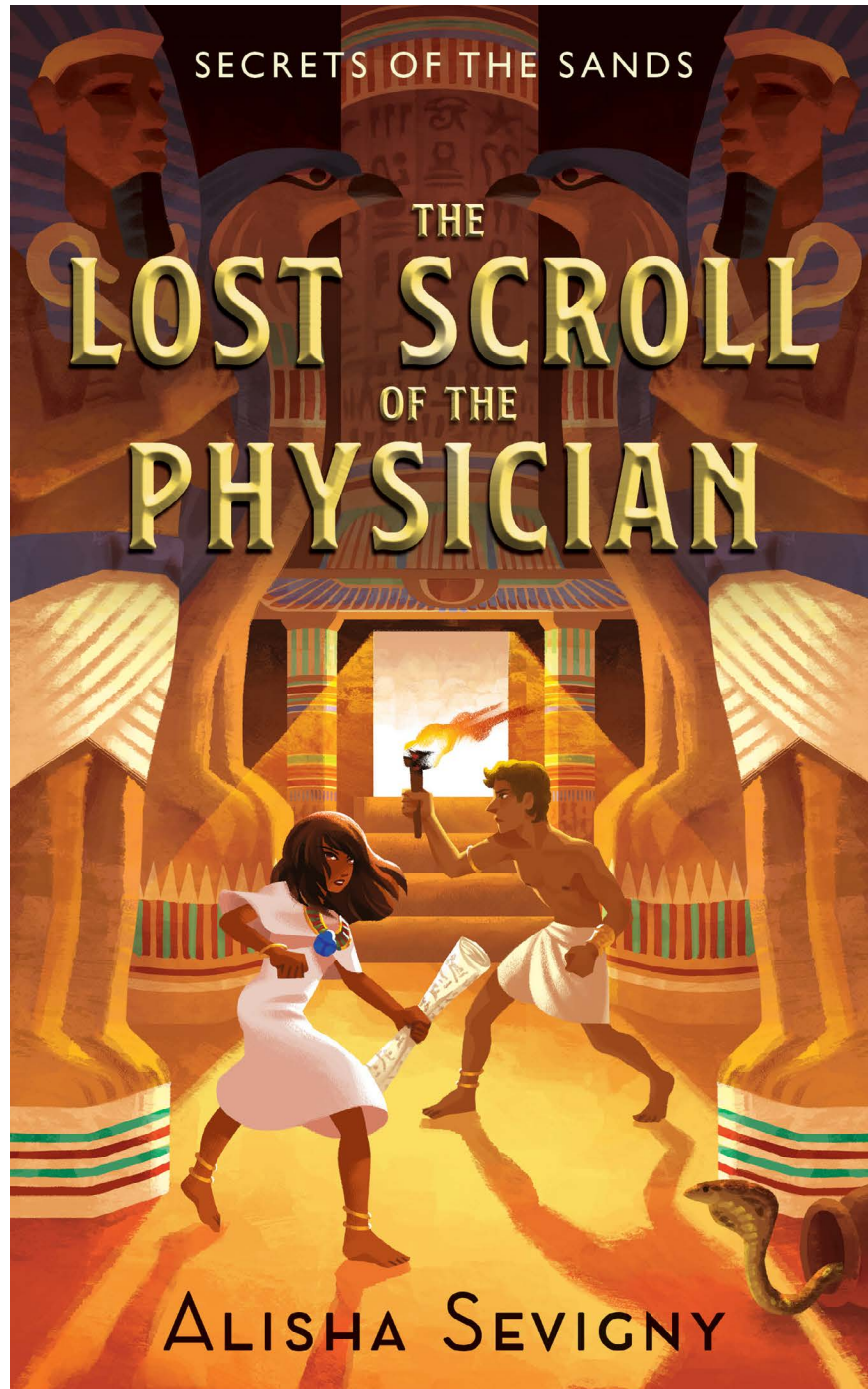


TEACHER'S GUIDE



By Jennifer Karsh, B.Ed., and Rosanne Papiernik, B.Ed.






DUNDURN
PRESS

Ontario 



We acknowledge the support of the Government of Ontario
through Ontario Creates.

The publisher is not responsible for websites or their content
unless they are owned by the publisher.

Dundurn Press
1382 Queen Street East
Toronto, Ontario, Canada M4L 1C9
dundurn.com, @dundurnpress   

CONTENTS

I Overview of Book 1	4
II Summary	5
III Pre-Reading Activities	13
IV During-Reading Activities	17
V After-Reading Activities	30
VI Rubrics	31
VII Ontario Curriculum Connections	33

I OVERVIEW

The Lost Scroll of the Physician is the first book in the Secrets of the Sands series. The second book is called *The Desert Prince*, published in 2020.

Teachers, please note that some students, based on their personal experiences, might be sensitive to some themes in this book, such as the death of a parent, arranged marriage, and corporal punishment.

II SUMMARY

Students should be able to read this book in four weeks. We have divided the book summary into four sections accordingly. The book study itself takes six weeks. In the first week, students can complete the pre-reading activities. The reading groups can then meet weekly to discuss each part of the book, as part of the during-reading activities. Finally, the students can complete the after-reading activities.

WEEK 1 (CH. 1-9, P. 1-63)

The story takes place during the second intermediate period of Ancient Egypt. In a busy marketplace, Sesha plays a flute, mesmerizing and enticing a cobra to emerge from a basket and sway to the music. Her snake charming draws a crowd, including many vendors. Her father taught her the art of snake charming and how to read and write, which is rare for girls to learn. This distraction allows her younger brother, Ky, to steal food from the stalls for them both to eat. The wife of one of the vendors catches Ky in the act. Sesha tries to pull Ky away from the vendor's wife when a dog, later named Anubis, jumps on the vendor's wife, causing her to loosen her grip on Ky. The brother and sister manage to escape.

Sesha and Ky's parents died less than a month ago when their home burned down. Sesha remembers palace guards running from their burning home and suspects the pharaoh ordered the death of her parents. She also suspects the officials at the palace know by now that she and her brother did not die in the fire. She and her brother escaped the palace grounds and are hiding in the nearby town, sheltering beside a campfire in a dilapidated storage shed.

As Ky rests, Sesha remembers her life in the palace. Her father was Ay, the pharaoh's Great Physician and Chief Scribe. She remembers overhearing her father telling her mother about a papyrus scroll and how it can somehow save Ky, as Ky is frail and unwell. Sesha is caring for him as best she can.

Sesha and Ky are discovered by a palace guard, the vendor, and the vendor's wife. Sesha reveals to the guard who she is and demands he take her to the pharaoh. Despite objections from the vendor and his wife, the guards decide to escort Sesha, Ky, and Anubis to the palace.

The pharaoh, his Grand Vizier, Wujat, and Queen Anatmoset, the Great Royal Wife, recognize them immediately. The children are greeted warmly and offered food, baths, and care from the new physician. After bathing, the princess, Merat, personally delivers Sesha clean clothes and offers the service of her personal dresser and attendant. The kindness and generosity offered by the royal family causes Sesha to begin to doubt her suspicions.

Sesha decides she will try to find the scroll her father was working on before he died. When the physician, Ahmes, catches her looking through the papers on his desk (her father's old office), she tells him that she would like to have the scroll for sentimental reasons. The physician informs her that that scroll is missing and

might have been burned in the fire. Sesha wonders whether the scroll could be in the temple. She learns that her father had the only known copy of the papyrus and that it contained ancient, valuable lost knowledge from the Great Imhotep. The only priest who had seen the original papyrus has also recently died. Sesha suggests that she has seen the papyrus, because she accompanied her father many times to the temple, and offers to help find it. She asks for permission to go to the temple, resume her studies, and be the Grand Vizier's eyes and ears. She also suggests that, instead of joining her at the temple, Ky tutor his friend Prince Tutan. Ahmes asks whether Ky can also assist him with his work. Sesha is pleased at this idea because it allows Ky to be her eyes and ears in the physician's office.

Sesha learns that Ahmes was her father's student, and he knows about her brother's condition (fluid in the skull) and that the papyrus may contain information to save Ky. She asks the physician whether he would be willing to operate on her brother if she can locate the papyrus. Because he has always had great respect for Sesha's father and wants to help his children, Ahmes agrees to help.

Ahmes reveals to Sesha that before her father became the Great Physician, he was a teacher, doctor, and head scribe at the temple. Her father used information in the scroll to make changes at the temple and cure the pharaoh's top military general. He became favoured by the pharaoh and was promoted to Royal Physician. Some scribes at the temple were jealous of him and might not welcome his daughter.

The pharaoh is surprised that Sesha wishes to continue her studies and become a physician, given that it is a male-dominated field. He reveals that this scroll is important because, in addition to its historical importance, it contains information on how to heal wounds received in combat. This information will be useful because they will soon be at war (Hyksos and Avaris had taken over the north Delta a few years earlier). The pharaoh feels that Sesha's skills will be valuable to them as both a physician and a spy as she searches for the scroll at the temple.

After Sesha is assigned a bed in the handmaidens' quarters, Princess Merat asks Sesha to teach her to read in order to have options other than an arranged marriage and children (her sister recently died in childbirth). In the handmaidens' quarters, Sesha is approached by two girls. The first, Kewat, seems resentful of Sesha. The second, Bebi, is more welcoming. She remembers how Sesha and her father helped her mother survive a breech delivery.

In the middle of the night, Sesha decides to check on her brother, who is staying in the prince's chambers. In the dark halls, she hears voices and hides as the pharaoh and his Grand Vizier pass in the hall. She overhears their conversation. The pharaoh is not certain that the priests will welcome Sesha at the temple because there was friction between the priests and her father. However, the pharaoh is desperate to locate the scroll to prepare for the war. Wujat reports that the food supplies are running low. The crop yield the past two seasons have not been good, and he hopes for abundant crops this coming season to avert a famine.

The next morning, Queen Anat informs Sesha that Pharaoh wishes to see her. On their way to the royal chambers, the queen informs Sesha that they entombed her parents, should she want to visit them. She also asks

how she and her brother escaped the fire. Sesha tells her that she remembers little from that night. She does not share her vivid memory of men wearing a distinct emblem running from the house as it burned. In the main royal chambers, the pharaoh presents Sesha with a gift: exquisite scribe tools.

WEEK 2 (CH. 10–17, P. 64–126)

Sesha and Wujat walk toward the temple together. They discuss the demands of the classes she will take. She feels she can keep up because she is already familiar with most symbols in hieratic script, only needing to become more familiar with the medical terminology. In the temple, they are met by Nebifu, the High Priest. Nebifu is not pleased to have a new student arrive midway through the session. He is even more irritated when he learns that the new student is Ay's daughter. Sesha remembers that her father never liked, Nebifu as she joins her classmates.

Sesha participates in the lesson. During a break, the instructor, or Sebau, asks for her name and recognizes that she is Ay's daughter. Sesha meets two fellow scribes, Paser and Reb. Paser is kind to her. Reb is Nebifu's nephew. In his physical description, it is implied that Reb has welts and may be beaten by his uncle. Reb overhears the end of Sesha's conversation with Paser about where her parents are entombed. Reb begins to say that her parents are not worthy of ceremony when Paser interrupts to say her parents are very respected.

Sesha returns to the handmaidens' chambers after tutoring Merat. Merat insisted on giving her one of the scrolls as payment for her tutoring. She placed the scroll in the box for her personal belongings at the head of her mat. Bebi tells Sesha that Ky was looking for her. He was invited to join Prince Tutan the next evening on a hippo hunt. This is a rite of passage for a young prince but is also a very dangerous sport. Sesha is worried about her brother. The next day, she asks Ahmes to allow her to assist him at the hippo hunt. Ahmes tells her that she will not assist him, but he is fond of Ky and will make sure he is safe.

In class the next day, Sesha confronts Reb about his veiled comments about her father. He tells her that Ay was killed because he offended the gods. This statement brings forth a memory she has of her father from a few nights before the fire. During the floods, her father took on additional work operating on the farmers injured while repairing the pyramids. Her father was curious about the types of injuries that occur during the Inundation. He was preparing his surgical tools. Sesha and her father had talked about the gods and whether they wanted him operating and preventing people from dying from injuries that the gods allowed to happen.

Sesha elbows Reb in the ribs, and Paser stands between them to prevent a fight. Ahmes gives all three the punishment of sweeping the temple floors. Sesha hopes that after her punishment, she will get an opportunity to sneak away and search for the papyrus in her father's study. Paser is pleased that this punishment will give him an opportunity to see the bodies in the embalming room before their class tomorrow. All three proceed to the embalming room after putting away their brooms.

Sesha becomes overwhelmed with grief when she looks at the bodies of a man and a woman in the embalming room. The woman reminds her of her mother. She suddenly becomes worried about losing her brother to the hippo hunt. She runs from the room and is determined to join the hippo hunt.

Paser follows her into the marketplace. They decide to go to the water's edge to perhaps find the hunters. They smell, then hear the hippo right behind Paser. Then they see the hunters charge the hippo as the hippo

seems intent on charging Paser. Sesha pushes Paser out of the hippo's path and they roll down the embankment into the papyrus reeds. As Sesha attempts to climb out of the reeds, she sees Ky and Anubis. Then she realizes that she does not see Paser. She finds Paser in the water, unconscious and not breathing with a gash on his head. She pulls him out and performs CPR to save him. Ky helps Sesha get Paser safely to the top of the embankment. Ky heads back to be by Tutan's side at the hippo hunt. Sesha follows him and watches Tutan kill the beast.

Merat greets Sesha when she returns to the palace. Merat tells Sesha that the Festival of the Inundation will last sixteen days. At first, Sesha thinks that it is to distract everyone from the possibility of the upcoming war. Then she realizes that the festival will give her an opportunity to search the temple for the scroll. Merat gives her a protective talisman that used to belong to Sesha's father. At the feast, Sesha sees Ahmes, who informs her that something has happened to Ky.

WEEK 3 (CH. 18–26, P. 127–188)

Ky loses consciousness and experiences muscle spasms during the hippo hunt. Ahmes says that they need to find the scroll and the medical information it contains about the head and brain to perform surgery to cure Ky. Their instructor takes them to the embalming room to observe the process as part of their training, a new feature of training introduced by Sesha's father. He warns them to “expect the stick” if they behave inappropriately. A student faints. A cobra is discovered in the room. Sesha uses her skill to lure the cobra into a basket. Paser offers to take Sesha to visit the tomb of her parents as she does not know where it is. She agrees but says she needs to ask Nebifu a question first. Paser does not know that Sesha is determined to search Nebifu's rooms for the scroll.

Sesha knocks on the door of her father's old study and goes in when she receives no answer. As she searches the room, Nebifu and his nephew Reb enter. She hides in a wardrobe and hears Nebifu chastise Reb for being late. She does not find the scroll and returns to Paser to go with him to the City of the Dead to visit her parents' tomb. Sesha is concerned that her parents' spirits have not have survived as they were not embalmed. Paser suggests that the high priests will know.

Sesha and Paser go down into the tomb. Sesha is reassured to see that some of her parents' belongings are in the tomb, such as her father's obsidian surgical knife. She considers that the scroll may have been at her home after all. They go and look at the site of the fire. Sesha finds a ring with the Eye of Ra inscribed on it that she believes belongs to one of the pharaoh's guards.

Back at the palace, the discovery of the ring and Paser's understanding that it may mean trouble convinces Sesha to confide in Paser. He offers to help search for the scroll. They meet up with Merat, who wants another lesson reading hieratic script. Merat confides that Pharaoh, her father, has arranged a marriage for her to a Hyksos chieftain, and she is unhappy about it.

Reb tells Sesha that the priests (including his uncle) may have had her father killed because of the changes he had made at the temple. Many considered her father to be a heretic. Sesha asks why Reb is telling her this — does he not want to protect his uncle? Reb says that he hates his uncle and points at the fading bruise on his cheek.

Paser, Reb, and Sesha decide to look in the catacombs under the temple for the scroll. They keep track of the turns they make through the labyrinth and eventually end at a small, apparently insignificant, mostly empty room. Paser notices that there is a breeze, so they search for the source. When they find the source, they try pressing the bricks on the wall. A stone moves and they push it open and crawl through to a very large chamber full of gold and jewels. In the back of the room are shelves with thousands of scrolls. They speculate that the scroll was originally found there. Paser discovers a writing table with papyri. Sesha recognizes the hieratic script as her father's. They find the missing scroll under the table.

WEEK 4 (CH. 26–34, P. 189–256)

Sesha, Paser, and Reb go to Ahmes's office to unroll the scroll and discover another older scroll inside, signed with the cartouche of Imhotep. The outer scroll is a copy of Imhotep's scroll in Sesha's father's handwriting. When Ahmes discovers them there, Sesha asks him to keep the discovery of the scroll secret until after Ky's surgery, as she believes Pharaoh may keep the scroll if they give it to him.

The surgery is planned for two days later. Sesha tells Ky, but he tells her he does not want the surgery. He asks where the scroll was found and becomes upset when Sesha will not tell him because she does not trust him to keep a secret from his close friend Tutan, son of Pharaoh.

Rejoining the celebration and the royal family, Sesha walks in on Pharaoh sending Merat out of the room. She has refused the marriage proposal. Pharaoh is very upset, as he has used all their reserves of food for the festival, hoping to please the gods, but the water levels of the Nile are not high and there will be famine unless the rains come. If there is famine, the Hyksos will take advantage of Egypt's weakness and start a war. Pharaoh reiterates the importance of finding the scroll with the knowledge it contains for success in battle.

Sesha finds the section of the scroll that deals with the brain. Ky decides to have the surgery, and Ahmes performs it successfully.

Pharaoh finds out that the scroll has been discovered and where. Pharaoh did not know about the treasure room in the temple. The high priests have been hiding treasure from Pharaoh, and Pharaoh has Nebifu arrested. As Nebifu is taken away, he calls to Sesha, telling her that her father had been protecting the treasure and that she needs to continue his work.

Sesha decides to speak with Nebifu. On the way to the Place of Confinement, where prisoners are kept, Sesha is accosted by the fruit vendor and his wife, who still hold a grudge against her and threaten her with a knife. As they drag her off the path, they are attacked by Reb and Paser. All three friends continue to go to speak with Nebifu. He tells them that her father had wanted to tell Pharaoh about the treasure the priests were hiding from him. They deduce that Queen Anat must know of the treasure room but has not told Pharaoh about it. Nebifu swears to Sesha that the fire at her parents' house was an accident. The three friends leave Nebifu in the pit to face the consequences of his actions.

They head to the tomb to hide Sesha's incomplete copy of the scroll for safety. At the tomb, they are surprised by Queen Anat and three guards, including the guard Sesha refers to as Crooked Nose. The queen commands Sesha to give her father's copy of the scroll to her. She also calls him a heretic. She reveals that the pharaohs would lose their power if the people should stop believing them to be the embodiment of the gods on earth, so she had Sesha's father killed. Queen Anat wants to destroy all copies of the scroll and kill Sesha and her friends.

Queen Anat reveals that she has married Merat to the Hyksos's chieftain, despite her wishes, and that she will kill Ky with poison, like she killed Qat, if the three try to escape. Sesha notices that Crooked Nose, who also calls her Flea, is missing his ring and accuses him of setting the fire at her home.

The soldiers start filling the entrance to the tomb, trapping the three friends inside. Suddenly, the rubble stops falling into the tomb. Sesha, Reb, and Paser climb up to see Tutan and Ahmes at the entrance to the tomb. Ky told them where they were going, and Anubis helped Tutan and Ahmes find them. Tutan and Ahmes promise that Ky will be safe at the palace, and Ahmes will safeguard the scroll, but the three friends cannot go back and risk the displeasure of the queen. Ahmes suspects that the queen would like to be pharaoh if Pharaoh were killed in battle.

The three friends decide to go north to the Hyksos kings and Merat. Their skills as physicians will be needed, and they may find an opportunity to rescue Merat.

III PRE-READING ACTIVITIES

EXAMINING THE FRONT COVER

Project an image of the front cover of the book for the whole class. Look at the cover illustrations and title for clues about the genre and setting. A good title shines a light on the main idea of a book or something important in the story. *Lost scroll* implies that searching for the scroll may be a central idea in the story. The art on the cover and the title give clues about the setting. The statues, markings, sand, cobra, and decor, as well as the way the characters on the cover are dressed — in togas, wearing ankle jewellery, carrying a lit torch — hint at the setting being in Ancient Egypt.

MAP ACTIVITY

To build schema, provide the background geographical information about Ancient Egypt for the whole class by sharing a map that shows the Nile in Ancient Egypt. A map that highlights the Delta and the fertile area beside the Nile would be beneficial, such as: journeytoegypt.com/en/blog/nile-river-map (the map at the top of this website is very helpful).

Project and examine the map with the whole class. Then, do the following:

- Explain what a delta is (e.g., Tanis).
- Show the fertile lands bordering the Nile. Mention that the land is fertile due to the regular flooding of the Nile (Inundation).
- Show where Thebes is located along the Nile.
- Review the cardinal directions.

VIRTUAL FIELD TRIPS TO ANCIENT EGYPT

Many museums have virtual gallery visits and field trips that you can share with your class.

You can visit the tomb of Queen Meresankh III: my.matterport.com/show/?m=d42fuVA21To.

The Royal Ontario Museum in Toronto has an online collection of some of their Egyptian artifacts (permanent exhibit):

collections.rom.on.ca/search/*/objects?filter=department%3AWorld%20Cultures%25255C%3A%20Egyptian#filters.

The British Museum has some virtual tours of their Egyptian Collection (permanent exhibit): britishmuseum.org/collection/galleries/egyptian-death-and-afterlife-mummies.

PRE-READING COLLABORATIVE RESEARCH ACTIVITY

Independently or in pairs, students can choose a research topic from the suggested list below. They can collaborate on a Google Slides or Jamboard presentation, book, or other shared format. The following examples of gods, goddesses, and aspects of Ancient Egyptian culture have been taken from the book.

Egyptian Gods and Goddesses:

- Ra
- Amun
- Hathor
- Osiris
- Thoth
- Bes
- Anubis
- Horus
- Khonsu
- Nebet
- Set
- Isis
- Ammit

Ancient Egyptian Culture and History:

- Field of Reeds
- Festival of the Inundation
- papyrus
- Imhotep
- Hyksos
- mummification
- *Ba* and *Ka*

ANCIENT EGYPTIAN CULTURE RESEARCH ORGANIZER

Name: _____

Name of God/Goddess	
Image or Drawing	Description of Physical Appearance
Role and Power	

ANCIENT EGYPTIAN CULTURE AND HISTORY RESEARCH ORGANIZER

Name: _____

Topic	
Description	Explanation
Importance to Ancient Egyptians	

IV DURING-READING ACTIVITIES

In the following activities, there are opportunities to teach and practise a variety of reading comprehension strategies and reading responses, such as using context to infer the meaning of new words, character analysis, character perspectives, making connections, and visualizing.

SIMILES

There are similes throughout the book. This could be an excellent opportunity to teach similes in your Language Arts program by asking students to locate examples of similes as they read, share with the class, and discuss as a group.

ONGOING CHARACTER ANALYSIS

Before beginning the book, have each student select one of the main characters, such as Sesha, Ky, Paser, Reb, Merat, or Queen Anat. As they read, they will keep notes on their appearance, values, character traits, accomplishments, and prized possessions. After reading, students will consolidate this information in an extension activity.

CHARACTER ANALYSIS ACTIVITY

Name: _____

As you read this book, you will learn about the main characters. Select one of the main characters (Sesha, Ky, Paser, Reb, Merat, or Queen Anat). As you read, pay attention to what you learn about the character, such as appearance, accomplishments, and prized possessions. You will also identify two character traits. Pay attention to what the character thinks, says, and does to determine their character traits. Examples of character traits are devious, honest, loyal, caring, mischievous, athletic, and curious. Keep this table close by and fill it out as you read.

Character Name		
Appearance		
Accomplishments		
Prized Possessions		
Character Trait:		
Words	Thoughts	Actions
Character Trait:		
Words	Thoughts	Actions

CHAPTER QUESTIONS

The chapter questions may be used for discussions, homework, and/or reading responses. You may also choose to assign a few of these questions to each member of a reading group.

WEEK 1 (CH. 1-9, P. 1-63)

CHAPTER 1

1. What clues does the author give to help us understand that Sesha is a snake charmer at the beginning of the chapter?
2. Why is Sesha charming the cobra in the busy marketplace?
3. We learn that Sesha can read and write. This is unusual for girls at this time. Why did her father teach her these skills?
4. Sesha's father "believed that learning and knowledge bestow power on their possessor." Do you agree or disagree with this statement? Explain your thinking.
5. Sesha and Ky are orphans. How long have they been orphans? What information from the text helps you infer how long ago their parents died?
6. Why does Sesha kick over the basket containing the cobra?
7. What does Ky get caught doing?
8. What does Sesha fear will happen to Ky if the angry vendor reaches him? Why?
9. What is the importance of the barking dog?

CHAPTER 2

1. Who is Ra? What is Ra's "golden vessel"? Research.
2. What are Sesha's suspicions about the deaths of her parents?
3. Why are Sesha and her brother starving, stealing, and sheltering in a dilapidated storage shed when they could be living in the palace?
4. Why is Sesha concerned about her brother?
5. What did Sesha overhear her parents discussing several nights before the fire?
6. What does Sesha believe is the importance of her father's scroll? What does the reader learn about the scroll in this chapter?

CHAPTER 3

1. At the end of the chapter, Sesha feels that they have "walked into a nest of vipers." Why?
2. Why is Queen Anat's husband the pharaoh instead of her?

CHAPTER 4

1. What makes Sesha suspect that she is not the only one looking for the papyrus?

CHAPTER 5

1. What have we learned about the importance of the papyrus in this chapter?
2. What happened to the priest who originally discovered the scroll? Why can't the priest who discovered the scroll help Wujat locate it?
3. Why does Sesha worry about Wujat asking the pharaoh to allow Sesha to look for the papyrus in the temple?
4. Will Ky join Sesha in the temple? What will he do?
5. Why is Ky in poor health?
6. What does Sesha ask of Ahmes? How does he respond to her request?
7. Does Ahmes feel that Sesha will be welcomed by the other scribes at the temple? Explain.

CHAPTER 6

1. Sesha becomes tearful and emotional while Nebet is rubbing almond-scented essential oils into her hair. Explain how a scent can bring about a memory or an emotion. Use information from the text and from your personal experiences.
2. Why is the pharaoh surprised that Sesha wants to continue her studies in the healing arts?
3. What lie does Sesha tell?
4. Why is the scroll important to the pharaoh?

CHAPTER 7

1. There are two distinct opinions held by Egyptians about the foreign rulers who have taken over the north delta. What are they?
2. What has the pharaoh decided Sesha will do?
3. What has Merat asked Sesha to do for her?
4. When Merat wakes up from her nap in the handmaidens' quarters, she speaks with two women. Who are they? How do they seem to feel toward Sesha? Use information from the text to support your answer.
5. Why does Sesha feel uneasy at the end of the chapter?

CHAPTER 8

1. On her way to check on her brother, Sesha overhears a conversation between the pharaoh and Wujat. Why is the pharaoh in a hurry to locate the scroll?
2. What are the pharaoh's concerns about how the priests will feel about Sesha's presence in the temple?
3. What does Wujat inform the pharaoh about the food supplies?

CHAPTER 9

1. Explain why Queen Anat feels it is important for the future pharaoh to learn about both their history and their gods?
2. Which does Sesha admire most about Queen Anat, her brilliance or her beauty? Why?
3. On page 59, Queen Anat informs Sesha, “We had your parents entombed in one of the mastabas.” Use context clues to help you infer the meaning of *mastabas*.
4. What does Sesha tell the Queen about what she remembers from the night of the fire and how she and her brother escaped death?
5. What does Sesha not tell the Queen about her memories of that night?
6. Describe the gift that Sesha receives from Pharaoh.

WEEK 2 (CH. 10–17, P. 64–126)

CHAPTER 10

1. What do we learn about hieratic script at the beginning of the chapter? What parts is Sesha already familiar with and what will she need to learn?
2. The word *seba* has two meanings. What are they?
3. What happens to a student who performs poorly in Ancient Egyptian culture?
4. What happened to the priest who shared the scroll with Sesha's father?
5. Where is the temple located?
6. Why is Sesha nervous as she walks toward the temple?
7. What ritual do Sesha and Wujat observe as they enter the temple?
8. On page 69, Nebifu glances down "his mammoth proboscis." Use context clues to help you infer the meaning of "proboscis."
9. Describe Nebifu's attitude toward Sesha.
10. How did Sesha's father feel about Nebifu?
11. At the marketplace, the vendor's wife is negotiating a fair trade of onions for bread. How many onions are worth five loaves of bread today?

CHAPTER 11

1. What do the scribes call their teacher?
2. Sesha meets Paser during the break, and we get to know a little bit about him in this chapter. What kind of person is he? How do you know this about him? Locate information about things he says and does to support your answer.
3. We also learn about another student, Reb. What do we learn about him?
4. Why does Paser lie to Sebau about the rat in the vat of ale?
5. What are two things that Sesha and Paser have in common?
6. What does Reb tell Sesha about her father?
7. How do the other students look at Sesha?
8. Explain the Ancient Egyptian beliefs related to death, the soul, and the afterlife (*Ba*, *Ka*, and *Akh*).
9. Why is Sesha worried for her parents' afterlife?

CHAPTER 12

1. Bebi shares gossip about the cook being fired. Why was the cook let go?
2. What does Sesha offer to do for Tabira? Why?
3. Merat asks Sesha about the boy she had a conversation with in class, explaining that she knew Paser as a child. What information does Merat share about Paser?

4. Read the description of Merat's rooms. Draw how you visualize this suite. Use colours and base your drawing as much as possible on the description in the text. Share your drawing with a partner.
5. What is the difference between hieratic script and hieroglyphics?
6. Why does Merat want to learn to write?

CHAPTER 13

1. What does Sesha place in the box at the head of her mat?
2. Why is Kewat sobbing?
3. What news did Ky want to share with Sesha when he was looking for her earlier that evening? Why is this a great honour for Ky?
4. How do Reb's and Paser's views of who holds power differ?
5. How does Paser seem to feel about the inhabitants of the palace?
6. What does Sesha want to ask Ahmes? How does he respond?

CHAPTER 14

1. What does Reb say to Sesha about her father?
2. Reb's words cause Sesha to remember a conversation she had with her father a few days before the fire. What fascinated Ay during the times when the Nile flooded?
3. Shortly before her father's death, Sesha asked him whether he thought the gods might be angry with him for saving lives. Explain both her and her father's perspectives on whether his surgeries pleased or angered the gods.
4. Sesha has mixed emotions about having to sweep the temple floors after class. Explain.
5. Why is Paser pleased about the punishment and the opportunity it presented to him?

CHAPTER 15

1. Find the simile on page 106. What does it represent?
2. What is the symbolism attached to the hippo hunt? Explain.
3. What happens to Paser?

CHAPTER 16

1. How does Sesha save Paser?
2. Sesha's face is wet after watching Tutan kill the hippo. Why? What was she thinking about as she watched the ceremonial kill?

3. The pharaoh has declared that the Festival of the Inundation will last sixteen nights. Sesha realizes that this festival can serve as a distraction. Give two reasons why this festival can serve as a distraction.
4. What are Sesha's thoughts when Merat gives Sesha her father's amulet?

CHAPTER 17

1. Why does Kewat want to know immediately whether she is pregnant?
2. Explain why Sesha is anxious about her upcoming conversation with the pharaoh.
3. Why does Pharaoh believe Sesha was present at the hippo hunt?

WEEK 3 (CH. 18–26, P. 127–188)

CHAPTER 18

1. What do we learn about Ky's illness?
2. Why are riches buried with the dead?
3. What is the punishment for robbing the dead?
4. Which organs did the Egyptians consider important? How were they stored?
5. Which organ allows the dead to enter the Field of Reeds? How does this happen?
6. Which organ did the Egyptians not consider important and throw away? How is this different from what we know today?

CHAPTER 19

1. The snake in the embalming room is a cobra. Why does Sesha know how to handle it?
2. What does Sesha do to control the snake?
3. How does Reb's attitude toward Sesha change in this chapter?

CHAPTER 20

1. On page 142, Sesha uses the expression "in the blink of an Eye of Ra." What does she mean by this? Is there another expression you might use that means the same thing?
2. When Paser and Sesha visit the City of the Dead, Sesha finds out that her parents will be the last people buried in that tomb. How will the tomb be sealed and why?
3. Sesha's parents' bodies were not embalmed. Why does this concern Sesha? What does Paser suggest to reassure her?

CHAPTER 21

1. Sesha is reassured when she sees some of her parents' belongings in the tomb. What items does she see?
2. What is obsidian? What was it used for in ancient times? What is it used for now?
3. Sesha has an idea about the possible location of the scroll when she is looking around the tomb. Where does she think it may be?
4. At the end of the chapter Sesha makes a disturbing discovery. What is the discovery and what may it mean?

CHAPTER 22

1. On page 156, Merat and Paser are talking. What do we learn about their relationship in this chapter?
2. On page 157, Merat's tone is "as bitter as horehound" as she explains the marriage her father has arranged for her. How do you think she feels about the marriage and why?
3. Sebau takes the student scribes to a village nearby to treat minor injuries. Sesha finds something unexpected in her medical bag. Who do you think has put it in there and why?

CHAPTER 23

1. Who does Reb think put the brains in Sesha's bag and why?
2. Reb thinks Sesha's father was a heretic. What does *heretic* mean? Why does Reb think so?
3. Reb says that he hates his uncle. Why?
4. What does Sesha discover about the scroll that Merat gave her in chapter 12?

CHAPTER 24

1. Why does Sesha feel like Apep?
2. What is the role of the god Amun?
3. Where and when do Sesha, Reb, and Paser decide to search for the scroll? Who has joined in to assist them with their search?

CHAPTER 25

1. Why do you think Sesha has still not told Ky about the search for the scroll?
2. Why can Sesha and Paser search the labyrinths more easily during the festival than on other days?
3. What does Sesha's father say is the best way to learn something? What kind of a learner are you?
4. What is the purpose of the secret room they find in the temple labyrinth?
5. What discovery does Paser make at the end of the chapter?

WEEK 4 (CH. 26–34, P. 189–256)

CHAPTER 26

1. Sesha drops her torch accidentally. What happens next?
2. What is a sistrum? What is a modern version of it?

CHAPTER 27

1. At the festival, people play board games called Senet and Hound and Jackals. What games do you like to play with your friends or family? Explain.
2. A cartouche is an oval containing hieroglyphs that represents the name of a royal person. Research and design a cartouche containing your name.
3. Why do you think Merat tells Ahmes that the scroll was found in her room?

CHAPTER 28

1. Sesha says she will be with Ky during the surgery “from every drop of water to fall from the water clock” (p. 207). What is a water clock? How have water clocks been used throughout time and by various civilizations?
2. Ky is afraid to have the surgery. Why do you think this is? Have you ever had to have a medical procedure that you were afraid of?

CHAPTER 29

1. Sesha thinks about her future and decides that she may wish to be a surgeon like her father. What would you like to do in the future? Do you have a friend or family member or idol who inspires you to follow in their footsteps? Explain.
2. On page 211, Sesha is experiencing some feelings. What is she feeling? What simile does she use to describe what she does with her feelings?
3. Sesha already knows her father is thought to be a heretic, but she worries about him being thought to be another thing. What is it and why?
4. Who is Ammit, the Devourer, and what powers does he have?
5. Why is Pharaoh angry at Merat? Explain why her actions have an impact on her country.
6. What has Pharaoh done with Egypt’s food reserves and why?

CHAPTER 30

1. Sesha works on recopying the scroll. What does she learn about its importance?
2. Ky decides to go through with the surgery. What does the surgery involve? Is this surgery still performed today?

CHAPTER 31

1. Pharaoh learns about the treasure room. What are the consequences of the High Priests having hidden the treasure?
2. Why do you think Queen Anat had Qar's journal?
3. Sesha is captured by the fruit vendor and his wife. Why do you think they still want her?

CHAPTER 32

1. What do Sesha, Paser, and Reb learn from Nebifu?
2. Why do they leave Nebifu in the pit? Do you think this was fair? Explain.
3. We learn that Queen Anat must know about the treasure room. Why do Sesha, Paser, and Reb think she has not told Pharaoh?

CHAPTER 33

1. Sesha calls on Hathor to help her. What powers does this goddess have?
2. What do we learn about Queen Anat's political views? What has she done to safeguard them?

CHAPTER 34

1. How do Sesha, Reb, and Paser escape the tomb?
2. Where do Sesha, Paser, and Reb go after escaping? Why are they going there?
3. Who do they hope to meet at their destination?
4. Why do Sesha, Paser, and Reb think they may be welcome at their destination?

V AFTER-READING ACTIVITIES

NARRATIVE WRITING TASK

Sesha, Paser, and Reb are going north to the Hyskos. Students will use their understanding of the character they researched as well as the other main characters to imagine what adventures they may have on their journey to the Hyskos. Have students write a short narrative text anticipating their journey. A narrative writing assessment rubric for this assignment is included in the Rubrics section.

CHARACTER ANALYSIS VENN DIAGRAM

Invite students to compare and contrast themselves with the character they researched using a Venn diagram.

CHARACTER TRADING CARD

Students will create a trading card using the details they recorded about a main character. The card should feature a colour drawing or image of the character and the character's name on the front of the card. Students should also choose an item that they feel represents the character and include it on the front of the card. On the back of the card, students should list character traits, accomplishments, and a few prized possessions the character would like to be buried with. An assessment rubric for this assignment is included in the Rubrics section.

CODING A LABYRINTH

Using free web resources, such as code.org or scratch.mit.edu, have students create their own labyrinth.

THE ASWAN DAM

Have students research the Nile River before the Aswan Low Dam was built.

Have students answer the following questions:

1. What natural event happened annually?
2. When was the Aswan Low Dam built and why?
3. How did the Nile River change as a result of the dam being built?
4. Why was the Aswan Low Dam replaced with the Aswan High Dam?
5. What impact has the new dam had on the environment?

VI RUBRICS

NARRATIVE WRITING TASK RUBRIC

	Level 1	Level 2	Level 3	Level 4
Understanding the narrative text features	Demonstrates limited understanding of narrative text features by incorporating few of the appropriate features	Demonstrates some understanding of narrative text features by incorporating some appropriate features	Demonstrates considerable understanding of narrative text features by incorporating most of the appropriate features	Demonstrates a high degree of understanding of narrative text features by incorporating all appropriate features
Development of setting, characters, and events using descriptive language	Setting, characters, and events are developed with limited effectiveness	Setting, characters, and events are developed with some effectiveness	Setting, characters, and events are developed with considerable effectiveness	Setting, characters, and events are developed with a high degree of effectiveness
Expression and organization of ideas and information	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Use of conventions and vocabulary	Uses conventions and vocabulary with limited effectiveness	Uses conventions and vocabulary with some effectiveness	Uses conventions and vocabulary with considerable effectiveness	Uses conventions and vocabulary with a high degree of effectiveness
Application of knowledge of the story	Applies understanding of details from the book with limited effectiveness	Applies understanding of details from the book with some effectiveness	Applies understanding of details from the book with considerable effectiveness	Applies understanding of details from the book with a high degree of effectiveness

CHARACTER TRADING CARD RUBRIC

	Level 1	Level 2	Level 3	Level 4
Knowledge and understanding: Facts about character (accuracy)	Demonstrates limited knowledge of content (many errors or omissions)	Demonstrates some knowledge of content (some errors or omissions)	Demonstrates considerable knowledge of content (mostly accurate)	Demonstrates thorough knowledge of content (highly accurate)
Thinking and critical research process: Recording character traits throughout the book	Records only simple details, some of which are off-topic or irrelevant	Records simple details that usually support the main idea	Records details that support the main idea	Records details that support the main idea with a high degree of effectiveness
Communication: Clarity of expression and logical organization of information	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Application of the knowledge and skills (features of trading card)	Uses features of trading cards with limited effectiveness or only uses a few features of a trading card	Uses features of trading cards with some effectiveness	Uses features of trading cards with considerable effectiveness	Uses features of trading cards with a high degree of effectiveness

VII ONTARIO CURRICULUM CONNECTIONS

PRE-READING ACTIVITIES

Language: Grades 5–8 Curriculum Expectations

READING

1. Use stated and implied ideas in texts to make inferences and construct meaning.
2. Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

Applies to: Examining the Front Cover; Pre-Reading Collaborative Research Activity

WRITING

1. Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.

Applies to: Pre-Reading Collaborative Research Activity

ORAL

1. Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience.
2. Use a variety of appropriate visual aids (e.g., posters, charts, maps, globes, computer-generated organizers) to support or enhance oral presentations.

Applies to: Pre-Reading Collaborative Research Activity

Social Studies: Grade 4 Curriculum Expectations

HERITAGE AND IDENTITY— EARLY SOCIETIES TO 1500 CE

1. Ways of Life and Interactions with the Environment

Applies to: Map Activity; Virtual Field Trips to Ancient Egypt

History and Geography: Grade 7–8 Curriculum Expectations

GEOGRAPHY

1. Analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them.

Applies to: Map Activity

DURING-READING ACTIVITIES

Language: Grade 5–8 Curriculum Expectations

READING

1. Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
2. Use stated and implied ideas in texts to make inferences and construct meaning.
3. Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
4. Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

Applies to: Chapter Questions; Character Analysis Activity

AFTER-READING ACTIVITIES

Language: Grade 5–8 Curriculum Expectations

READING

1. Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.
2. Use stated and implied ideas in texts to make inferences and construct meaning.
3. Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views.

Applies to: Narrative Writing Task; Character Trading Card; Character Analysis Venn Diagram

MEDIA

1. Produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Applies to: Character Trading Card

WRITING

1. Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary.
2. Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions.

Applies to: Character Trading Card; Narrative Writing Task; The Aswan Dam

History and Geography: Grade 7–8 Curriculum Expectations

GEOGRAPHY

1. Analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them

Applies to: The Aswan Dam

Science: Grades 5–7 Curriculum Expectations

FORCES ACTING ON STRUCTURES

1. Analyze the effects of forces from natural phenomena on the natural and built environment.
2. Evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs.

Applies to: The Aswan Dam

Science: Grade 5 Curriculum Expectations

THE HUMAN BODY

1. Identify major systems in the human body (e.g., musculoskeletal system, digestive system, nervous system, circulatory system) and describe their roles and interrelationships.
2. Identify common diseases and the organs and/or body systems that they affect.

Applies to: Chapter Questions (Ch. 18 and 30)

Math: Grades 5–8 Curriculum Expectations

ALGEBRA

1. Solve problems and create computational representations of mathematical situations by writing and executing code.

Applies to: Coding a Labyrinth