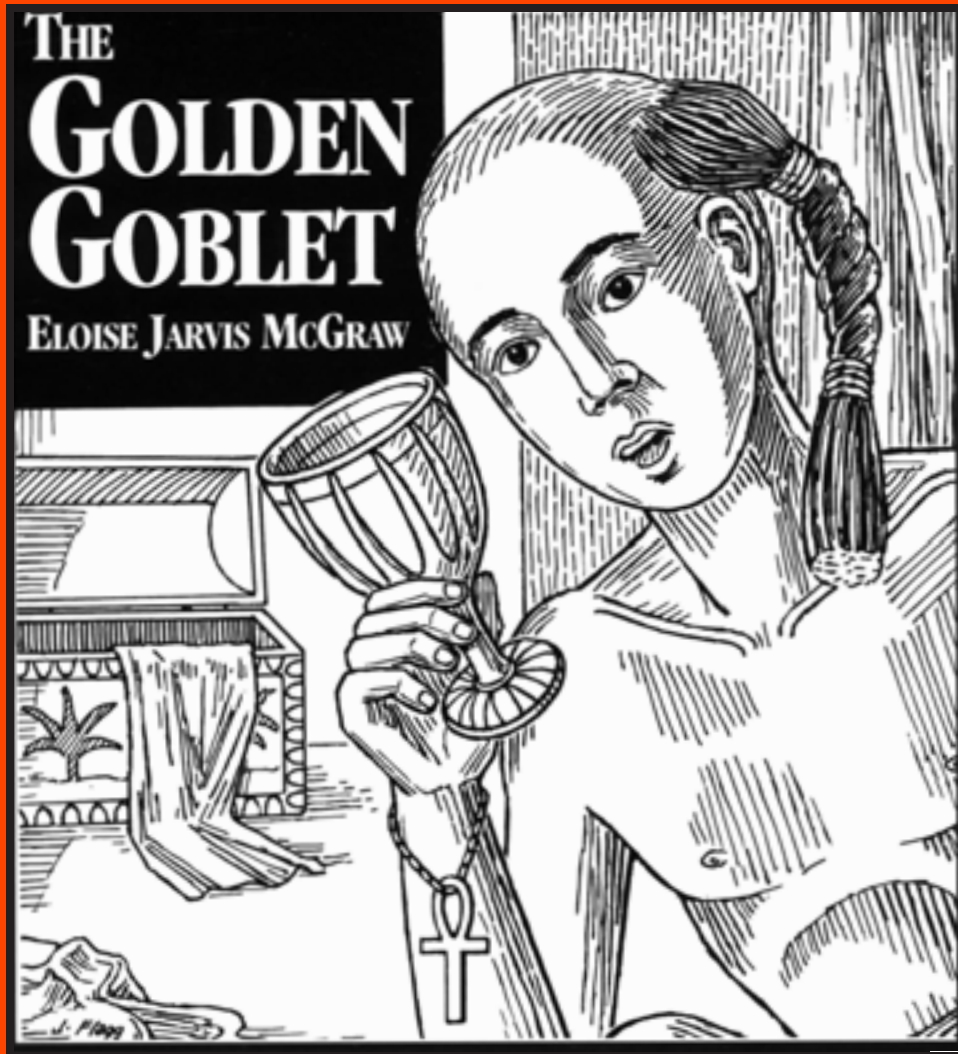


Novel•Ties



A Study Guide

Written By Patty Cheyenne

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

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For the Teacher

This reproducible study guide to use in conjunction with the novel *The Golden Goblet* consists of lessons for guided reading. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its own reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

PRE-READING ACTIVITIES

1. Preview *The Golden Goblet* by looking at the title, the author's name, and the illustration on the cover of the book. What do you think the story will be about? When and where do you think the story will take place?
2. Read the Background Information on page two of this study guide and do some additional research on life in ancient Egypt. Then begin a K-W-L chart, such as the one below. Fill in the first two columns before you read the book and complete the third column after you finish reading the book.

ANCIENT EGYPT

What I Know -K-	What I Want to Know -W-	What I Learned -L-

3. Find pictures of ancient Egyptian monuments, such as the pyramids, that have survived into the present. Locate facsimiles of ancient Egyptian paintings that depict everyday life in various strata of society, as well as artist's renditions of Egyptian life derived from these hieroglyphs and tomb paintings. Post these pictures on a classroom bulletin board while you read the book.
4. Visit a museum or look at photographs to see examples of ancient Egyptian gold objects. Notice the incredible craftsmanship and delicate design. Also, make a list of the many kinds of objects that were created.
5. *The Golden Goblet* is a book of historical fiction, one in which fictional characters act out their lives against a historical background. Have you ever read any books or seen any films that were fiction based on history? What eras did they portray? What is the benefit of historical fiction over historical text or documentary films?
6. Look at the map of ancient Egypt on page four of this study guide. Notice the Nile River and the city of Thebes, where this story takes place. Refer to this map as you read the book.
7. **Cooperative Learning Activity:** Work with a small group of your classmates to discuss and develop a list of ways young people choose their careers. How much of the choice is determined by society and family? How much is free will? As you read *The Golden Goblet*, notice how young people in ancient Egypt determined their futures.

CHAPTER I

Vocabulary: Use the context to determine the meaning of the underlined word in each of the following sentences. Then compare your definition with a dictionary definition.

1. Once the iron in the crucible became hot enough, we were able to shape it into a decoration for the gate.
Your definition _____
Dictionary definition _____
2. Smiling beneficently upon those who waited on line, she served food to the starving people.
Your definition _____
Dictionary definition _____
3. Hoping to become a jewelry designer, I was delighted to be apprenticed to a well-known goldsmith.
Your definition _____
Dictionary definition _____
4. Many workers quit once they realized their employer expected them to act in a servile manner.
Your definition _____
Dictionary definition _____
5. Tiptoeing stealthily down the hallway, the children were sure they would not wake their parents.
Your definition _____
Dictionary definition _____
6. Everyone avoided the surly clerk at the convenience store and made their purchases elsewhere.
Your definition _____
Dictionary definition _____
7. Having never learned to waltz, my partner and I blundered our way across the dance floor.
Your definition _____
Dictionary definition _____
8. The acrobat did a handstand on the highwire, defying the laws of gravity.
Your definition _____
Dictionary definition _____