

# JAGGER JONES & THE MUMMY'S ANKH EDUCATOR'S GUIDE



## USING THE GUIDE

*Jagger Jones and the Mummy's Ankh* is a historical fantasy, ideal for grades 4-7. The book explores family dynamics, diversity, and history. It's a perfect choice for book clubs and a cross-disciplinary educational approach. The discussion questions, prompts, and activities are rooted in the Common Core Standards. They address writing, reading and history and are designed to be both educational and fun!

## THE BOOK

Jagger Jones is a whiz kid from Chicago's South Side. Ask him anything about Ancient Egypt, and Jagger can fill hours describing all that he knows. But when he and his precocious little sister Aria fall more than three thousand years back in time to the court of Amarna, Egypt, Jagger discovers a truth that rocks his world: books don't teach you everything there is to know.

Mummies, pyramids, and cool hieroglyphics make awesome movie props, but the ancient court of Amarna is full of over-sized scorpions, magical amulets, and evil deities determined to scare unwanted visitors away.

If Jagger and Aria are to return safely home, they must find nine soul-infested gemstones, defeat an evil general, save the royal family, and figure out how to rescue themselves!

Armed only with Jagger's knowledge of history and a few modern objects mined from his pockets and Aria's sparkly purse, the siblings have exactly one week to solve supernatural riddles and rescue the royal family. If they can pull it off, Jagger Jones just might return to Chicago a hero.

Critics have called *Jagger Jones* a "magical fantasy," a "treat for all ages," and "timely, diverse, multicultural, exciting and fun!" Librarians and teachers have recommended "adding this to every school or public library collection" and suggested it's a great way to "grow your diverse book selection."

**LEXILE MEASURE: 700**

**GRADE LEVEL: 4-7**

**AGE RANGE: 9+**



## ABOUT MALAYNA

Malayna Evans earned her Ph.D. in ancient Egyptian history from the University of Chicago. She's used her education to write a time-travel tale featuring South Side Chicago brother and sister duo, Jagger and Aria Jones, lost in ancient Egypt. The tale is loaded with historically attested people, places and artifacts (plus, mummies). Malayna is fond of strong coffee, long walks, and MG and YA books. She lives in Oak Park, IL with her two kids, a rescue dog, and a hedgehog.



# TEACHER RESOURCES

Looking for ancient  
Egyptian themed  
classroom activities that  
are fun *and* educational?

Get your class excited about  
ancient Egypt with this escape  
room style, Jagger Jones themed  
classroom activity. (RH.4-6.7)

DOWNLOAD HERE:

[http://malaynaevans.com/wp-  
content/downloads/  
ANKHclassroomEscapeActivity-4.p  
df](http://malaynaevans.com/wp-content/downloads/ANKHclassroomEscapeActivity-4.pdf)

Have your students read Jagger  
Jones, spot these scavenger hunt  
artifacts, and learn about how the  
objects were used. (RH.4-6.1, RH.  
4-6.3, RH.4-6.7)

DOWNLOAD HERE:

[http://malaynaevans.com/  
downloads/  
JJScavengerHuntAndCheatSheet.p  
df](http://malaynaevans.com/downloads/JJScavengerHuntAndCheatSheet.pdf)

Check out this Amarna themed  
crossword puzzle. Find words  
related to the New Kingdom and  
the Amarna Period with emphasis  
on people, places and artifacts  
from the book. (RH.6-8.4)

DOWNLOAD HERE:

[http://malaynaevans.com/  
crossword/](http://malaynaevans.com/crossword/)

## THEMES (RL 4.2, 5.2, 6.2, 7.2)

*Jagger Jones and the Mummy's Ankh* is book one in a three book series. The series was influenced by an ancient Egyptian blessing – *ankh*, *wedja*, *seneb*, which means (may you have) life, prosperity and health. Book one explores notions of life (*ankh*) from both a modern and ancient perspective.



## BEFORE READING

Ask your class to think about why "life" is part of a blessing. If it doesn't mean the same thing as "health," what does it mean? If someone wished you "life" what would you think they meant? Are definitions of life always the same? Why might people in ancient times have thought differently about life? What do you think ancient Egyptians thought about life and death, given what we know about them?

*Craft idea:* Introduce the class to the ancient Egyptian symbol of life, the *ankh*. In ancient Egypt, *ankhs* were made out of just about anything—metal, wood, ceramics, paint. Ask kids to get creative and craft *ankhs* of their own from modeling clay, paper, rice crispy treats and more!

## DURING READING

Ask students to spot vocabulary words and artifacts that flesh out the theme of life (*ankh*). They should be on the lookout for *KA*, *BA*, *ANKH*, *MUMMY*, *AMULET*, *SHABTI*, and *CANOPIC JARS*. Have students keep notes of where these words and artifacts appear and what they learn about ancient Egyptian notions of life from the way they're used.

## AFTER READING

Ask students to write two paragraphs – one paragraph on how ancient Egyptians thought about life, using examples from the text to support your ideas. Write a second paragraph on how the more familiar, modern notions of life are explored in this book. Again, use examples from the text to support your ideas. Taking it a step further: Ask how the notions discussed in paragraphs one shaped the plot? How did the modern notions of life discussed in paragraph two tie into the plot?



## CHARACTER WORKSHEET – LET’S MEET JAGGER & ARIA (RL.4.3, RL.5.3)

[illegible]

<p>Find a passage that gives us new information about Aria. Note the page number and write out what you learned.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">1 thing she wants</div> <div style="border: 1px solid black; height: 150px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 5px;">1 thing she fears</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Draw Aria here</div> <div style="border: 1px solid black; height: 150px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; padding: 5px;">The thing she loves most</div> <div style="border: 1px solid black; padding: 5px;">Her interests</div>
<div style="border: 1px solid black; padding: 5px;">One thing Aria does: _____ _____</div> <div style="border: 1px solid black; padding: 5px;">One thing Aria says: _____ _____</div> <div style="border: 1px solid black; padding: 5px;">One thing Jagger says about her: _____ _____</div>		

Here are five things Malayna Evans, author of *Jagger Jones and the Mummy's Ankh*, loves:

1. Her two kids—the same kids the influenced Jagger and Aria’s characters and relationship.
2. Everything about ancient Egypt.
3. Really strong coffee.
4. Long dog walks.
5. Talking to kids about ancient Egypt

## CONFLICTS & STAKES (RL.4.3, RL.5.3, RL.6.3, RL.7.3)

The book has a very high stakes plot. Jagger, Aria, and their ancient friends need to rescue the soul of the princess Meketaten so she can enjoy the happy afterlife she deserves. To make matters worse, if they fail, the royal family of Amarna will be wiped from existence and, by extension, Jagger and Aria's family will cease to exist as well. Here are some discussion questions:

- The adventure starts with Jagger being summoned by a creepy voice that leads him to an undiscovered tomb. Do you think Jagger and Aria should have gone into the tomb? What would you do if you found a mummy in a deserted tomb?
- What happened to princess Meketaten and why is her life in danger?
- Do you have a sense for why Jagger is called back in time? Why not an ancestor or some other smart kid from Chicago's South Side?
- Name three obstacles Jagger and Aria face as they travel from Amarna to Thebes.
- How does Jagger use his personal strengths to overcome obstacles?
- Does Aria contribute to solving obstacles? Which ones and how?
- When Jagger and Aria learn getting back to Chicago will be harder than they expected, both offer to stay in ancient Egypt so the other can return home. Do you think either Jagger or Aria would make a good ancient Egyptian? Which one and why?

## ANALYZING EMOTIONS (RL.4.5, RL.5.5, RL.6.5, RL.7.5)

In the opening scene (p. 2), Jagger plays his mother's "mantra" in his head: *it's your job to take care of your sister*. This scene sets the stage for Jagger's sense of responsibility for Aria. Ask students to identify how the different members of the family—Jagger, Aria and Mom—feel about Jagger and Aria's relationship?

- How does Jagger react to his mother's comment?
- What textual evidence communicates information about his feelings in this scene and later?
- Is Aria aware of Jagger's feelings? How does she react to it?
- What factors in Jagger and Aria's family life influence their relationship and does it change throughout the course of the book? If it changes, what happens in the book that influences how Jagger and/or Aria adapt?

## STUDENT QUESTIONS

Imagine you've just fallen 3,000 years back in time to the court of Amarna, Egypt...

- What will your new life look like?
- What will you eat?
- Where will you live?
- Will you go to school?
- Will you blend in or stand out?
- What do you think you'd find on the other end of the time portal?
- What, or who, would you miss most?



Check out the *Jagger Jones and the Mummy's Ankh* book trailer here:

[https://www.youtube.com/watch?time\\_continue=4&v=IEmpJlqep4s](https://www.youtube.com/watch?time_continue=4&v=IEmpJlqep4s)

# THE HERO TALE

Here are 5 hero tales your students might already know and love:  
Harry Potter, Star Wars, The Hunger Games, The Hobbit, and Captain Marvel.

Ask students to compare Jagger's journey to their favorite hero—Harry, Katniss or Luke. How are their stories alike? How are they different?

## ANALYZING PLOT (RT.4.5, RT.5.5, RT.6.5, RT.7.5, W6.9, W7.9)

Jagger Jones and the Mummy's Ankh follows a traditional hero tale structure. Hero tales generally follow the following pattern:

STEP ONE:	The ordinary world	You meet the hero in his/her average world
STEP TWO:	The call to adventure	Something calls him/her to the adventure
STEP THREE:	Cross the first threshold	Something happens so the hero can't turn back
STEP FOUR:	Trials, friends and foes	The hero encounters obstacles and people
STEP FIVE:	Magical mentor	A wise sage or magical counselor is introduced
STEP SIX:	Dragon's lair	The hero reaches a new, more treacherous, threshold
STEP SEVEN:	Moment of despair	The hero confronts a major obstacle and all seems lost
STEP EIGHT:	Ultimate treasure	Having defeated the enemy, the hero gets a prize
STEP NINE:	Homeward bound	The hero still needs to return home; it's often a new trial
STEP TEN:	Rebirth and return	The hero goes home but is fundamentally changed

Ask students if they can plot these stages for Jagger's journey. Where do the stages begin? Where are the transitions?

*PROJECT IDEA: Invite kids to create their own hero tale by mapping out the story using each step in the traditional hero tale journey. They can create a fictional hero tale or try to interpret their own life within the hero tale structure.*



## WRITER PROMPT

The book is written in third person from Jagger's point of view. Ask students to imagine a scene from the point of view of one of the ancient Egyptian characters. For example, students might write a few paragraphs on Tatia's escape from the palace at Amarna and subsequent rush to Thebes where she arrives just in time to save her friends.



## TRUE OR FALSE

Many aspect of today's life were inherited from, or at least influence by, the ancient Egyptians. Here's a quick true of false quiz to help you identify what ancient Egyptians did, and didn't, invent.

TRUE / FALSE The ancient Egyptians were the first people to wear make-up. And, both men and women wore it.

TRUE / FALSE They were particularly fond of glitter-blue eye shadow.

TRUE/FALSE They also invented a form of paper and writing instruments that were similar to those we use today.

TRUE/FALSE They invented the 26 letter alphabet.

TRUE/FALSE They invented the 365 day calendar.

TRUE/FALSE And clocks.

TRUE/FALSE And high heels.

TRUE/FALSE And the internet.

TRUE/FALSE And the pottery wheel.

TRUE/FALSE And gunpowder.

TRUE/FALSE And glass.

TRUE/FALSE And disco.

TRUE/FALSE But they did not like pets and thought dogs and cats were mangy beasts that should never be touched.

TRUE/FALSE They loved board games--a game called Senet was very popular.

TRUE/FALSE They also used pillows but they were made of wood or stone and covered in spells designed to protect the sleeper.

TRUE/FALSE The river Styx was essential to life in ancient Egypt.

TRUE/FALSE In fact, they invented rivers.

TRUE/FALSE The earliest example of geometry comes from ancient Egypt and they had multiplication, division, fractions and invented a decimal system using 7 different symbols.

TRUE/FALSE They had schools too, but only about 1% of the population learned to read ... and the 1% were virtually all boys.



INVENTORS  
STORYTELLERS  
THINKERS  
MATHEMATICIANS  
FASHIONISTAS

Write down five words  
you think of when you  
think of ancient Egypt

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Dear educator,

Thank you for using *Jagger Jones and the Mummy's Ankh* in your classroom. I hope this educator's guide has been useful. You can learn more about me and ancient Egypt at [malaynaevans.com](http://malaynaevans.com) or follow me on Twitter (@Malayna) or Instagram (@malaynaevans). I enjoy working with teachers and librarians so feel free to reach out anytime.

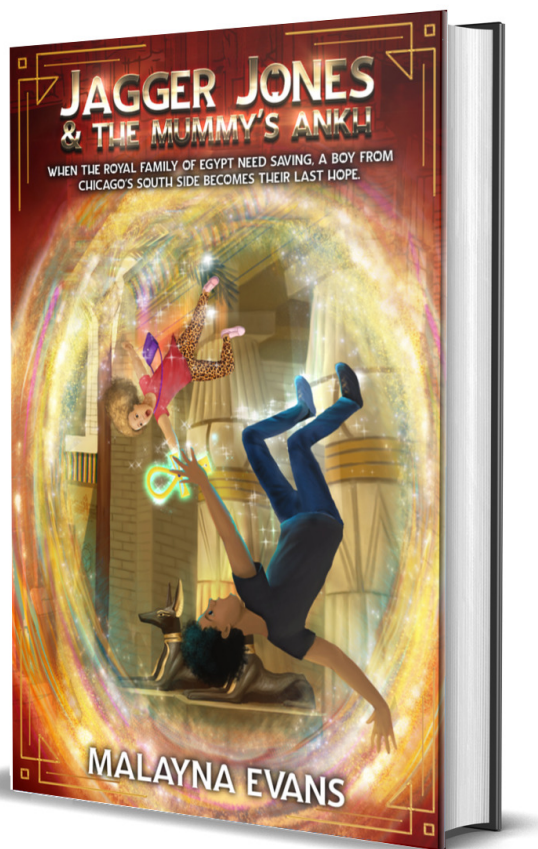
Oh, and I adore visiting schools online or in real life. If you're interested in an author visit, email me at [malaynaevans22@gmail.com](mailto:malaynaevans22@gmail.com) for more info.

Cheers,

Malayna

### True or false cheat sheet...

- TRUE/FALSE** The ancient Egyptians were the first people to wear make-up. And, both men and women wore it.
- TRUE/FALSE** They were particularly fond of glitter-blue eye shadow.
- TRUE/FALSE** They also invented a form of paper and writing instruments that were similar to those we use today.
- TRUE/FALSE** They invented the 26 letter alphabet.
- TRUE/FALSE** They invented the 365 day calendar.
- TRUE/FALSE** And clocks.
- TRUE/FALSE** And high heels.
- TRUE/FALSE** And the internet.
- TRUE/FALSE** And the pottery wheel.
- TRUE/FALSE** And gunpowder.
- TRUE/FALSE** And glass.
- TRUE/FALSE** And disco.
- TRUE/FALSE** But they did not like pets and thought dogs and cats were mangy beasts that should never be touched.
- TRUE/FALSE** They loved board games—a game called Senet was very popular.
- TRUE/FALSE** They also used pillows but they were made of wood or stone and covered in spells designed to protect the sleeper.
- TRUE/FALSE** The river Styx was essential to life in ancient Egypt.
- TRUE/FALSE** In fact, they invented rivers.
- TRUE/FALSE** The earliest example of geometry comes from ancient Egypt and they had multiplication, division, fractions and invented a decimal system using 7 different symbols.
- TRUE/FALSE** They had schools too, but only about 1% of the population learned to read ... and nearly all boys.
- The ancient Egyptians did invent the earliest letters but there were thousands of hieroglyphs, not dozens.*
- Like us, they loved their pets.*
- Nope, that's the Nile River.*



ANKH . WEDJA . SENEb