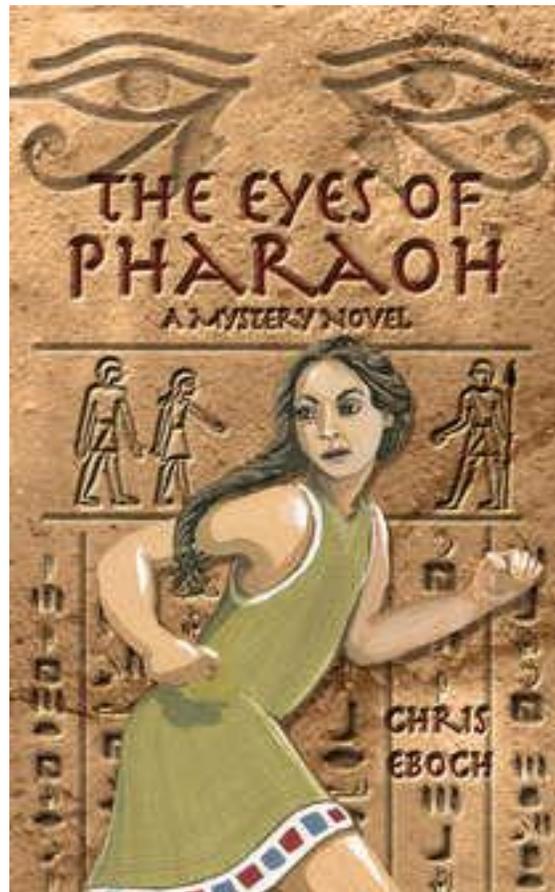
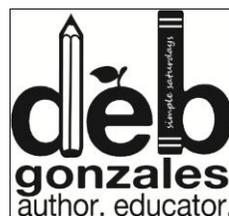


A CORE CURRICULUM STATE  
STANDARDS ALIGNED CURRICULUM  
GUIDE FOR



WRITTEN BY CHRIS EBOCH

GUIDE CREATED BY DEBBIE GONZALES



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## DISCUSSION QUESTIONS

*Sometimes being a temple dancer hardly seemed worth the trouble, with the tedious rituals and the other girls' petty gossip. But after the contest Pharaoh himself would know she was the best in the land (12).*

- Explain why being a temple dancer is important to Seshta.
- Why is Sit-Hathor in conflict with Seshta?
- Compare Seshta and Sit-Hathor. Consider ways that the two are similar.
- Contrast the girls. Describe how Seshta and Sit-Hathor are different.

*"Friends of Reya, eh?" General Kha'i made that, too, sound like an insult. He smiled, but it wasn't friendly. "Reya is not here. Nor should you be. This is no safe place for little girls." He took a quick step sideways so he could see Horus, who shied back like a skittish horse. "And young men should never come to the barracks unless they are ready to volunteer! (33)"*

- Consider the character of General Kha'i. Is he to be trusted? Tell why or why not.
- Describe Horus' character. Tell why his behavior has been compared to being a like a skittish horse.
- Tell why the General made the reference of friendship with Reya to sound like an insult.

*She had to ignore all the distractions, overcome the obstacles and keep her heart on what really mattered. Her heart slowed (61).*

- Tell how distractions and obstacles differ.
- List Seshta's distractions and obstacles.
- At this point in the story, what matters more to her, saving Reya or becoming a temple dancer? Explain your answer.

*She heard a confused sound of footsteps and murmuring. Then a booming voice announced the newcomers. "The honorable Lord Uben-Ra, the Eyes and Ears of Pharaoh, with three of his men. (87)"*

- Tell why the introduction of Miw's father at this point of the story adds complexity to the plot.
- Do you think that Lord Uben-Ra is an honorable man? How so?
- What of General Kha'i, Prince Penno, and the Pharaoh himself? Tell of the honor or lack of honor each character demonstrated.
- Tell how Seshta honored the bond of true friendship.
- Which character served as the true Eyes of Pharaoh? Explain your answer.



## THE MIND MAP INSTRUCTIONS

**Objective:** To describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Materials:**

- The Mind Map Graphic organizers (pg. 6 to 9)
- Pencil
- *The Eyes of Pharaoh*

**Procedure:**

- Read and discuss the quotation at the top of the graphic organizer.
- Locate the citation in the book. Reread the passages surrounding the quote.
- Visualize the internal and emotional reaction to the particular moment in the story in which the quotation was cited.
- The oval represents the character’s head. Inside the character’s head draw three symbols that represent the character’s reaction to the events taking place at this point in the story. A symbol can be any one object or item that relates to the character’s role in the story – an eye, a tree, an animal, etc.
  - One symbol represents the character’s desire. What do they really want?
  - One symbol represents their emotional reaction to the events taking place.
  - Suggestions for other symbols might be to represent their fear, concern, and/or joy.
- Explain the meaning behind the symbols in the spaces provided at the right of the character’s head.
- In the boxes at the bottom of the page, list three important words that pertain to the character’s role in the story at the point of the citation. Tell why these words describe the character’s role in the story.
- Share your work with your classmates. Comparing and contrast your interpretation of the character’s traits, motivations, and/or feelings at a particular place in the story.

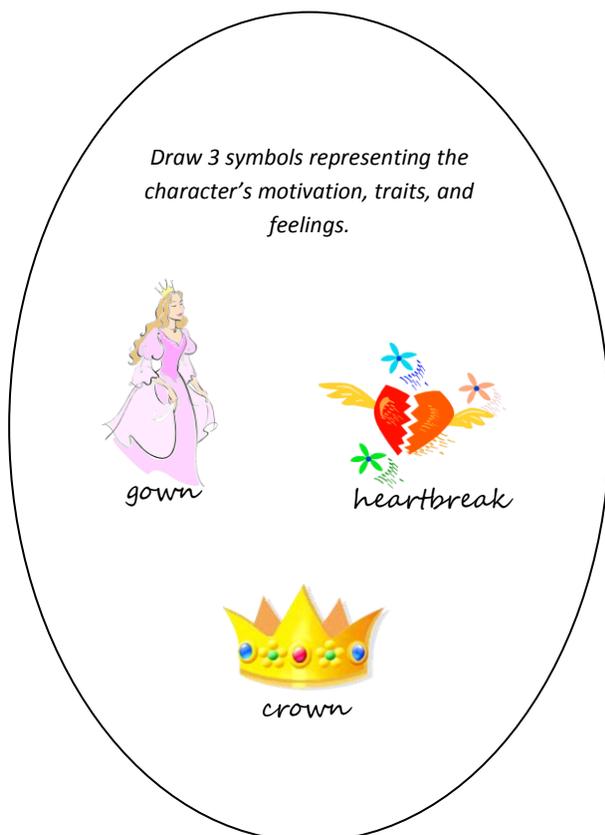
**Reference:** Allen, Cindy. *The Book Club Companion: Fostering Strategic Readers in the Secondary Classroom*. Portsmouth, NH: Heinemann, 2006.



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## A MIND MAP EXAMPLE – CINDERELLA’S PLIGHT

*Cinderella sighed. Her shoulders slumped. “Look at all the work I have to do – the scrubbing, the sweeping, the mending, the dusting. I’ll never be finished in time for the ball.”*



Define Symbol 1—Character’s desire:

*The gown symbolizes Cinderella’s desire to attend the ball.*

Define Symbol 2—Emotional reaction:

*The broken heart symbolizes Cinderella’s reaction to her cruel situation.*

Define Symbol 3: *The crown symbolizes the happily-ever-after reward she received in the end.*

Important word and why: **Hope** because Cinderella desired something other than the miserable life she led at home with her step-mother and step-sisters.

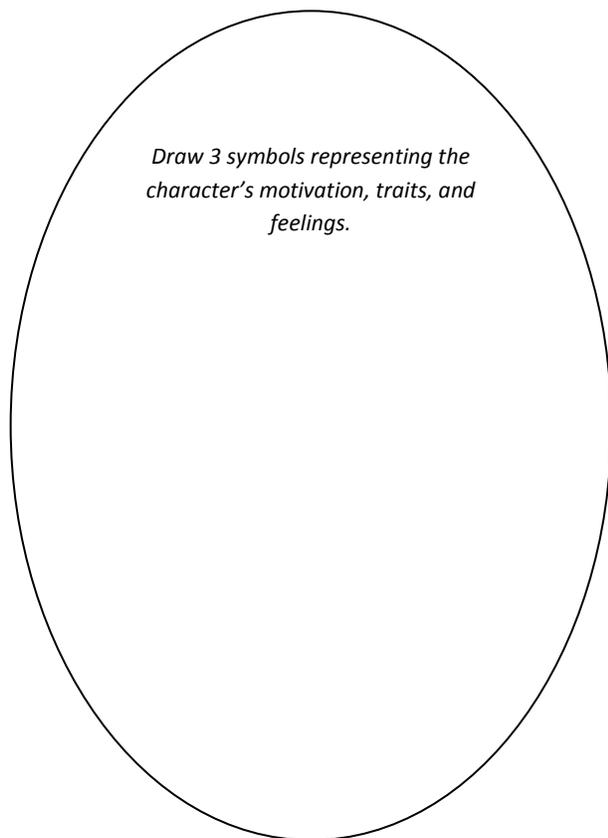
Important word and why: **Kindness** because her fairy-godmother treated her kindly and granted Cinderella her heart’s desire by giving her all she needed to attend the ball.

Important word and why: **Destiny** because true love won in the end. Despite all of the cruelty she endured, Cinderella was destined to marry the Prince and live happily ever after.



## A MIND MAP – SESHTA BEGINS HER QUEST

*Seshta wasn't sure if the sweat drenching her sides was due to the heat or her anxiety – her fear of finding out that something terrible had happened to Reya, her fear of finding out nothing at all (28).*



Define Symbol 1—Character's desire:

Define Symbol 2—Emotional reaction:

Define Symbol 3:

Important word and why:

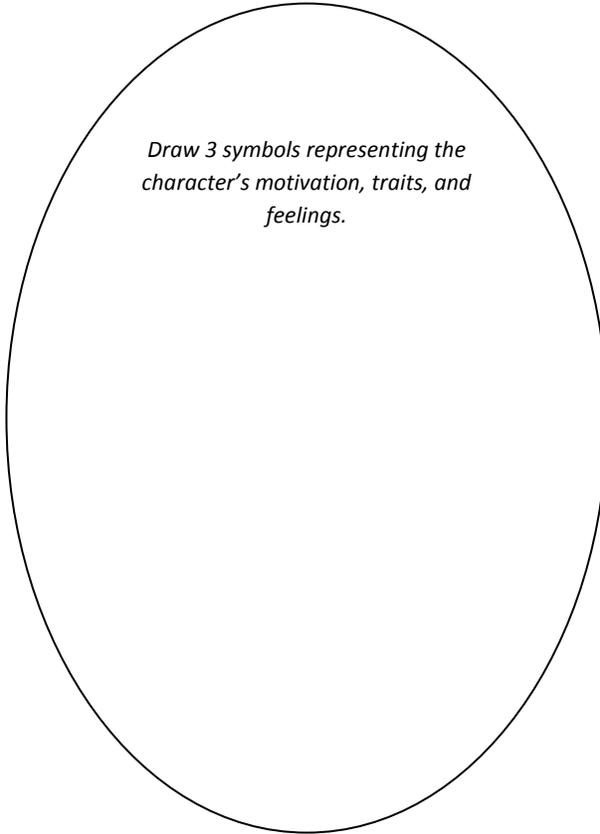
Important word and why:

Important word and why:



## A MIND MAP – HORUS' DILEMMA

*Horus shook his head. "Doesn't anything scare you? (54)"*



Define Symbol 1—Character's desire:

Define Symbol 2—Emotional reaction:

Define Symbol 3:

Important word and why:

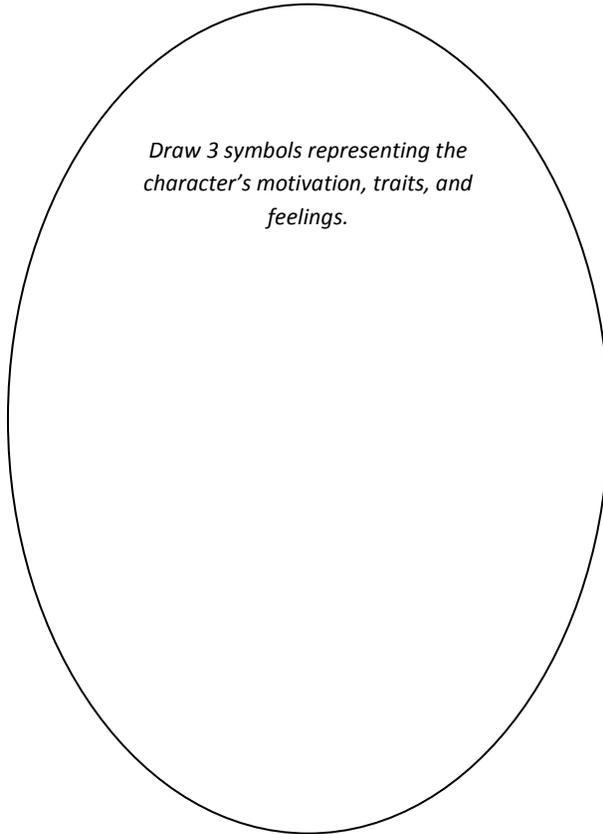
Important word and why:

Important word and why:



## A MIND MAP – KER’S SURPRISE

*“Alas, I am not here as a guest, like yourself, but in my official capacity as a translator. Others from my country will attend tonight. I would be happy to introduce them to you, so that you may further your knowledge of our people. (81)”*



Define Symbol 1—Character’s desire:

Define Symbol 2—Emotional reaction:

Define Symbol 3:

Important word and why:

Important word and why:

Important word and why:



## A MIND MAP – PRINCE PENNO’S PLAN

“That hardly seems necessary,” the prince said. “I’m sure the two who suffered this unfortunate... accident... would much prefer a chance to refresh themselves. My servants will take them to the house, bathe them, and find suitable clothes. The other young ladies may continue to enjoy the party. (96)”

*Draw 3 symbols representing the character’s motivation, traits, and feelings.*

Define Symbol 1—Character’s desire:

Define Symbol 2—Emotional reaction:

Define Symbol 3:

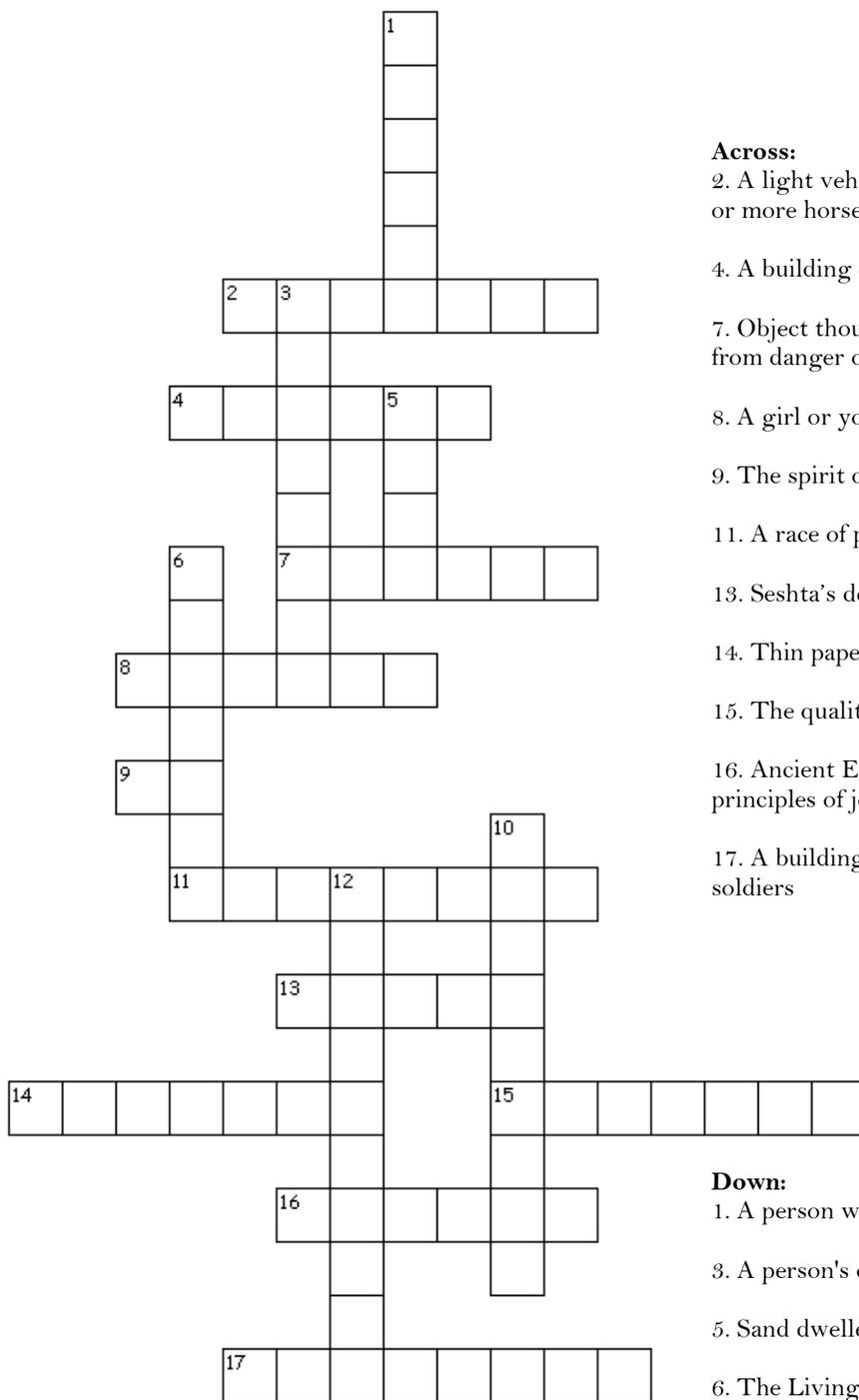
Important word and why:

Important word and why:

Important word and why:



## THE EYES OF PHARAOH CROSSWORD PUZZLE



### Across:

2. A light vehicle, usually on two wheels, drawn by one or more horses, often carrying two standing persons

4. A building devoted to worship

7. Object thought to possess power to protect its owner from danger or harm

8. A girl or young woman, especially an unmarried one

9. The spirit of a soul

11. A race of people, some of whom are Egyptian slaves

13. Seshta's deepest desire

14. Thin paper-like material

15. The quality of being loyal to someone or something

16. Ancient Egyptian goddess who personified the principles of joy, feminine love, and motherhood

17. A building or group of buildings used to house soldiers

### Down:

1. A person who buys and sells goods

3. A person's or a people's native land

5. Sand dwellers, desert nomads, wandering cow-herders

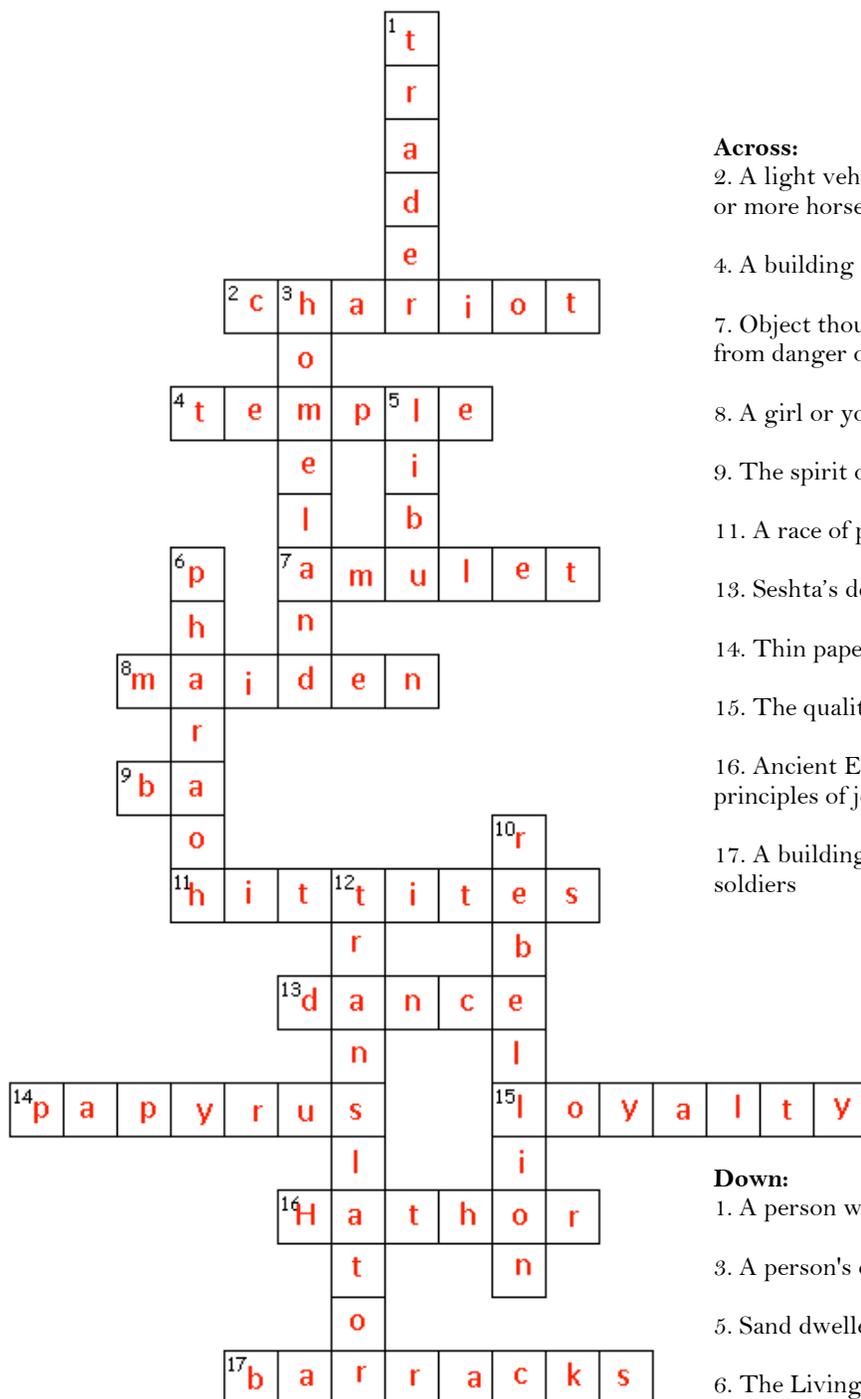
6. The Living God

10. An act of violent or open resistance to an established government or ruler

12. A person who translates from one language into another



## THE EYES OF PHARAOH CROSSWORD PUZZLE – ANSWERS

**Across:**

2. A light vehicle, usually on two wheels, drawn by one or more horses, often carrying two standing persons

4. A building devoted to worship

7. Object thought to possess power to protect its owner from danger or harm

8. A girl or young woman, especially an unmarried one

9. The spirit of a soul

11. A race of people, some of whom are Egyptian slaves

13. Seshta's deepest desire

14. Thin paper-like material

15. The quality of being loyal to someone or something

16. Ancient Egyptian goddess who personified the principles of joy, feminine love, and motherhood

17. A building or group of buildings used to house soldiers

**Down:**

1. A person who buys and sells goods

3. A person's or a people's native land

5. Sand dwellers, desert nomads, wandering cow-herders

6. The Living God

10. An act of violent or open resistance to an established government or ruler

12. A person who translates from one language into another



## CORE CURRICULUM STATE STANDARDS ALIGNMENT

ENGLISH  
LANGUAGE ARTS  
STANDARDS »  
READING:  
LITERATURE

		Discussion Questions	Mind Maps	Crossword Puzzle
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	▲	▲	
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	▲	▲	
CCSS.ELA-Literacy.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			▲
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	▲	▲	▲
CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	▲	▲	
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)	▲	▲	
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	▲	▲	▲
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	▲		
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	▲	▲	▲

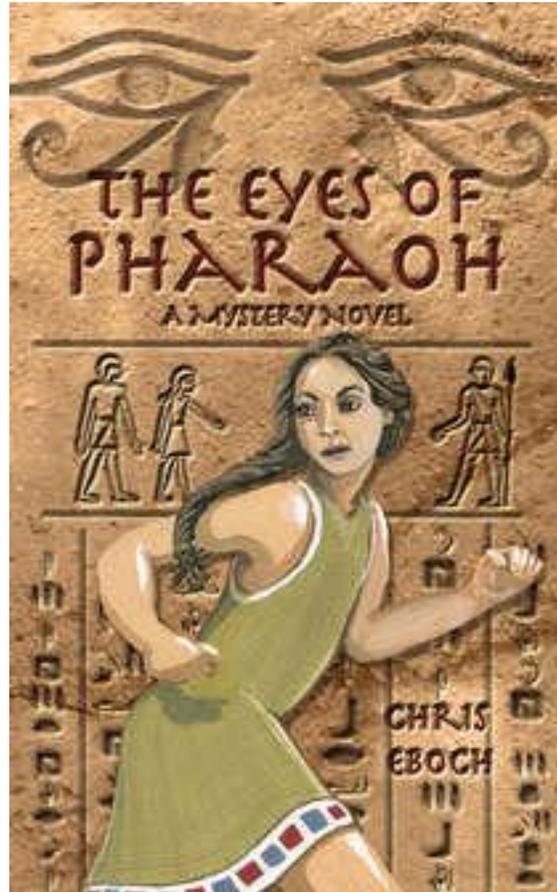


ENGLISH  
LANGUAGE ARTS  
STANDARDS »  
SPEAKING &  
LISTENING

		Discussion Questions	Mind Maps	Crossword Puzzle
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	▲	▲	
CCSS.ELA-Literacy.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		▲	
CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	▲	▲	
CCSS.ELA-Literacy.SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace		▲	
CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	▲	▲	
CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	▲	▲	



## ACKNOWLEDGEMENTS



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