

*William and Mary*

Gr. 4-5

# *Navigator*

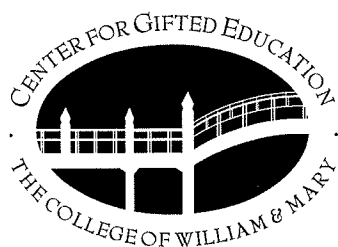
*A novel study guide for*

## *The Egypt Game*

*by Zilpha Keatly Snyder*



*Navigator Developer: Meghan Carey*



***Center for Gifted Education***

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**William and Mary Navigator: The Egypt Game**  
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## ***Introduction***



This Navigator is a collection of questions and activities intended to support group or independent study of the novel *The Egypt Game* by Zilpha Keatley Snyder. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

### ***What are the goals of the Navigator?***

The Navigator addresses the following learning goals:

- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

### ***Who is the audience for the Navigator?***

This Navigator is intended for readers of *The Egypt Game*, a novel appropriate for strong readers in the upper elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, varied, exciting language; open-endedness; complexity, leading to interpretive and evaluative behaviors; and problem solving*. The novel also meets criteria identified by Miller-Lachman (1992) as considerations for multicultural literature.

### ***How should the Navigator be used?***

The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and

prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading. All of the questions on pages 13 - 23 of the Navigator may be used for writing and/or discussion.

Additional activities beyond the discussion and reflection questions appear on pages 24 - 37 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

***What are the prerequisites for students using the Navigator?***

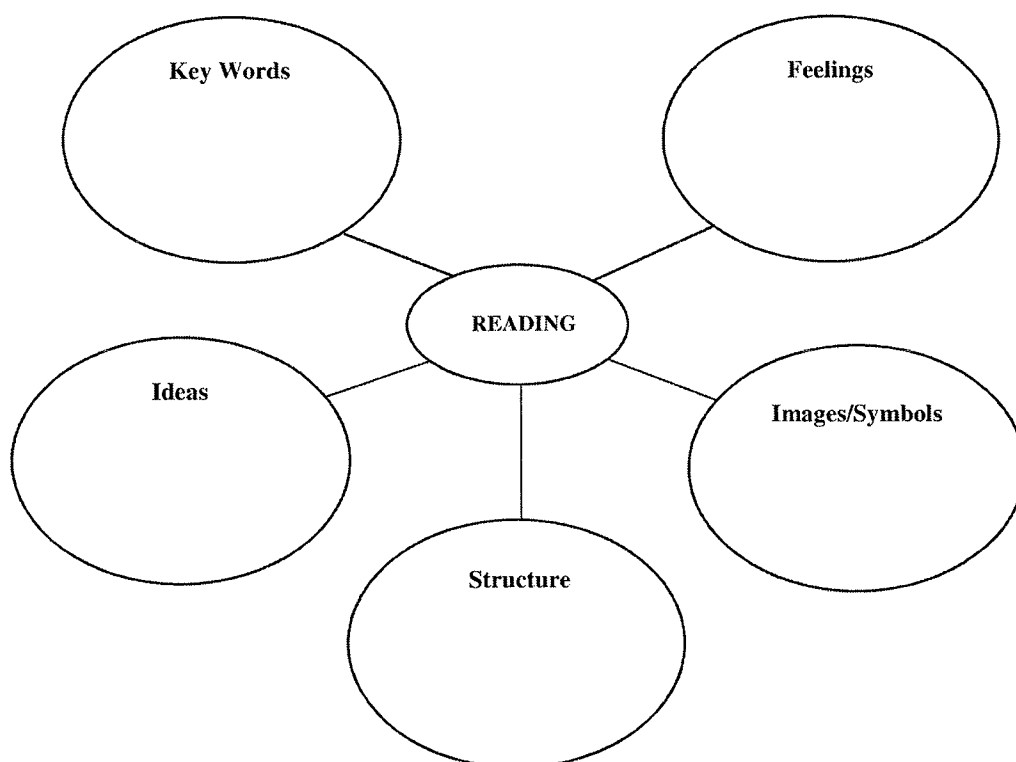
Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the **Literature Web**, the **Hamburger Model for Persuasive Writing**, and the **Vocabulary Web**. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.

## Teaching Models

### *The Literature Web*

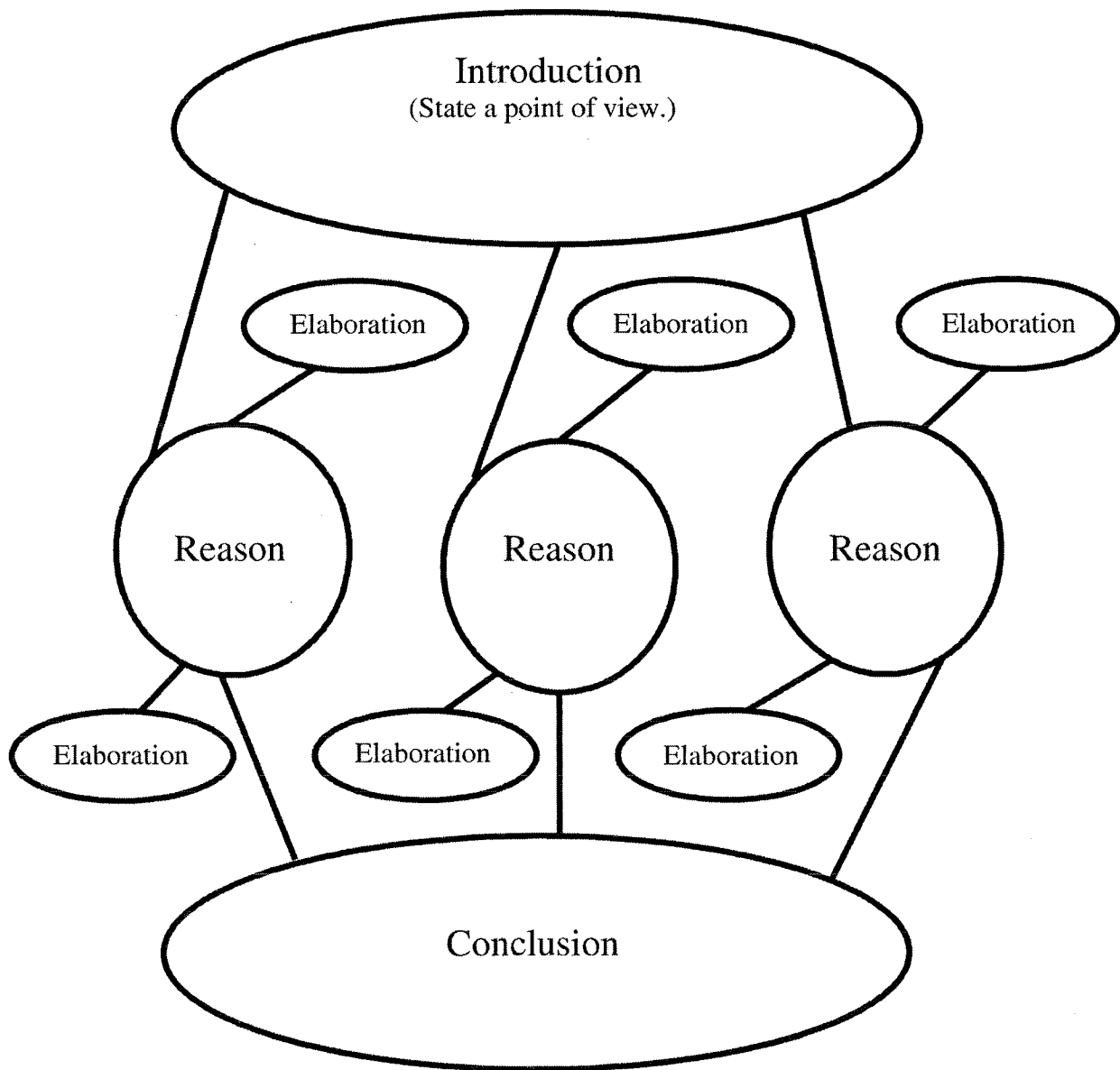
The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

- ✦ **Key Words:** interesting, unfamiliar, striking, or particularly important words and phrases contained within the text
- ✦ **Feelings:** the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke
- ✦ **Ideas:** major themes and main ideas of the text; key concepts
- ✦ **Images and Symbols:** notable sensory images in the text; "pictures" in the reader's mind and the text that inspired them; symbols for abstract ideas
- ✦ **Structure:** the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing



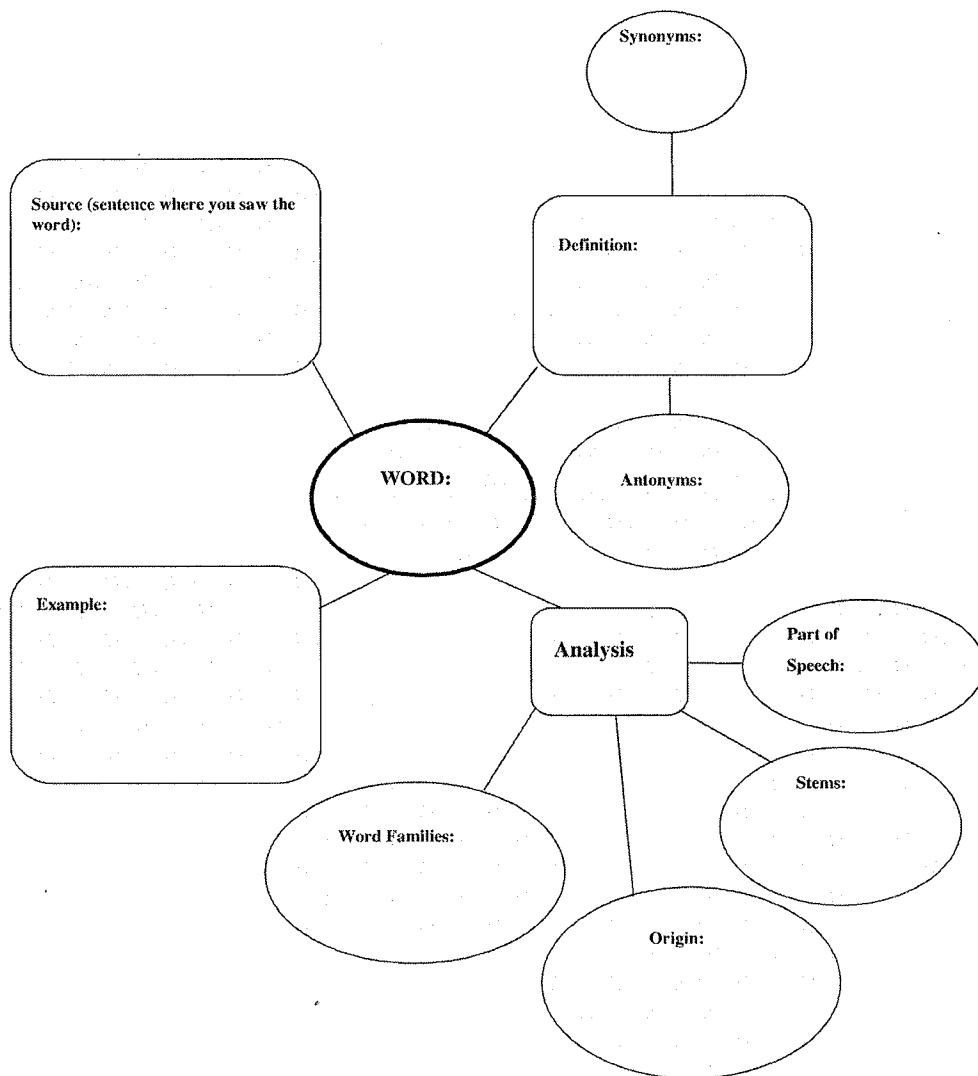
***The Hamburger Model for Persuasive Writing***

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).



### ***The Vocabulary Web***

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.



In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: *issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences*. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.

## ***Implementing the Navigator***

### ***How long does the Navigator take?***

Duration of study depends on teacher preference and number of activities and questions assigned.

### ***How does the Navigator address standards for language arts?***

The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

<b>Standards Emphases</b>	<b>Navigator</b>
- Use of strategies to understand, interpret and evaluate text	- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis
- Use of writing strategies and writing process elements	- Provides writing prompts, a writing model, and emphasis on steps of the writing process
- Use of spoken and written language for particular audiences and to accomplish particular purposes	- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication
- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text	- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words
- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings	- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings
- Participation as members of literacy communities	- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts
- Emphasis on reading a wide range of literature selections to build understanding of the human experience	- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading

***How should the Navigator activities be assigned?***

Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

**Sample 1 (Teacher-led emphasis):**

- ✦ Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
- ✦ Required assignments: Literature Web, persuasive essay OR book review, one Vocabulary Web, one research assignment
- ✦ Choice assignments: student choice of THREE remaining activities
- ✦ Oral presentation of one completed piece

**Sample 2 (Small-group emphasis):**

- ✦ Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
- ✦ *Group* assignments: Creative story OR concept map, two Vocabulary Webs, one research assignment with group presentation
- ✦ *Individual* assignments: Literature Web, persuasive essay OR book review, student choice of TWO remaining activities

**Sample 3 (Individual emphasis):**

- ✦ Written responses to student choice of 2 to 3 discussion questions per category
- ✦ Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece; oral presentation of one assignment

***How should the Navigator activities be assessed?***

Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

**Alignment of Assignments and Activities to Navigator Goals**

	Anal./ Interp. Skills	Literary Themes	Ling. Comp.	Writing/ Oral Comm.	Thinking/ Reas. Skills	Research
Discussion/Writing Questions	X	X		X	X	
Literature Web	X	X			X	
Book Review	X			X	X	
Vocabulary Web			X	X		
Creative Essay	X	X		X	X	X
Concept Map	X	X			X	
Persuasive Essay	X			X	X	
Instruction Manual				X	X	X
Artifact Guidebook				X	X	X
Q & A on Egypt				X	X	X
Advertisement			X	X	X	X
Novel Comparison	X	X		X	X	
Safety Guide				X	X	X
Issue-based Research		X		X	X	X

***What additional resources are required to use the Navigator?***

Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

***NOTE: Page numbers used in the Navigator refer to the paperback Atheneum Books for Young Readers printing of the text or the Yearling Newbery edition, ISBN: 0-440-42225-6.***

## *Higher-Level Questions for Discussion and Writing*



### *While You Read...*

Why do you think the Professor is so interested in watching the beginning of the Egypt Game? (p. 5)

Why do you think April continues to dress and act as though she is from Hollywood? (p. 24)

Why do you think the other students at April's school refer to her as "their own private oddball"? How did they come to think of her this way? (p. 52)

What do you think of the decision to invite Toby and Ken to join the Egypt Game?  
Why is the chapter in which this happens titled "Elizabethan Diplomacy"? (p. 104)

What do you think are Toby and Ken's intentions for becoming a part of Egypt?  
(p. 114)

What is an oracle? Why does Toby ask Mrs. Granger to define what one is? What are  
the implications of incorporating the idea of an oracle into the Egypt Game? (p. 142)

Why do the Egyptians start arguing after the second message from the oracle? How are their feelings about Egypt changing? (p. 164)

Why does the Professor decide to put more time and energy into his store again? (p. 213)

### *Exploring the Story*

How does April feel about living with her grandmother, Caroline? Does she listen to her grandmother and follow her instructions? Why or why not? How does their relationship change over the course of the novel?

Why do the children choose to create Egypt? Why do they decide to use the lot behind the Professor's store for their new land?

Why does Marshall insist that he must have Security with him at all times? What happens when Security isn't with him? What does this show about the character of Marshall?

How do Toby and Ken change what happens in Egypt? Do you think these changes make Egypt better or worse? Why?

What does the Professor use as his reasoning for watching the children play in Egypt? How do the children react to learning more about the Professor?

Explain the decision that April and Melanie make about Egypt on pages 214-215. What influenced their decision? Do you think it was a good decision? Why or why not?

### *Meeting the Characters*

Why does Melanie at first have a problem understanding and dealing with April?  
How does their relationship develop over the course of the book?

Why do Melanie and April agree to allow Elizabeth to join Egypt? What role does Elizabeth come to play?

What does the creation of Egypt tell us about the character of April and her relationships with others? How does April change over the course of the book? How are these changes reflected in the evolution of Egypt?

How does the author use the character of the Professor to create suspense? Were you surprised at what was revealed about the Professor? Why or why not?

How do April's relationships with her mother and grandmother change over the course of the novel? Do the changes surprise you? Why or why not?

Why does Marshall give April "one of his rare starry smiles" when they are at the police station? (p. 186)

### *Understanding the Ideas*

What does the book show the reader about the concept of *relationships*?

Why does April refuse the invitation to spend Christmas with her mother and Nick?

April's new home, the Casa Rosada, is referred to as "The Petrified Birthday Cake."  
What else in April's life might also be adequately defined using this metaphor? Why?  
(p. 14)

Toward the end of the story the Professor is described as follows: "he looked pretty much as April remembered him and his voice was still gravelly and grave, but he seemed younger, somehow, and more lively" (p. 200). What does this reveal about the Professor and his experiences and feelings?

What is meant by the comment that April "gave an internal nod of approval"? (p. 206)

Explain what is meant by the comment that "When somebody saves your life, it makes him sort of your property." (p. 206)

### *Connecting to You*

At one point in the story April, Elizabeth, Melanie, and Marshall become petrified with fear. Page 104 describes their feelings: "In all four Egyptians frozen fear boiled at once into a choking mixture of anger and relief." Describe a time when you were full of fear. What generated this fear, and how did you overcome it?

When the questions for the oracle are returned with answers, nobody will claim responsibility for the answers. All the children accuse each other, but nobody will take the blame. Analyze this occurrence and relate it to a time in your life when someone you knew wouldn't admit responsibility for some action or outcome. What happened in the end?

The Professor told the children that his late wife was an artist while he was an anthropologist. She defined anthropologists as "only interested in people in general while she liked people in particular - and she did, too" (p. 207). Do you like people more in general or in particular? What qualities do you admire? What qualities disturb you? Think of your best friend. Why do you like him or her so much?

In what directions does your imagination take you? Do you like elaborate games, or do you write stories, or do you explore imaginary worlds in some other way?

## *Differentiated Activities for Gifted Learners*



Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

**Key Words:** What were some words and phrases in the novel that were especially interesting or important?

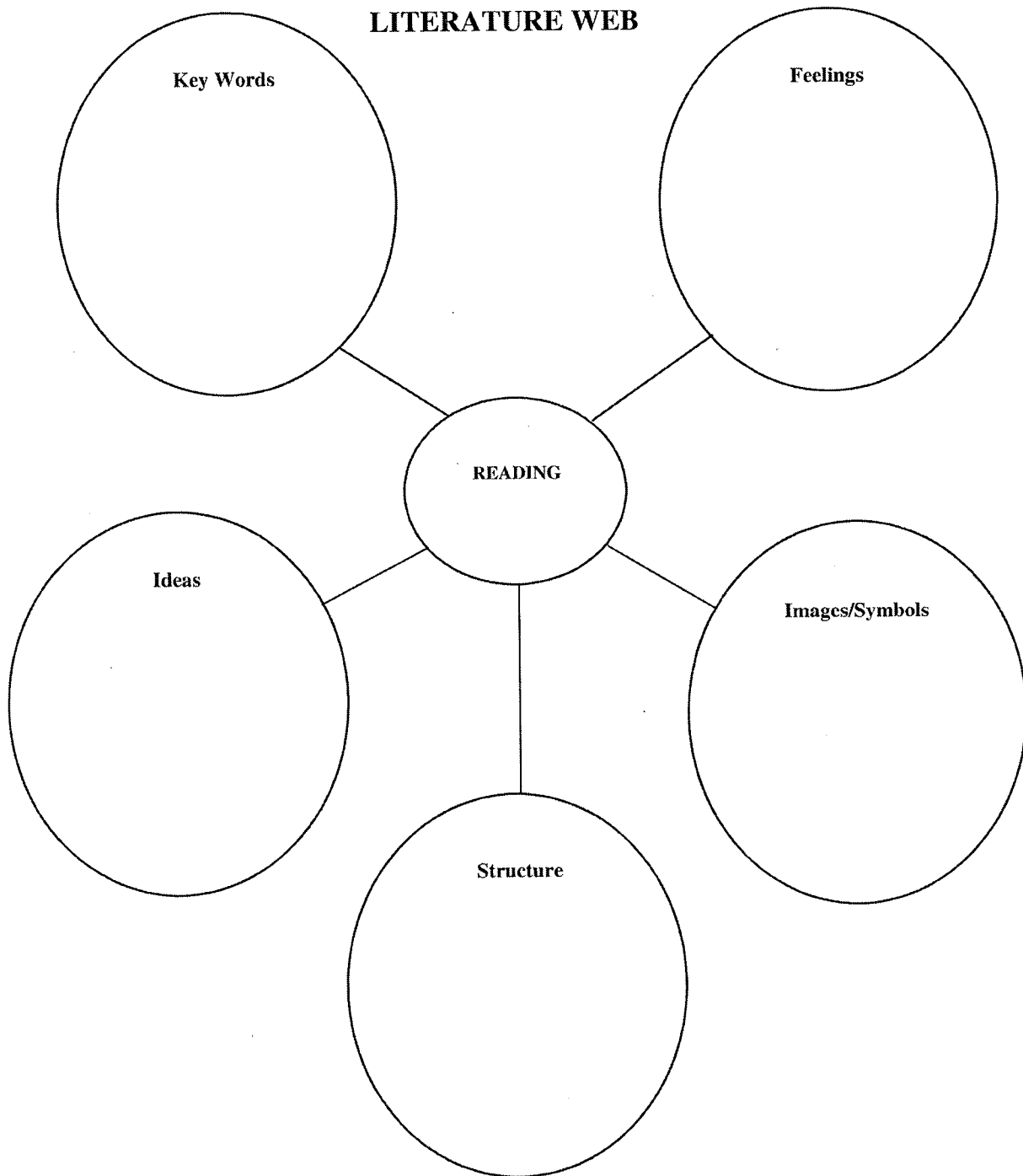
**Feelings:** What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

**Ideas:** What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

**Images/Symbols:** How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

**Structure:** What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?

## **LITERATURE WEB**



Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

### THE HAMBURGER MODEL FOR PERSUASIVE WRITING

