



# THE KANE CHRONICLES

## EDUCATOR'S GUIDE



*This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Literature, Writing, Language, Speaking and Listening. The broad CCR standards are the foundation for the grade level-specific Common Core State Standards.*

Disney • **HYPERION BOOKS**

## ABOUT THE SERIES

When a magical accident unleashes the Egyptian gods into the modern world, Carter and Sadie Kane discover that they are descended from the most powerful Egyptian magicians, and only they have the ability to set things right. Through three books, *The Red Pyramid*, *The Throne of Fire*, and *The Serpent's Shadow*, they must fight against the mythical forces of Ancient Egypt and save the world from destruction.

*Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.2.; Speaking and Listening: Comprehension and Collaboration S.L. 6.1., 6.2., 6.3. Key Ideas and Details R.L. 7.2.; Speaking and Listening: Comprehension and Collaboration S.L. 7.1., 7.2., 7.3.*

## DISCUSSION QUESTIONS FOR THE SERIES

- 1 Carter begins the tale by stating, "If you're hearing this story, you're already in danger. Sadie and I might be your only chance." How does this dramatic opening shape the mood of the novel?
- 2 Both Carter and Sadie wear Egyptian amulets given to them by their father. What does Julius hope will be accomplished by his children bearing these symbolic gifts? Do you have a possession that makes you feel particularly safe or lucky? If so, why?
- 3 Throughout the course of the novel, Carter and Sadie learn that the world as they know it will never be the same. In what ways will it be better or worse for them? Have you had an experience that reshaped your life? In what ways have you changed due to this incident?
- 4 Why is stopping the Kane siblings so important to the magicians from the House of Life? In what ways is Michel Desjardins, Chief Lector of the House of Life, influenced by Vladimir Menshikov? What makes Menshikov so dangerous?
- 5 What role do Horus and Isis play in The Kane Chronicles? Though they are a support system for Carter and Sadie, the sibling pair is also fearful of them. For what reason?

## LANGUAGE ARTS CONNECTION

### CONSIDERING CHARACTER: CREATE AN "I AM" POEM OR A BIOPOEM

**PURPOSE/DIRECTIONS:** The purpose of this strategy is to help students demonstrate knowledge of a character by following written prompts to complete a poem about the individual. Students can be given the prompts to follow on a worksheet, or alternatively, students may create an original slide show using PowerPoint or Movie Maker.

#### "I AM" POEM

##### FIRST STANZA:

- I am (name the character)
- I wonder (something the character is actually curious about)
- I hear (an imaginary sound the character might hear)
- I see (an imaginary sight the character might see)
- I want (something the character truly desires)

##### SECOND STANZA:

- I pretend (something the character actually pretends to do)
- I feel (a feeling about something imaginary)
- I touch (an imaginary touch)
- I worry (something that really bothers the character)
- I cry (something that makes the character very sad)
- I am (the first line of the poem repeated)

##### THIRD STANZA:

- I understand (something the character knows is true)
- I say (something that the character believes in)
- I dream (something the character might actually dream about)
- I try (something the character really makes an effort to do)
- I hope (something the character actually hopes for)
- I am (the first line of the poem repeated)

#### BIOPOEM

- Line 1: First name \_\_\_\_\_
- Line 2: Three traits that describe the character: \_\_\_\_\_
- Line 3: Relative of \_\_\_\_\_
- Line 4: Lover of \_\_\_\_\_ (three things)
- Line 5: Who feels \_\_\_\_\_ (three things)
- Line 6: Who needs \_\_\_\_\_ (three things)
- Line 7: Who fears \_\_\_\_\_ (three things)
- Line 8: Who gives \_\_\_\_\_ (three things)

Line 9: Who would like to see \_\_\_\_\_ (three things)

Line 10: Resident of \_\_\_\_\_

Line 11: Last name \_\_\_\_\_

*Correlates to Common Core Standard Reading Literature: Key Ideas and Details R.L. 6.1. and Craft and Structure R.L. 6.5., R.L. 6.6. and Common Core Standard Reading Literature: Key Ideas and Details R.L. 7.1. and Craft and Structure R.L. 7.5., R.L. 7.6.*

## MATH AND SCIENCE CONNECTIONS

In addition to a wide variety of inventions and global contributions, Ancient Egyptians excelled at applied mathematics. As a class, consider Horus Eye Fractions and the seven symbol decimal system and how these influences affect modern math. Using library and Internet resources, have students consider other ways that the Ancient Egyptians contributed to the discipline of mathematics. Have students elect one of the following artifacts to research:

- Akhmim Wooden Tablet
- The Egyptian Mathematical Leather Roll
- The Kahun Papyrus
- The Rhind Mathematical Papyrus

Consider: How has this object contributed to our understanding of mathematics during this time period? How did these advances serve the Egyptian people, and in what ways have Western mathematical practice been influenced by these contributions? Have students prepare a report of their findings.

*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W. 6.4. and Writing: Research to Build and Present Knowledge W. 7.4.*

Ancient Egyptians are credited for the formal mummification process, but mummification has been practiced throughout the world. Have students research the following:

- What is a mummy?
- Where have mummies been found?
- What are examples of different types of mummies?
- Why were people mummified? Was this always done on purpose? If so, what was the intention?

Next, explore the mummification process. Consider the following elements that can preserve a body—embalming; ice; peat bogs; dry desert climates with little moisture. Divide the class in groups and have each group research a well-known mummy. After gathering their findings, have them create a digital presentation and share with the class.

*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W. 6.4. and Writing: Research to Build and Present Knowledge W. 7.4.*

## SOCIAL STUDIES CONNECTIONS

Part of the legacy of Ancient Egypt is the monuments erected during this time period. In addition to the great monuments of Egypt (the Sphinx, Pyramids at Giza, and Temples at Luxor, for example), monuments that pay tribute to Ancient Egypt can be found throughout the world. Have students research an Egyptian monument or one inspired by the Egyptian style referenced in *The Kane Chronicles* and consider the following:

- What was the purpose of that style and why did civilizations beyond the Egyptians choose to use it?
- When considering genuine Egyptian artifacts throughout the world, why and how was the artifact placed in its current location?
- What conservation efforts are being made protect this artifact?

Using Animoto or another digital movie maker, have students make a video of their research findings to share with the class.

*Correlates to Common Core Standard Writing: Research to Build and Present Knowledge W. 6.4. and Writing: Research to Build and Present Knowledge W. 7.4.*



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## ABOUT THE AUTHOR

**Rick Riordan** ([www.rickriordan.com](http://www.rickriordan.com)) is the author of the *New York Times* #1 best-selling series *Percy Jackson* and the *Olympians*, *The Kane Chronicles* and *The Heroes of Olympus*. Before he became a full-time author, Rick spent fifteen years as a classroom teacher in public and private schools in California and Texas.

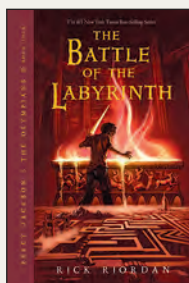
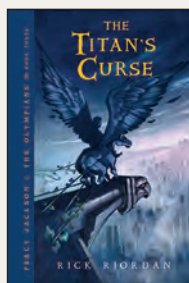


This guide was created by Rose Brock, a school librarian and doctoral candidate at Texas Woman's University specializing in children's and young adult literature.

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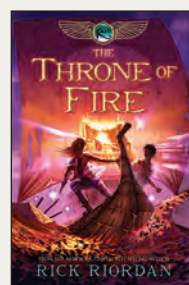
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