

The Egypt Game

by Zilpha Keatley Snyder

In this Newbery Honor Book, Melanie Ross meets April Hall and they soon learn that they both have a love of Egypt. Their interest in all things Egyptian prompts them to create the *Egypt Game* in an old storage yard. Melanie and April read all they can about Egypt and then meet in the yard to create an Egyptian world. They dress in costumes, hold ceremonies, and create a secret code and soon there are unusual adventures.

Theme

Treasuring History

Benchmark Vocabulary

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|-------------|--------------|-------------|
| Casualties | Fiendish | Rendezvous |
| Conscience | Omen | Rites |
| Cultivated | Pilgrimage | Showboating |
| Deadpan | Presided | Summoned |
| Deciphered | Processions | Unwieldy |
| Disobedient | Prostrations | |
| Dutifully | Regal | |

Close Read Questions

- Throughout the first few chapters, pronouns such as *he*, *she*, and *they* tell me that the narrator is not a character in the story. What is the significance of this type of narration? What conclusions can you draw about the purpose of the narration in “The Discovery of Egypt”?
- How is April evolving as a character? What causes these changes?
- In the chapter “Elizabethan Diplomacy” I can see that Ken and Toby have different responses about joining the game. Compare how each boy feels about the game.
- Summarize what we learned about how the people in the neighborhood felt when they first heard about the murder. Summarize how the people in town treated the Professor after the murder happened. How does this compare with how the mystery was solved? What life lesson does this point to?
- Before the Professor came over to April’s to speak to the kids, everyone thought they had lost Egypt. What did April and Melanie decide about Egypt at the end of the story? Predict what you think they will do next. Support your answer with text evidence.

