

# SECRETS OF A SUN KING

**PERFECT FOR:** Facts about Ancient Egypt woven into fiction; learning about Ancient Egyptian Beliefs; exploring Tutankhamun's tomb; analysing the importance of bias and viewpoint in writing and documenting historical events.

**KEY FOR CROSS-CURRICULAR OBJECTIVES:**

English: Reading comprehension; Creative Writing;  
Writing in Role; Writing to Inform  
Design Technology & Art  
Drama, Speaking and Listening  
Maths  
Geography: the UK and Egypt  
History: Ancient Egypt



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| SUGGESTED OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | COMPREHENSION QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | EXTRA ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Use clues from the text to infer information about a character and their circumstances.</li> <li>- Identify the language the author has used for effect.</li> <li>- Use clues from the text to make predictions.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use maps to locate places and landmarks.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Learn about Ancient Egyptian belief systems.</li> <li>- Use research methods to extend historical learning.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Draw using described details and from imagination.</li> </ul> | <ol style="list-style-type: none"> <li>1. The first thing we read on the page titled 'Part One' is a quote from Howard Carter. Why has the author decided to include a quote from this man? What do you know about him?</li> <li>2. What can you <u>infer</u> about the characters' circumstances from page 1?</li> <li>3. Why has the author used the <u>metaphor</u> 'a gritty layer of dust' to describe the war? (page 3)</li> <li>4. What does Lily mean when she says her Dad, on 'the outside at least, [...] was all in one piece'? What does this suggest about her Dad? (page 3)</li> <li>5. Why doesn't Lily have 'a flying pig's chance of ever going' to Egypt? (page 5)</li> <li>6. What can you <u>infer</u> about Grandad from clues left throughout Chapter 1?</li> <li>7. What is particularly effective about the last three sentences on page 10? How has the author made you want to read on? (page 10)</li> <li>8. What else could the last sentence of Chapter 2 be referring to? (page 18)</li> <li>9. What do you think 'waiting to peach on you' means? (page 20)</li> <li>10. How do you <u>predict</u> the 'Mendoza' family might be different to Lily's family? What clues are there to suggest this? (pages 23–29)</li> </ol> | <p>Find Egypt and London on a map together and calculate the length of time it would take to travel there now. Now discuss the different ways they could have travelled there in 1922 and calculate how long this would have taken.</p> <p>Isis and Anubis are two Gods mentioned in these chapters. Conduct research on these Gods and other Gods so that you become familiar with their appearance and their purpose in Ancient Egyptian Beliefs.</p> <p>There are many historical facts referenced in this book. As a class/group/in pairs, create a Historical Fact List to add to as the book is read.</p> <p>Using clues throughout chapters 2–3, draw the Anubis artifact that has been sent to Lil. You can write your own museum display card to predict what you think this artifact was used for.</p> |



| SUGGESTED OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | COMPREHENSION QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EXTRA ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Identify a character's motives through their actions.</li> <li>- Make connections within and across a range of reading.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Understand significant historical figures.</li> <li>- Use research methods to extend historical learning.</li> </ul> <p><b>Drama, Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>- Understand and empathise with a character's thoughts, feelings and attitudes and express these through use of role-play.</li> </ul> <p><b>Design Technology &amp; Art</b></p> <ul style="list-style-type: none"> <li>- Draw using described details.</li> </ul> | <ol style="list-style-type: none"> <li>1. How would you describe the <u>relationship</u> between Lily and her Grandad? (chapter 4)</li> <li>2. Lily's mother rested 'a hand on her stomach' and sighed. What can you <u>infer</u> from this? (page 40)</li> <li>3. Why do you think Nefertiti the cat is happier and the door 'easily' unlocks? (pages 40–41)</li> <li>4. On page 42 we learn that the jar is an 'Egyptian canopic jar'. What do you know about these? Why might it carry a curse? (page 42)</li> <li>5. What might Ay's <u>motives</u> be? Why does Lysandra use the metaphor: 'He has the eyes of a hungry wolf watching a weakening lamb.'? (page 48)</li> <li>6. How does the end of Lysandra's account suggest that something bad is about to happen? (page 52)</li> <li>7. What <u>connections</u> are being made when Lily thinks 'it was adults who pushed you into being someone bigger than you wanted to be.'? (page 56)</li> <li>8. Why is Lily 'afraid of dirtying the floor'? Why does she say that 'there was even a telephone'? (page 58)</li> <li>9. Why do you think the author chose to use so many short sentences? What <u>effect</u> do these short sentences have? (page 76)</li> <li>10. How is the quote on page 93 <u>linked</u> to the last sentence on page 92?</li> </ol> | <p>In these chapters, you learn a lot about Tutankhamun. Who was he? Create a fact-file or poster about him researching his life, wife and children to help improve your understanding of Lysandra's account in Chapter 5.</p> <p>Role-play and freeze frame key moments in these chapters:</p> <ul style="list-style-type: none"> <li>• Lily going to see her Grandad.</li> <li>• Lily reading the translated letter.</li> <li>• Lily, Tulip and Oz plotting the trip to Egypt.</li> </ul> <p>Can you accurately express the different characters' thoughts, feelings and emotions at these key points?</p> <p>On pages 81–82 the author has included a detailed description of Kyky as he gets ready to race. Draw an image of the young king and label it to show typical features of Ancient Egyptian dress.</p> |



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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Make predictions referencing the text.</li> <li>- Identify common themes in reading.</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- Compare decimal notation and use ratios to calculate differences of 'old' money.</li> <li>- Calculate in 'old' money.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Communicate and summarise effectively in limited prose.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Take on the role of a character communicating their thoughts, attitudes and emotions effectively.</li> </ul> | <ol style="list-style-type: none"> <li>1. Reading Grandad's words on page 96, do you think the book title is referring to Howard Carter? (page 96)</li> <li>2. Lily says her parents were 'lost to their thoughts'. What does she mean by this? (page 101)</li> <li>3. What do you <u>predict</u> happened to the baby that you learn about on page 104?</li> <li>4. How does Lily feel about her parents keeping secrets from her? (pages 104–105)</li> <li>5. Why do you think Tulip avoids going to school? What can you tell about her life and personality? (page 111)</li> <li>6. How does Lily feel when she knows she is about to be caned? How do you think you would feel? Are we right not to use this method of punishment now? Why or why not? (page 116)</li> <li>7. How has your opinion of Lily's Dad changed after his conversation with her? What does he really care about? (page 119)</li> <li>8. 'Secrets' are a <u>common theme</u> through the book. Identify the 'secrets' in the story and discuss them. Why are they important? (page 125)</li> <li>9. Why doesn't the guard believe Lily? (page 129)</li> <li>10. Why is Lily so in awe of her surroundings on the train? (page 131)</li> </ol> | <p>There are lots of references to <u>old money</u> in the book. Research the different terms and do some calculating as a class, using ratios, to identify the differences in the cost of living in 1922 compared to now.</p> <p>Carry out some research into the use of telegrams in history. How were they written and delivered? What important moments through time have been announced through the use of a telegram? Which are your favourite examples?</p> <p>Experiment with writing your own telegrams of important messages using nine words or less. How can you convey your message with so few words? As an extension, try to calculate the cost of the different lengths of telegrams.</p> <p>In role as Lily, write a letter to Grandad explaining your unexpected trip to Egypt and reassuring him that you will help his condition.</p> |



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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Draw own opinions, using experiences from the outside world.</li> <li>- Identify evidence in the text that supports theories.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use maps to locate places and landmarks.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Understand how important historical milestones have shaped the modern world.</li> <li>- Learn about Ancient Egyptian belief systems.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Take on the role of a character communicating their thoughts, attitudes and emotions effectively.</li> </ul> | <ol style="list-style-type: none"> <li>1. What type of language has the author used to raise <u>tension</u> in this part of the book? (pages 143–145)</li> <li>2. Oz 'never ate in front of people'. Why do you think this is? What other unusual traits can you identify in Oz? (page 148)</li> <li>3. What can you <u>infer</u> about the new character in this chapter? (pages 150-151)</li> <li>4. Why do you think the children aren't telling an adult what is really going on? What would you do? (page 157)</li> <li>5. What can you tell about the Ancient Egyptian builders from their knowledge of the rocks and tomb building? (pages 167–168)</li> <li>6. What <u>evidence</u> is there that the burial of Tutankhamun was different to the usual burial of a pharaoh? (pages 173–175)</li> <li>7. How has the writer raised <u>anticipation</u> in this part of the book? (page 180)</li> <li>8. What do you think the word 'priggish' might mean? (page 183)</li> <li>9. Why would Howard Carter be 'keeping an eye' on Lily and the Mendozas? What can you guess about Howard Carter? (page 193)</li> <li>10. How has the author made you want to read on? (page 196)</li> </ol> | <p>Through Chapter 12 we learn of the journey that Lily and the Mendozas are taking to get to Egypt. Use a map to plot the different points of the journey and the amount of time it takes them to reach each point. How does this compare to a journey taken today?</p> <p>Research how women were treated in this time period and the differences in male/female pay.</p> <p>Think about how the 'Ouija board' event would sound different from the point of view of Oz. Was he scared? Disinterested? Write this section in role as Oz expressing his opinions about Lily and Tulip, as well as the strange goings-on.</p> <p>Using Lysandra's final translation, draw and document the stages of <u>mummification</u>. Use research to add more information to each stage before role-playing the mummification process.</p> |



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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Make connections within and across a range of reading.</li> <li>- Identify the techniques a writer has used to evoke emotions in the reader.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Use maps to locate places and landmarks.</li> <li>- Research other cultures and traditions.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Understand how different perceptions of historical figures and events can be biased depending on what is being read.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Take on the role of a character communicating their thoughts, attitudes and emotions effectively.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why couldn't Lily 'have rested even if' she'd 'wanted to'? (page 199)</li> <li>2. How do you think the Egyptians feel about the English? Why do they feel this way? (page 204)</li> <li>3. In what sort of light does the book paint the character of Mr Carter? How does this <u>differ</u> to what we have learned from history? (page 212)</li> <li>4. What do you <u>predict</u> Oz thinks about the 'man at the station'? (page 218)</li> <li>5. What impression do you get of Pepe as a character? (chapters 16–20)</li> <li>6. Who do you think was on the path ahead of the children? (pages 227 and 230)</li> <li>7. As they approach the tomb, Lily 'feels a shift inside' her. Why do you think this is? (page 232)</li> <li>8. What do you think Lily means when she says: 'being English didn't give me the right to solve other people's problems, not when they could solve them themselves.'? (page 234)</li> <li>9. What is the <u>connection</u> between Osiris and Kyky? (page 238)</li> <li>10. How do you think the <u>writer wants you to feel</u> as the jar is placed back in its resting place? How have they achieved this? (pages 235–240)</li> </ol> | <p>Using what you have learned about Tutankhamun's burial, work together to study a map of where Tutankhamun's remains were found. Bring the story to life by discussing where the canopic jar could have been buried.</p> <p>Research <i>galabiyas</i>. Design your own <i>galabiya</i> using traditional Ancient Egyptian patterns and colours.</p> <p>Produce a 'different sides' comparison chart to compare how Howard Carter is presented as a hero in history to how he is presented throughout the book. Draw conclusions together. What sort of person do you think he really was? Why? How do you come to your conclusions?</p> <p>In role as Pepe, write a diary extract comparing a normal day in his life to the day he met the English children. What were his first impressions of them? How did they have an impact on him?</p> |



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| <p><b>Reading: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Understand how characters have been shaped by the events of a story.</li> <li>- Form opinions about characters and events in reading.</li> </ul> <p><b>History: Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>- Compare both primary and secondary sources and come to conclusions.</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Adopt a viewpoint based on evidence and write a newspaper article from this viewpoint.</li> </ul> <p><b>Writing in Role</b></p> <ul style="list-style-type: none"> <li>- Write an informal letter in role as a character from the story.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why do you think Pepe and Lily are crying? (page 241)</li> <li>2. What links is the writer making when Lily says: 'Sometimes people only told you things – difficult things – when they were ready to do so.' (page 244)</li> <li>3. How does Mrs Mendoza react to Alex's arrival? Why? (pages 245–249)</li> <li>4. What do you think about how Howard Carter treats Lily? (page 259)</li> <li>5. Why were Lord Carnavon and Lady Evelyn looking 'agitated'? What other word could the writer have used here? (page 262)</li> <li>6. What can you <u>infer</u> about Mrs Medoza's character when she says 'an Egyptian story deserved an Egyptian publication'? (page 267)</li> <li>7. How did Pepe and his camels make Lily think 'in a different light'? What does this tell you about her opinions before Egypt? (page 269)</li> <li>8. How has the author created an <u>emotional response</u> in the reader? (pages 270–271)</li> <li>9. Do you think that Howard Carter went inside the tomb before he opened it publicly? (pages 267–268)</li> <li>10. What do you think of Lily's Dad's statement when he refers to men fighting to change the world while women use their brains? (pages 275–276)</li> </ol> | <p>Come up with your own interpretation of what you think the tomb looks like and what it contains. You can either draw your interpretation or explain it in words. Compare your interpretation with documented photos of the tomb.</p> <p>Discuss the opposing view that the book has introduced: that Howard Carter was not a hero but a glorified grave robber. Which side of the story do you believe? Write a newspaper report from your chosen perspective or bias.</p> <p>Write a letter in the role of Lily to Pepe explaining all the different things that have happened since she arrived home.</p> <p>Hypothesize about what Alex was doing in the four years that his family was waiting for him to come home. Extend the story of <i>Secrets of a Sun King</i> to add this part.</p> |

