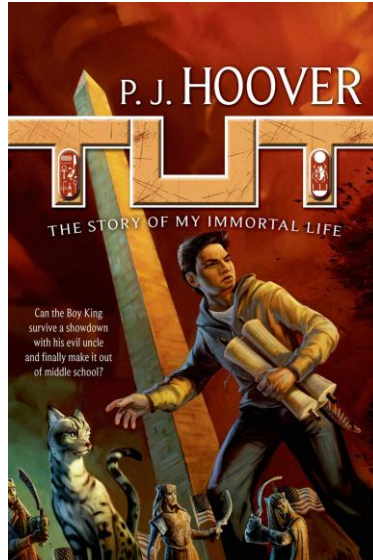


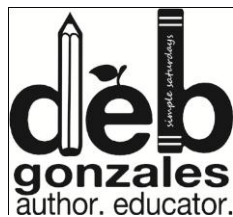
A Core Curriculum State Standards Aligned Discussion and Activity Guide for



Tut: The Story of My Immortal Life

Written by P. J. Hoover

Published by TOR Books



Guide Created by
Debbie Gonzales

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The Educational Activity Guide Format

The format of this guide follows a 4 week course of study. *Tut: The Story of My Immortal Life* has been divided into four sections. Each section is comprised of discussion questions and follow-up activities. The lessons in this guide are suitable for independent readers or group settings.

Journal Response and Comprehension Rubric

After engaging in group discussion, students are asked to respond to one of the questions posed in each course section by journaling. A Journal Response and Comprehension Rubric is available on page 5, which is helpful in assessing understanding and personal connection to the discussion questions and the story.

Journals can be purchased or can be personalized by making them out of everyday materials. Instructions for making hand-made journals are presented in the two Ehow.com links below.

http://www.ehow.com/how_5760860_make-journal-out-paper.html

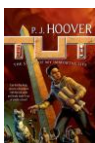
http://www.ehow.com/video_4951964_make-paper-journal-school.html

Reading Assignment Bookmarks

Personal bookmarks are printed on the following page. Listed on these bookmarks are the designated chapter groupings and a space allotted for Target Completion Dates. A suggested format for a group or individual novel study is to assign weekly Target Completion Dates for students to finish reading prior to the weekly book discussion session.

Procedure:

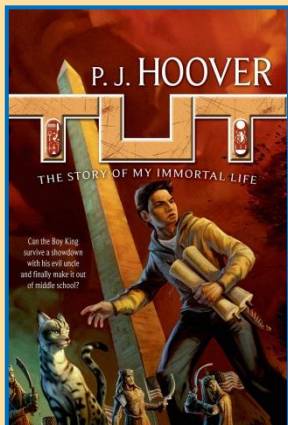
- Print book marks on cardstock – one per student in novel study group.
- Trim the edges of bookmark.
- Give to student with the directions to:
 - Write their name on it.
 - Copy Target Completion Dates in designated space below assigned chapters to be read.
 - Keep the bookmark in the book for reference through the course of the novel study.



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Reading Assignment Bookmarks

TUT: The Story of My Immortal Life



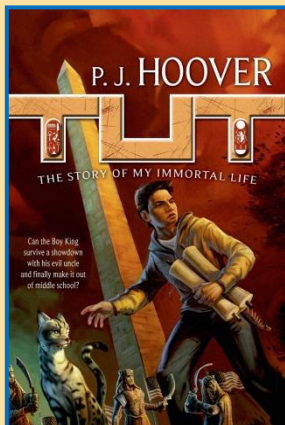
Chapters 1 to 6
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Chapters 7 to 13
to be read by

Chapters 14 to 20
to be read by

Chapters 21 to 27
to be read by

TUT: The Story of My Immortal Life



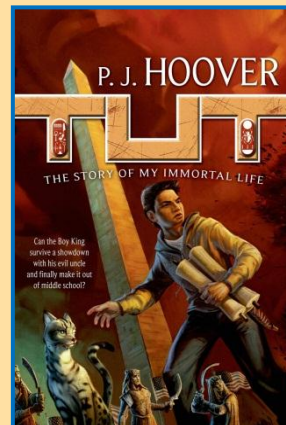
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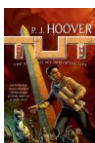


Chapters 1 to 6
to be read by

Chapters 7 to 13
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Chapters 14 to 20
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Chapters 21 to 27
to be read by



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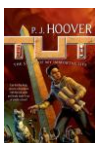
Journal Response and Comprehension Rubric

Use this rubric to assess the students' abilities to complete journal activities. Share this assessment with students prior to completing the journal-writing lessons to illustrate the assessment process. You can also use the rubric as a basis for discussion and feedback with each student.

Student name _____ Date _____

1. The student writes journal responses in complete sentences. _____
2. The student writes three or more sentences to answer questions. _____
3. The student responds to questions by self-questioning, retelling, predicting, or assuming the role of a character. _____
4. The student's experiences and opinions are clear. _____
5. The student works with a peer to share journal responses and to develop a combined response when requested. _____

Excellent 4	Very Good 3	Fair 2	Poor 1
The student completes the task with no major errors.	The student completes the task with only a few major errors and some minor errors.	The student completes the task with some major errors and many minor errors.	The student fails to complete the task.
The student demonstrates a full understanding of the concepts.	The student demonstrates a strong understanding of the concepts.	The student has difficulty understanding the concepts.	The student does not understand the concepts.



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Discussion Questions for Chapters 1 to 6

“Grant me my rightful place, Great Set,” Horemheb prayed. “I am the true heir (Ch. 1).”

- ☞ Examine Tut’s relationship with Horemheb.
- ☞ Justify why overhearing Horemheb’s prayer is unsettling to Tut.
- ☞ Predict the consequences should Horemheb find a way to kill Tut.
- ☞ Is Horemheb the true heir to the throne? Explain why or why not.
- ☞ Tell why, of all the Egyptian gods, Horemheb has chosen to pray to Set. What does Horemheb hope that Set will help him achieve?



Set

This is one of the problems with being immortal in eighth grade. I’d be this age forever. Other kids, like Henry for example, would get older each year. They’d move on, go to high school, be old enough to drive. I never would. I didn’t see much point in making new friends each year (Ch. 3).

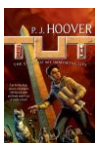
- ☞ Explain how Tut became immortal and is living in the present, rather than back in the Egyptian dynasty.
- ☞ Tut says that being stuck in eighth grade for eternity is one of the problems that he has with immortality. List others that he may have.
- ☞ Even though Tut was once a pharaoh and is now immortal, do you think he still might have a need for friendship? Explain your answer.
- ☞ Describe reasons why Tut cannot let someone get close enough to become a friend.

I hadn’t realized she was listening in on our conversation, but she was hanging on Henry’s every word, flipping one of her necklaces in circles on her finger. It looked like it might be a cross, but then I noticed the loop at the top and realized it was an ankh pendant, which is one of the most powerful symbols in Egyptian mythology. She must be way into this field trip, too (Ch. 3).

- ☞ Describe your impression of Tia. Do you feel that she will play an important role in the story? How so?
- ☞ Do you think that Tia and Seth have a special bond of some sort? Explain your answer.
- ☞ During the museum scene, Tut lost some ability to control his plant growing powers after seeing the Canopic jars with his face on them. Explain why this happened.



The Ankh Symbol



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“Whatever.” I stormed out of the room. Horus was a big, fat, kitty liar. His non-answers told me exactly what I needed. There was a way to kill an immortal, and Horus knew what it was. And I was going to find out (Ch. 4).



The Eye of Horus

- ☞ Tut has been immortal and living in present for a vast number of years. Consider why questions of killing immortals seem to be surfacing at this time, rather than during the others.
- ☞ Retell the scene in which Tut recharges his scarab heart, explaining why the obelisk exploded.
- ☞ Do you agree that Horus is hiding the truth? If so, predict why he is doing so.
- ☞ Tell why Horus might be keeping information from Tut. What benefit could become of it?

“Right,” Seth said. “And mythology isn’t real either, is it?” He acted like he said something clever and waited for my response (Ch. 5).

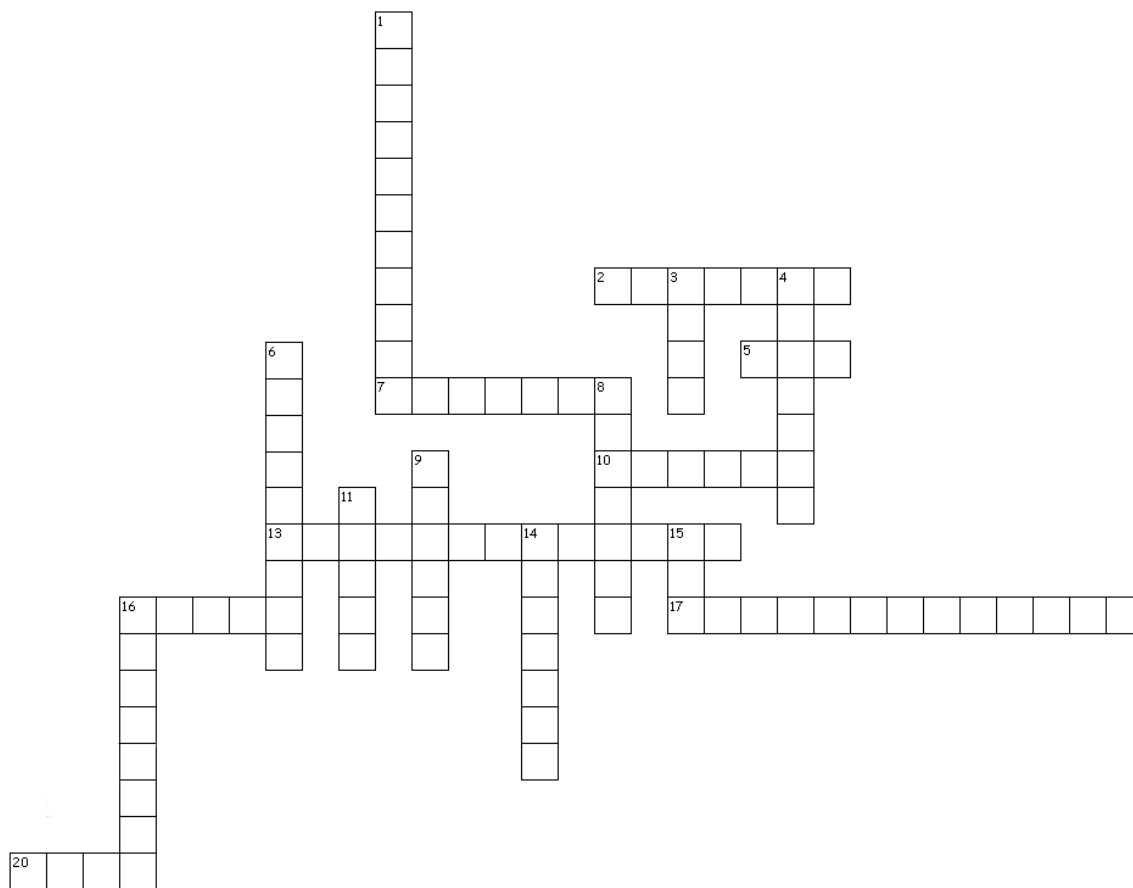
- ☞ Explain why Seth made this comment with the apparent intention for Tut to answer it.
- ☞ Why did Tut deny that mythology was real?
- ☞ Discuss your impression of Seth. Describe his character.
- ☞ Compare Seth’s character to Henry’s. In what ways are the two alike?
- ☞ Contrast Seth’s character with Henry’s. How are the two different?

Gil shook his head. “Horus is right. It can’t be done.” His answer was way too fast. And I was overwhelmed by the feeling that he, like Horus, was lying to me. And maybe Horus wouldn’t tell me, but Gil would (Ch. 5).

- ☞ Based on Gil’s hurried response, do you feel that he is telling Tut the truth regarding the impossibility of killing an immortal? How so?
- ☞ Tut is inferring that Gil would be more likely to tell Tut the truth than Horus would. Why do you think this is so?
- ☞ If Tut is royalty, why would either Horus or Gil risk keeping the truth from him? Wouldn’t there be a consequence of some kind for doing so? Explain your answer.
- ☞ Tut is filled with vengeance for Horemheb. Is getting revenge a suitable motivator for slaying Horemheb? How so?



A Crossword Puzzle for Tut: The Story of My Immortal Life

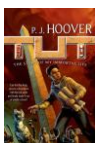


Across

2. Egyptian king
5. God of Storms, the Desert, and Chaos who killed Osiris
7. Sacred beetles
10. Protector of the Dead and Embalming
13. The preservation of the body after death
16. God of Vengeance, the Sky and Protection
17. Funerary text which included ancient spells
20. 1922 - the year Tutankhamun's _____ was discovered

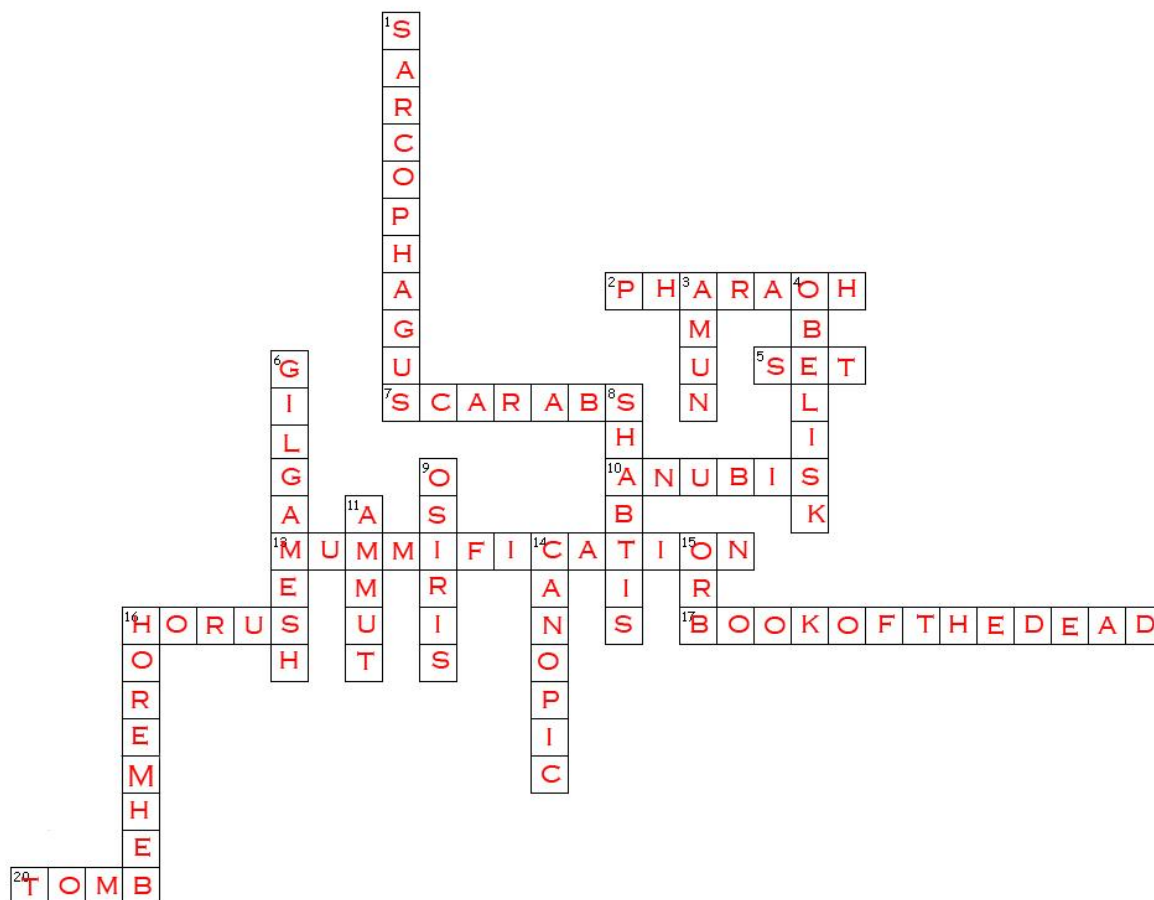
Down

1. box-like funeral casing, usually carved in stone
3. God of the Wind and the King of the Gods
4. The collector of immortal energy
6. Sumerian king and legendary hero
8. Servant figures
9. God of the Afterlife, the Underworld and the Dead
11. Female demon, a funerary deity known as the Devourer of the Dead
12. Tutankhamun's Pharaoh father
14. Jars used during the mummification process for safekeeping of human organs
15. A sphere
16. Served as chief commander of the army under Tutankamun prior to becoming pharaoh



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Crossword Puzzle Answers



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Discussion Questions for Chapters 7 to 13

I crossed my arms and pretended to act annoyed which was easy. I couldn't believe Gil had known there was an immortal-killing knife in existence and had never bothered to tell me. Around my feet, the Shabtis lined up in assault formation as if they'd attack Gil at my command. I did love how they sided with me, no matter what (Ch. 7).



- ☞ Horus revealed that Gil knew of the existence of a knife that can kill immortals. Why do you think Gil is unwilling to share this information with Tut?
- ☞ Earlier, Tut mentioned that he thought Horus would be more likely to withhold information than Gil would. Why do you think the latter is true?
- ☞ Notice how the Shabtis eagerly line up in efforts to protect Tut. Is Tut in need of protection from Gil? Would Gil willingly harm Tut? Why or why not?

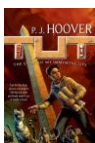
“But do you ever wonder what would happen if they didn't fight constantly?” Tia asked. “Do you ever think about how different history would have been (Ch. 7)?”

- ☞ Tia presents herself as being a tough girl, one who is known for her quick temper and willingness to fight, yet she poses questions regarding resistance of violence. What do these questions reveal about Tia's true character?
- ☞ Explain why Tia seems so comfortable in the mysterious realm of gods, goddesses, and immortality.
- ☞ Consider her question regarding how different history would be without the incessant focus on vengeance and fighting. What is your opinion? Would history be different without fighting? How so?
- ☞ How do Tia and Tut feel about each other?

I looked down the pages. There was something about snakes in the scrolls. I could almost swear to it. I thumbed through them and, after a silent prayer to Osiris, landed on the perfect page. I guess Osiris didn't want Henry to be killed by snakes either (Ch. 10).



- ☞ Could it be that, if Osiris intervened by helping Tut find the spell to kill the asps, then Osiris has ordained that Henry be saved for some purpose? If so, what purpose?
- ☞ Is Henry's life at risk? If so, why would this be? Who wants him dead?
- ☞ At this point in the story, Henry is now aware of all of Tut's secrets. Predict how Henry will react. Infer what his actions and reactions reveal about his character.



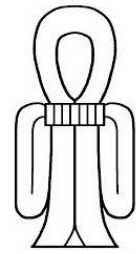
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“But...” he said. “What if he kills you first (Ch. 11)?”

- ☞ What does this simple question reveal about Henry’s character?
- ☞ What does the fact that Henry identifies with Pluto say about his character?
- ☞ Later, in Chapter 12, Henry responds to Tut’s frustrations in a thoughtful way. Tut reads his response as pity. Could it be that Tut is mistaken about Henry’s intent? How so?
- ☞ Compare and contrast Henry and Gil. In what ways are the two similar? How are they different?

“You were visiting Isis?” I asked. “How do you know about Isis (Ch. 11)?”

- ☞ Tut asks a good question. How do you think Tia knows about Isis?
- ☞ In this scene, Tia is draping a new necklace over her head. One with a pendant shaped like a tiet hanging from it. This hieroglyph symbolizes life or welfare. Whose life do you think Tia is concerned with? Whose welfare do you think she is concerned with? Why?



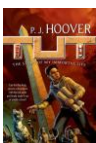
A tiet - the Knot of Isis

“Of course,” Isis said. “Gilgamesh is the perfect protector (Ch. 12).”

- ☞ Describe the sense of deception Tut must have felt when her heard these words.
- ☞ Isis describes the knife as being the most powerful weapon in existence, one that her husband was brutally murdered with. The knife is something that, just by thinking about it, stirs painful memories within Isis. Wouldn’t she rather see the knife destroyed than desiring it to be protected? Explain your answer.
- ☞ Gil, a Sumerian King and a demi-god was born of god and a human, possessed some super-human powers. Isis stated that Gil was the perfect protector. What does she see in Gil that causes her to feel this way?
- ☞ Could it be that being part of the mortal and immortal words has prepared Gil to protect the knife? To better understand the consequences of using the knife? How so?



Gilgamesh



Character Analysis Graphic Organizer

I'd figure it out. Just like I'd figure out who Tia really was (Ch. 9).

Objective: To describe aspects of characterization by drawing on specific details from the text through analysis of characters' thoughts, words, and actions.

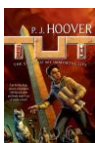
Materials:

- ✍ Character Analysis Graphic Organizer (pg.11)
- ✍ Pencil
- ✍ Reference materials
- ✍ *Tut: The Story of My Immortal Life*

Procedure:

- ✍ Choose one character from *Tut: A Story of My Immortal Life* to focus a discussion about characterization. Explain that character analysis is an observation of a character's thoughts, words, and actions through which the reader can infer the individual's desires and motivations.
- ✍ Consider literary aspects of the chosen character using the Character Analysis Graphic Organizer (pg.11) as a guide.
 - Physical Features – describe their physical features as depicted in the story.
 - Greatest Fear – describe the fear and give reference to evidence of this in the story.
 - Strength - describe the fear and give reference to evidence of this in the story. Some outside research may be required to get a full sense of a character's strength.
 - Nemesis – tell who their worst enemy is and why.
 - Weakness – where is the character's weakness and give evidence to this in the story.
 - Innermost desire – what does this character want and how do you know?
- ✍ Following the discussion, ask the students to choose five characters that they feel are most critical to the story.
- ✍ Give the students five Character Analysis Graphic Organizers, instructing them to analyze the characters in the way that was presented.
 - Give evidence to their observations by referencing thoughts, words, and/or actions.
 - Use and record outside resources, delving deeper into ancient history or myth.

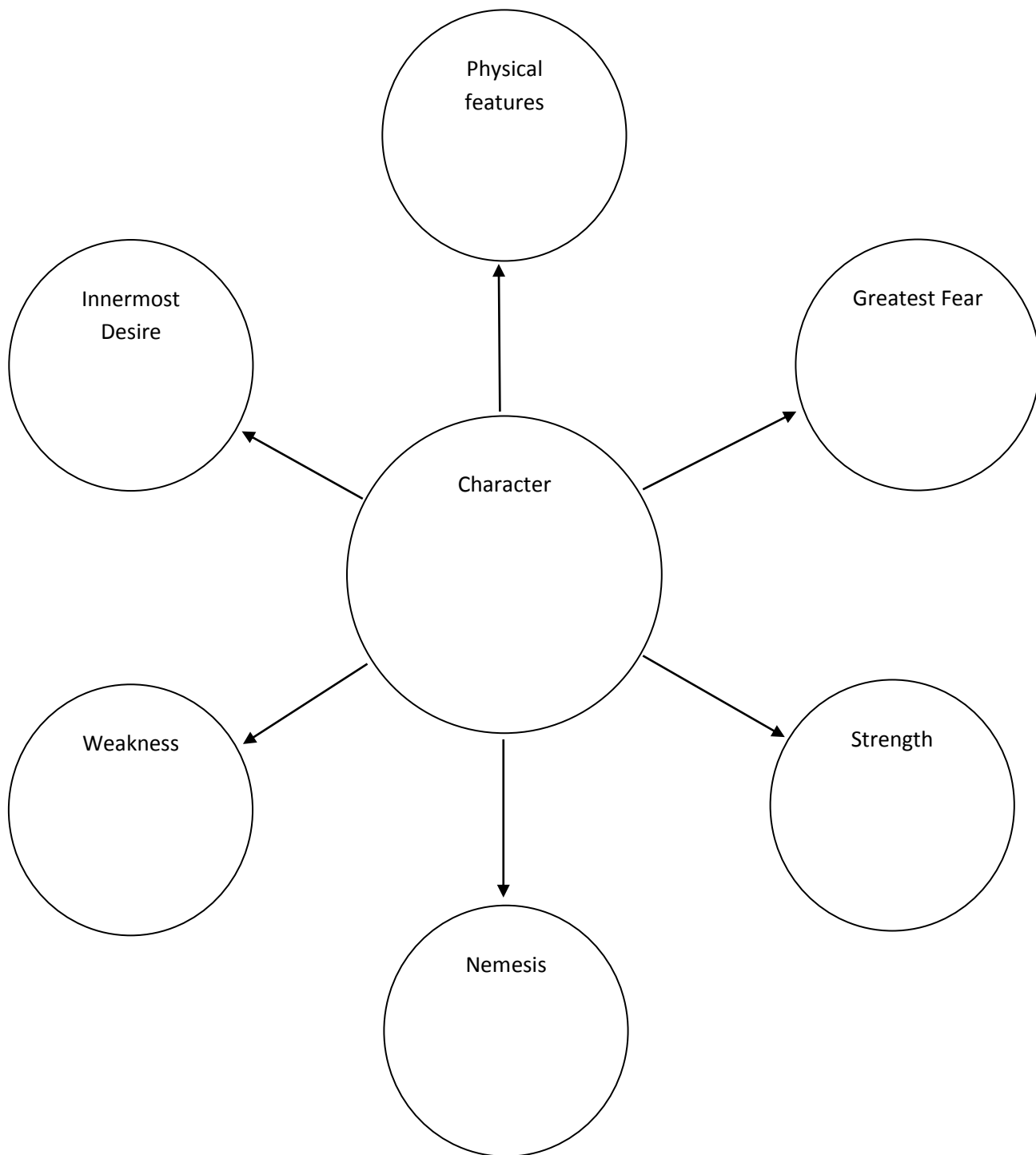
Note: Save these Character Analysis Graphic Organizers to be used as reference to complete the Character Connectivity Graphic Organizer activity (pg. 12) and the Pinpoint Plot Points activity (pg. 21).



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Character _____

Reference Used _____



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Discussion Questions for Chapters 14 to 20

“You can’t protect him this time. Gilgamesh,” Horemheb said. “You are powerless against me.”

“I am powerless against no one,” Gil said. Fire exploded from his fingertips, surrounding Horemheb in flames (Ch. 14).

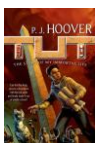
- ☞ Tell why you think that Gil has been ordained as Tut’s protector. Describe reasons why he has been chosen for the role.
- ☞ Do you think Gil’s comment about being powerless against no one is true? How so?
- ☞ If Gil has possessed the power to explode fire from his fingertips all along, explain why he has chosen to use it at this moment rather than earlier?
- ☞ In battle and in life, is it best to temper aggressive responses? To think about the consequences of one’s actions before lashing out? How so?

“His body wants to heal,” Isis said. “It just needs encouragement. It’s a very good thing you called Hapi when you did. Tut has chosen his friends wisely (Chap. 15).”

- ☞ Isis identified Henry as Tut’s friend. At this point in the story, do you think that Tut considers Henry to be a friend? How so?
- ☞ Is it possible for an immortal to have a mortal friend? Explain your answer.
- ☞ Would an immortal want or need to have a friend? Why or why not?
- ☞ Are there risks involved with a friendship such as this one? How so?
- ☞ Are there risks involved in friendship in general? Explain your answer.

The thing was that I did want to trust Tia. I wanted to believe that she was different than her brothers (Ch. 18).

- ☞ Compare Tia and Henry. List ways that the two are similar.
- ☞ Contrast Tia and Henry. How are they different?
- ☞ Earlier Isis said that Tut’s body wanted to heal. In the quote above, Tut said that he wanted to trust. Can trust heal? How so?
- ☞ What are the risks involved for Tut if he trusts Tia?

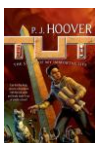


“You will die, Tutankhamun,” the voice in my head said. “You will fail at everything life and then you will die. You are a failure. You are worthless. You are the reason your family is dead (Ch. 19).

- ☞ Tut describes this vision as being his worst fear. Which of the three accusations do you think are the most fearful to him – being a failure, being worthless, or being the reason that his family is dead? How so?
- ☞ Tut survives the moment by pushing the images away. He has to consciously make the decision not to believe that these words are true. Have you ever had to do this? Push negative thoughts away and rise up against your troubles? Describe what that experience was like for you.
- ☞ After wrestling against his fears, Tut finds the knife. He raises it above his head in a vow for revenge. Earlier, Tut vowed to help Tia in her quest to reunite the gods. Describe ways that these two acts contradict one another.

“No god will help you this day, Tutankhumun... (Ch. 20).”

- ☞ Does Tut have other sources of help available to him? If not godly assistance, what are some other means of support available to Tut?
- ☞ What of the strength he discovered within himself? Explain how tenacity prevents surrender.
- ☞ Tut fought the fear that he was a failure. Consider ways that he has tried to make a difference in the battle of the gods. List the evils that Tut has fought against since the very first pages of *Tut: The Story of My Immortal Life*. If Horemheb should kill Tut, has his life been worthless? Why or why not?



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Character Connectivity

I leapt behind an obelisk, At least twenty angels swept down toward me. But they didn't look all nice and sweet like angles on greeting cards. Their teeth and transformed into fangs, and what I thought were tears looked more like blood. Their leathery wings flapped, sending waves of fetid stench my way (Ch. 14).

Objective: To examine the connectivity between of characters in a sensory and symbolical way, as they relate to one another and the overall premise of the story.

Materials:

- ✍ Character Connectivity Graphic Organizer (pg. 17)
- ✍ Pencil
- ✍ 5 previously completed Character Analysis Graphic Organizers
- ✍ *Tut: The Story of My Immortal Life*

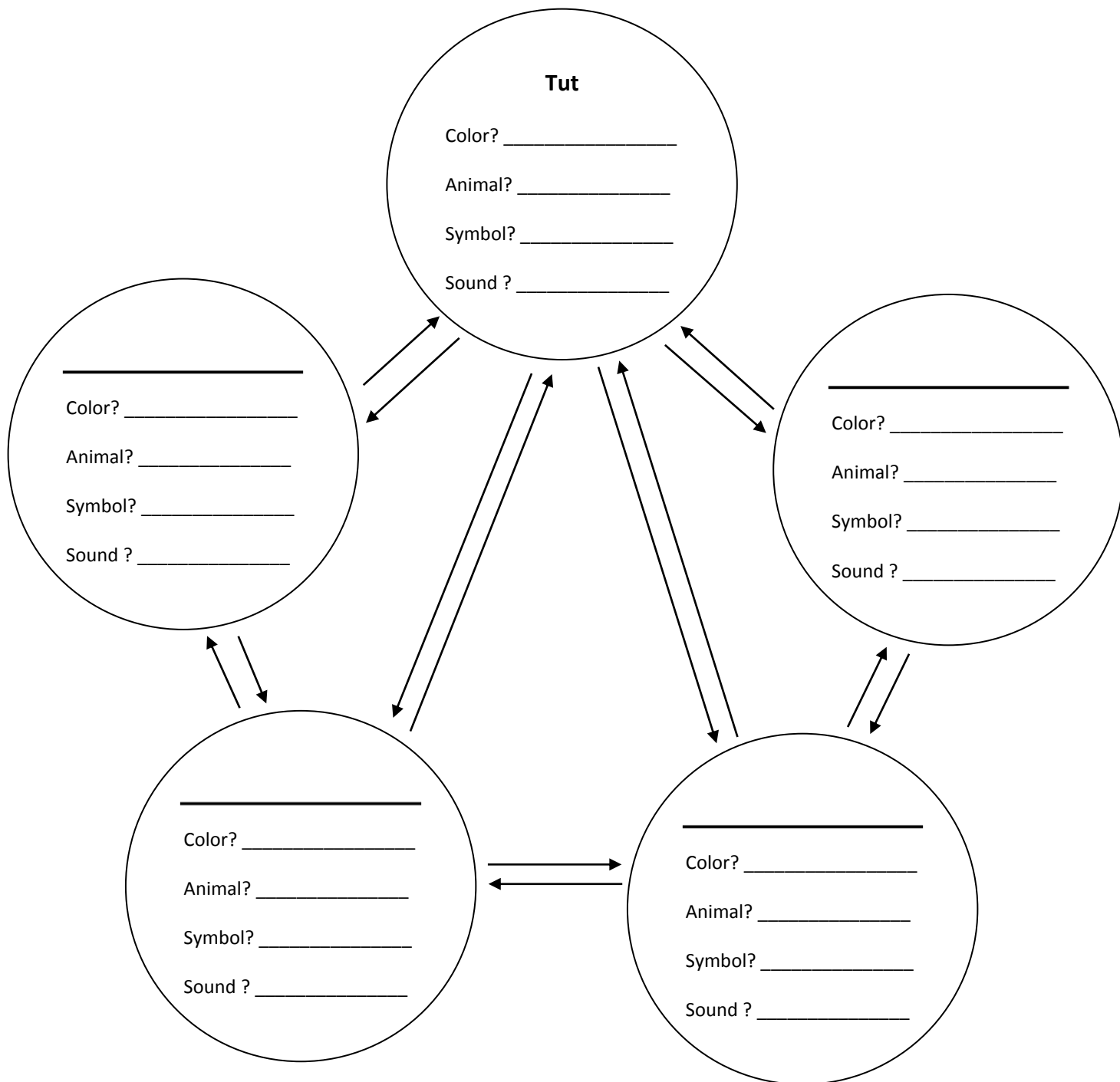
Procedure:

- ✍ Tell students that in this lesson we will look closer at the connected relationships of the characters and these relationships help to deepen a sense of theme and tone in the story.
- ✍ Give student one copy of the Character Connectivity graphic organizer (page 16).
- ✍ Write the five names of the previously analyzed characters in the labeled circles.
- ✍ Consider the character in a symbolic sense. Make notes in the circle, as well.
 - Is there a color that reveals characterization?
 - An animal?
 - A symbol?
 - A sound?
- ✍ Using the arrows as guides, describe their relationship. How do they connect?
 - Elaborate on characters' conflict or trouble.
 - What do they want?
 - What or who is keeping them from it?
 - Consider the thematic connection between the characters. Tell how their relationship might demonstrate the following themes, or perhaps others:
 - Friendship
 - Sacrifice
 - Loyalty
 - Risk
 - Trust
 - Forgiveness
 - Hope



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Character Connectivity Graphic Organizer



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Discussion Questions for Chapters 21 to 27

“Don’t you get it, Tut?” Gil said. “This is why the gods gave me the knife in the first place. It can’t be used for vengeance. If anyone – god, immortal, or mortal – uses the knife with negative emotion in their heart. The wrath of the gods will descend upon them. They will be cursed. Destroyed. You can’t do it (Ch. 21).”

- ☞ Explain why the gods chose Gil to protect the knife.
- ☞ Explain why the gods chose Gil over Horus.
- ☞ Tell how Gil was charged with protecting Tut from himself.
- ☞ If the knife cannot be used by a being with negative emotion in their heart, can it be used by a god, immortal, or mortal with love in their heart? Kindness? Compassion? Hope? Trust? Explain your answer.
- ☞ If a being is unable to keep negative emotion from their heart while killing with the knife, should the knife be used at all? Why or why not.

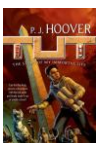
Vengeance wasn’t the answer. It wouldn’t make anything better.

...No sooner had the thought passed through my mind that the rain let up. Water pooled into sewers and drained away. Overhead, the sun peeked through the clouds. The black mist which had delved into every nook and cranny of the city lifted. The horrific sulfur smell vanished (Ch. 22).

- ☞ If vengeance isn’t the answer, what is?
- ☞ Tut changed his attitude and outlook on his role in a terrible situation. He decided to release the feelings of anger, hate, and revenge. Moments after he did so, his world changed. What about you? Have ever made the decision to change your attitude and, when you did, your world changed for the better? How so?

“Tut!” I heard Henry say. “Go away (Ch. 23)!”

- ☞ To sacrifice means to spare, suffer, and to offer oneself to another. Explain how Henry’s devotion to Tut is a sacrificial one.
- ☞ A friend can be defined as an advocate, supporter, and companion. Explain how Henry is teaching Tut how to have and be a friend.
- ☞ Tut asked Osiris to take his immortality as a sacrifice for Henry’s life. How has the sacrificial table been turned with this request?
- ☞ What about Tut’s greatest fear of being a failure and worthless? What does his prayer to sacrifice his immortality have to do with facing his deepest fears?



“No,” I said. “If anyone’s to blame for anything, it’s me. Henry was about to die, all because I let him get too close. I should have never become friends with him in the first place.”

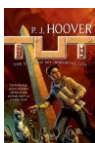
“Tut, having friends is never something to regret,” Gil said. “You’re the best friend Henry’s ever had (Ch. 25).”

- ☞ How does the lost planet of Pluto symbolize Henry before he and Tut became friends?
- ☞ Are there risks in letting others get close in a friendship? If so, describe the consequences of becoming close.
- ☞ Do you agree with Gil’s comment? That having a friend is not to be regretted? Explain your answer.

“Why would you think that?” But as the words came out, I knew. Gil’s final gift to me. How had I missed it? The hole in my chest had vanished, and in its place sat a scarab heart. Gil’s scarab heart (Ch. 26).

- ☞ Do you feel that Gil sacrificed his scarab heart to Tut out of a sense of duty or friendship? Explain your answer.
- ☞ Gil clearly understood the difference between vengeance and compassion, revenge and mercy, retaliation and hope. Do you think that, perhaps, with Gil’s scarab heart inside of him, Tut may come to understand these differences, as well? How so?
- ☞ Will Tut’s new quest of finding Gil help him to fulfill his destiny as a redeemed ruler? How so?
- ☞ There were a number of themes played out in the story. Discuss and give examples of how the following topics were revealed in *Tut: The Story of My Immortal Life*:

- Friendship
- Sacrifice
- Loyalty
- Risk
- Trust
- Forgiveness
- Hope



A Study of Story Structure

Behind us, I heard the most horrendous hissing sound in the world. Millennia of rage filled the air. Fear tore at the lining of my stomach. This was way worse than stealing the scepter from Set. This battle went beyond thrones and pharaohs. It was feral and fatal and had nothing to do with me or Horemheb. This battle was the reason for the curse. It was the battle of the gods (Ch. 21).

Objective: To analyze how a story's form or structure contributes to its meaning.

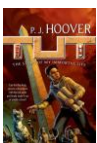
Materials:

- ✍ Plot Point Graphic Organizer (page 20)
- ✍ Pencil
- ✍ *Tut: The Story of My Immortal Life*

Procedure:

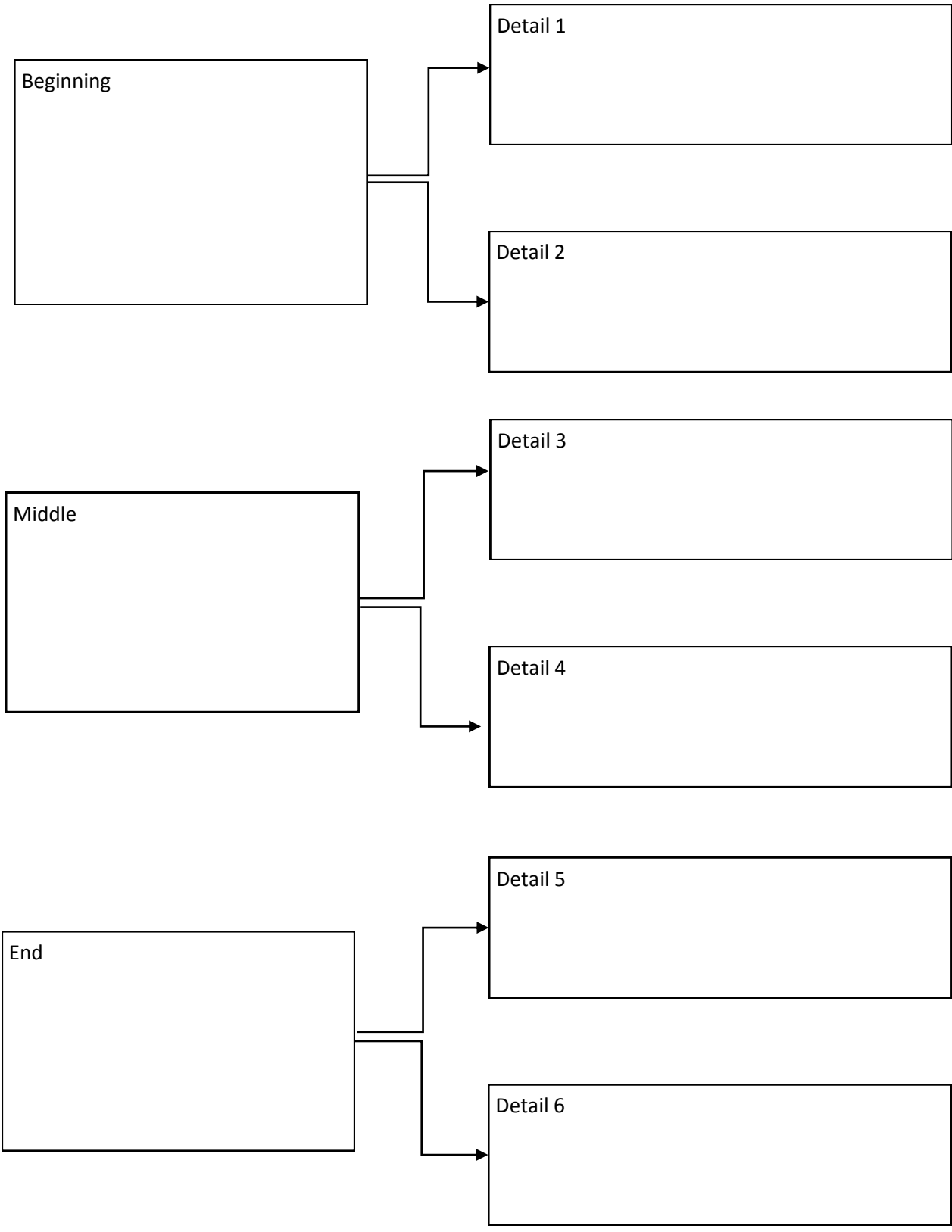
- ✍ Consider three major plot points – Beginning, Middle, and End – in *Tut: The Story of My Immortal Life*.
 - Choose plot points that are full of tension and drama.
 - Each plot point should build upon the other. For example:
 - **Beginning** – Tut is ...(maybe describe his character and predicament)
 - **Middle** – If Horemheb (maybe describe his motivation for evil)
 - **End** – Then... (consider the consequences of the Cult of Set gaining control of the world)
- ✍ Using the Plot Point Graphic Organizer, record specific details that occurred in the story in support the major plot points.
 - Tell what happened in the plot point.
 - Tell who was involved in the plot point.
 - Tell the consequences of the plot point.
 - Tell what happened as clearly as possible.

Note: The completed Plot Point Graphic Organizer will serve as reference for the Story Boarding activity (Pg. 22 to 25).



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Plot Point Graphic Organizer



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Story Boarding

“Your job is to study the artifacts you see today and then pick one to present to the class.
You will be graded not only on your research but on your originality, creativity, and presentation skills...”

~ Mr. Plant (Ch. 3).

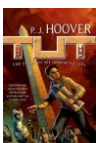
Objective: To construct dramatic visual presentation founded on the highlights of the story.

Materials:

- ✍ Several copies of the Story Boarding Graphic Organizer worksheet (pg. 24)
- ✍ Pencil
- ✍ Completed Plot Point Graphic Organizer (pg. 21)
- ✍ *Tut: The Story of My Immortal Life*

Procedure:

- ✍ Print several copies of the Story Boarding graphic organizer.
- ✍ Using your discussion questions notes and prior graphic organizers as reference, use the worksheet to plan out a visual presentation of key dramatic point of the story. The story boarding script will correspond with your chosen images.
- ✍ Stick figure sketches are totally acceptable for story boarding.
- ✍ Oftentimes powerful quotes from the text serve as effective script material. Review key lines in the story. You might find some words of interest there.
- ✍ Remember to keep your script concise and to the point. Let your visuals help tell the story.
- ✍ Remember to draft an introduction and a cliff hanging conclusion to your visual presentation.
- ✍ Keep the following literary aspects in mind while creating the story board:
 - ✍ Character
 - What are the characters’ fears, strengths, weaknesses, and innermost desires?
 - How do characters relate to one another in the story setting?
 - ✍ Setting
 - Where does the story take place?
 - How does the setting relate to the characters’ interactions or experience?
 - ✍ Conflict
 - What is the problem or situation presented in the story?
 - How can this conflict be revealed without giving the whole story away?
 - ✍ A Hook
 - The element of suspense intended to convince the viewer to read the book.
 - A cliffhanger that causes the viewer to feel compelled to find out what happens in the story’s end.



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The Book Trailer

Objective: To use technology to produce and publish writing as well as to interact and collaborate with others.

Materials:

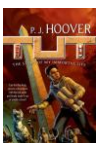
- ✍ Completed Story Boarding Graphic Organizer worksheets (pg. 24)
- ✍ *Tut: The Story of My Immortal Life*
- ✍ Technology

Procedure: Use the completed Story Board worksheets as guides to create a book trailer. Creating book trailers requires the use of certain skills and creative techniques. Those skills and techniques are accomplished through the use of:

- ✍ Words
 - How are words used?
 - What purpose do they serve in the trailer?
- ✍ Sound Effects/Music
 - What kind of sounds effects or music appeal to you?
 - How does it reflect various aspects of the story's plot, characterization, theme, or setting?
- ✍ Story Highlights
 - How does the use of particular highlights depict the message of the story?
 - What aspects of the story should be revealed in the trailer? Which ones are best left out?
- ✍ Setting
 - Where was the location?
 - Why was that setting chosen to be of great importance?
- ✍ Narration
 - Who is speaking?
 - How did the narration reflect the tone and emotion of the story?
- ✍ Visuals
 - Are you using video clips, still images, or a combination of both?
 - Are the visuals successful in setting up a compelling hook?

With regard to technology, students have the option to choose from a wide variety of software packages with which to create their book trailers. Some options are:

- | | | |
|-----------------|----------------|------------|
| ✍ Movie Maker | ✍ Voice Thread | ✍ Mapwings |
| ✍ Photo Story 3 | ✍ Bubble Share | ✍ Scratch |
| ✍ iMovie | ✍ PowerPoint | |

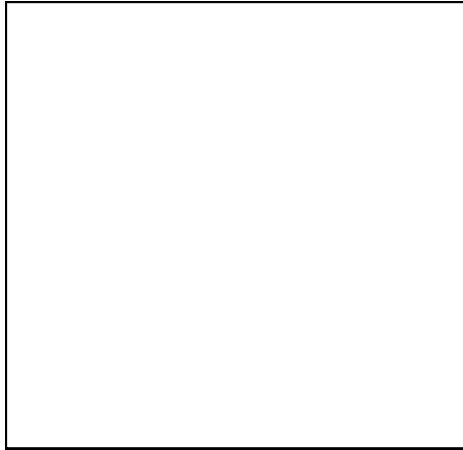


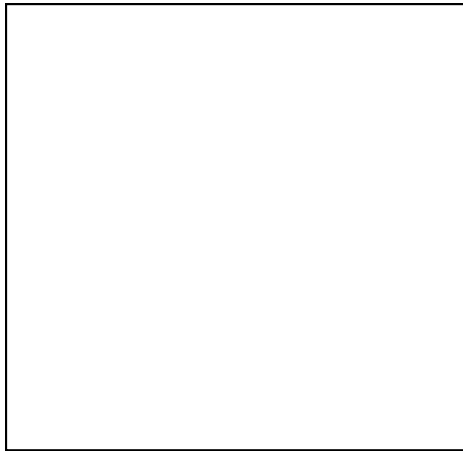
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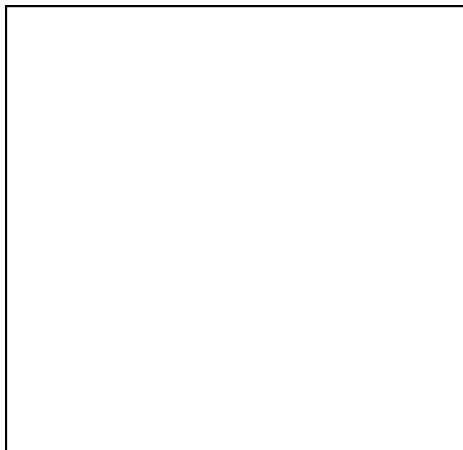
Story Boarding Graphic Organizer

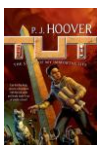
Picture

Script





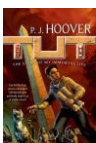




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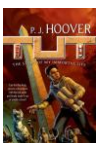


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Core Curriculum State Standards Annotations

English Language Arts Standards » Writing

		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓	✓	✓	✓
W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓	✓
W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	✓			✓
W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓	✓	✓	✓
W.4.3e	Provide a conclusion that follows from the narrated experiences or events.			✓	✓
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓	✓	✓
W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	✓	✓	✓	✓
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	✓	✓	✓	✓
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	✓	✓	✓	✓
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓	✓
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓	✓	✓
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.			✓	✓
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.			✓	✓



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English Language Arts Standards » Writing (cont.)

		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	✓	✓	✓	✓
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	✓	✓	✓	✓
W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓	✓	✓	✓
W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓	✓	✓	✓
W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	✓	✓	✓	✓
W.6.3e	Provide a conclusion that follows from the narrated experiences or events.			✓	✓
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			✓	✓
W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		✓	✓	✓
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		✓	✓	✓
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.		✓	✓	✓
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		✓	✓	✓
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience		✓	✓	✓



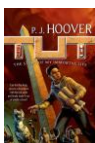
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English Language Arts Standards » Writing (cont.)

		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		✓	✓	✓
W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		✓	✓	✓

English Language Arts Standards » Reading: Literature

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.	✓	✓	✓	✓
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓	✓	✓	✓
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).	✓	✓	✓	✓
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	✓	✓	✓	✓
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.	✓	✓	✓	✓
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✓	✓	✓	✓
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.	✓	✓	✓	✓



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English Language Arts Standards » Reading Literature (cont.)

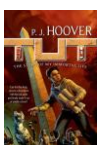
		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	✓	✓	✓	✓
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓
RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓	✓	✓
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	✓	✓	✓	✓



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English Language Arts Standards » Speaking & Listening

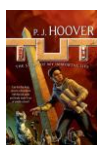
		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓			
SL.4.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓			
SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓			
SL.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓			
SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓			
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
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.	✓	✓	✓	✓
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	✓	✓	✓	✓
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.	✓			
SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓			
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓			
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	✓			
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓



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English Language Arts Standards » Speaking & Listening (cont.)

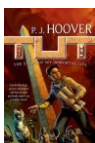
		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	✓	✓	✓	✓
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓			
SL.6.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓			
SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓			
SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓			
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓	✓	✓
SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓			
SL.7.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓			
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓			
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓			
SL.7.1d	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓			
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	✓	✓	✓	✓



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English Language Arts Standards » Speaking & Listening (cont.)

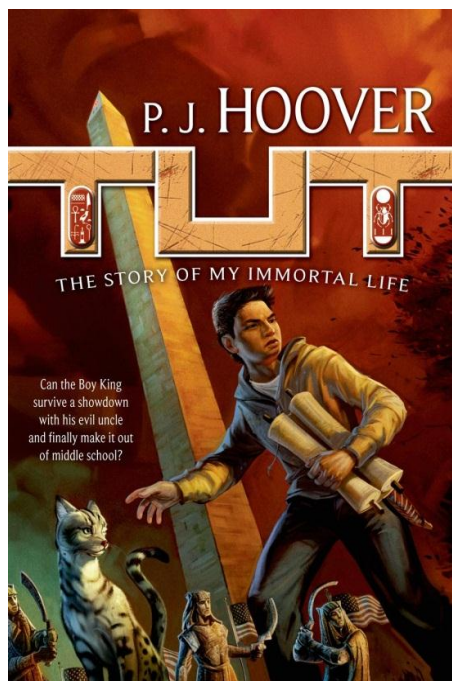
		Discussion & Crossword	Character Focus	Plot Points	Story Boarding
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓			
SL.8.1a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓			
SL.8.1b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	✓			
SL.8.1c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓			
SL.8.1d	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓			
SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	✓	✓	✓	✓



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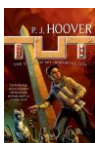


Author – P. J. Hoover

Guide Creator – Debbie Gonzales

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