

# THE GOLDEN GOBLET STUDY GUIDE

by **Carol Clark**

For the novel by  
**Eloise Jarvis  
McGraw**



THE  
GOLDEN GOBLET  
STUDY GUIDE

BY CAROL CLARK

FOR THE NOVEL BY  
ELOISE JARVIS MCGRAW



## *The Golden Goblet Study Guide*

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### **The Golden Goblet Study Guide**

A Progeny Press Study Guide

by Carol Clark

edited by Michael and Rebecca Gilleland

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Carol Clark has retired from a career of teaching elementary and junior high school language arts. Her passions include helping kids learn, teaching great literature, and encouraging children to grow in their relationship with Jesus Christ.

Mrs. Clark earned her B.A. in English education at Bloomfield College and her M.Ed. in elementary and early childhood education at the University of Toledo. Her favorite activities include playing the piano, reading, writing, and playing with her three grandsons. She serves as coordinator of children's ministry for preschool and elementary children in her local church and is involved in outreach ministries to the poor of Toledo, Ohio. In addition to classroom teaching, Mrs. Clark has worked as secretary and editor to some of the most creative engineers in the United States and has edited for two magazines and a technical journal. She has also published interviews and feature articles in several magazines.

## Table of Contents

Study Guide Author .....	3
Note to Instructor .....	5
Synopsis .....	7
About the Novel’s Author .....	8
Prereading Activities .....	9
As-You-Read Activities .....	10
Chapters I–II .....	11
Chapters III–IV .....	19
Chapters V–VII .....	25
Chapters VIII–X.....	33
Chapters XI–XII .....	40
Chapters XIII–XIV .....	47
Chapters XV–XVI .....	53
Overview .....	60
After-You-Read Activities .....	64
Additional Resources .....	66
Answer Key .....	69



## Note to Instructor

**How to Use Progeny Press Study Guides.** Progeny Press study guides are designed to help students better understand and enjoy literature by getting them to notice and understand how authors craft their stories and to show them how to think through the themes and ideas introduced in the stories. To properly work through a Progeny Press study guide, students should have easy access to a good dictionary, a thesaurus, a Bible (we use NIV translation, but that is up to your preference; just be aware of some differences in language), and sometimes a topical Bible or concordance. Supervised access to the Internet also can be helpful at times, as can a good set of encyclopedias.

Most middle grades and high school study guides take from eight to ten weeks to complete, generally working on one section per week. Over the years, we have found that it works best if the students completely read the novel the first week, while also working on a prereading activity chosen by the parent or teacher. Starting the second week, most parents and teachers have found it works best to work on one study guide page per day until the chapter sections are completed. Students should be allowed to complete questions by referring to the book; many questions require some cross-reference between elements of the stories.

Most study guides contain an Overview section that can be used as a final test, or it can be completed in the same way the chapter sections were completed. If you wish to perform a final test but your particular study guide does not have an Overview section, we suggest picking a couple of questions from each section of the study guide and using them as your final test.

Most study guides also have a final section of essays and postreading activities. These may be assigned at the parents' or teachers' discretion, but we suggest that students engage in several writing or other extra activities during the study of the novel to complement their reading and strengthen their writing skills.

As for high school credits, most Christian high schools to whom we have spoken have assigned a value of one-fourth credit to each study guide, and this also seems to be acceptable to colleges assessing homeschool transcripts.

## *The Golden Goblet Study Guide*

### *Internet References*

All websites listed in this study guide were checked for appropriateness at the time of publication. However, due to the changing nature of the Internet, we cannot guarantee that the URLs listed will remain appropriate or viable. Therefore, we urge parents and teachers to take care in and exercise careful oversight of their children's use of the Internet.

## Chapters III–IV

### Vocabulary:

Write the letter from each word on the right in the blank next to the correct definition on the left. Use a dictionary to learn the meaning of any unfamiliar words.

- |  |                 |
|--|-----------------|
| 1. ____ ashamed, embarrassed                                       | a. dullard      |
| 2. ____ a bow or motion expressing respect or courtesy             | b. dismal       |
| 3. ____ one who is new to a circumstance or work                   | c. bungling     |
| 4. ____ tending to float; cheerful                                 | d. disposition  |
| 5. ____ snotty, disrespectful, impertinent                         | e. mollified    |
| 6. ____ a slow or stupid person                                    | f. extracting   |
| 7. ____ carefree, playful, not serious                             | g. abashed      |
| 8. ____ coming forth; coming into view                             | h. peremptorily |
| 9. ____ strictly regarding what one thinks is right; carefully     | i. frivolity    |
| 10. ____ mental outlook or mood; state of mind                     | j. scrupulously |
| 11. ____ depressing, dreary, gloomy                                | k. wraithlike   |
| 12. ____ doing something clumsily or awkwardly                     | l. buoyant      |
| 13. ____ pulling or drawing out                                    | m. glibly       |
| 14. ____ softened in feeling or temper; appeased; pacified         | n. novice       |
| 15. ____ ghost-like  | o. irascible    |
| 16. ____ slickly, shallowly  | p. depleted     |
| 17. ____ used up; exhausted the supply                             | q. emerging     |
| 18. ____ easily irritated and easily very angry                    | r. obeisance    |
| 19. ____ leaving no opportunity for denial or refusal; imperiously | s. flippant     |
| 20. ____ dryly amusing, entertaining                               | t. drollest     |



*The Golden Goblet Study Guide*

**Questions:**

1. How does Ranofer know what Merya's problem is in fashioning the golden bowl? What suggestions does Ranofer make and what does this demonstrate to Rekh?
2. What task does Rekh set Ranofer after Ranofer demonstrates his knowledge of bowl fashioning? How does Ranofer follow through and complete his task?
3. How does Ranofer avoid taking the wineskin home? How does he feel about how his plan works? How does this change as he nears home?
4. In Chapter III, what happens to Ranofer when he gets home without the wineskin?
5. As Ranofer teaches Heqet to make solder, he tests Heqet to determine if he can trust Heqet with his secret. How does he go about this and what is Heqet's response?
6. What does Heqet mean when he says, "Only a fool pours beer into a vessel without making sure it will not leak"?
7. Why does Ranofer ask Heqet to inform Rekh about who was stealing the gold, instead of going to Rekh himself?

## *The Golden Goblet Study Guide*

8. How does Ranofer's acceptance of the wineskin from Ibni change the plan to tell Rekh?

### **Thinking About the Story:**

9. When Rekh tells Ranofer he is glad his shoulder is better and calls him "small one," how does Ranofer respond? Why? How does Ranofer actually feel about Rekh?
10. On his way to work one morning, Ranofer stops to draw hieroglyphics in the dust and smiles because it gives him a sense of power. Why would being able to read and write give him a sense of power, particularly in the culture in which he lives?
11. What does Ranofer do when he catches himself daydreaming about making the 50 gold leaves and how the Queen and Pharaoh would notice his workmanship? Why?
12. Why does Ranofer decide to defy Gebu by refusing to transport the wineskin?
13. *Foreshadowing* is a technique authors use to prepare us for a change or coming event in the book or lives of the characters. It creates a sense of warning or expectancy. Near the end of Chapter III, as Ranofer returns home after refusing Ibni's wine, "all eager hopes of the day vanished beneath a torrent of blackest

*The Golden Goblet Study Guide*

fear. He had come home empty-handed. He had defied Gebu. . . . Behind him the gate swung shut with a click like the jaws of a crocodile closing.” What is the author foreshadowing? What words or phrases does she use to create this feeling?

14. Near the end of Chapter IV, Ranofer receives a very different, almost happy, reception from Gebu as Ranofer returns home with the wineskin:

“*Hai!* It is the little messenger!” bellowed Gebu, as his eyes went to the wineskin. To Wenamon he added in an undertone, “Though it is of small importance now, eh?” and burst into a roar of laughter. Before Ranofer had time to wonder what he meant he beckoned peremptorily. “Well, well, come here, messenger, make your delivery and receive your reward.”

Foreshadowing also may be thought of as the author giving readers clues about what will happen later in the story. What clue do you see in the above passage that might be important later?

**Dig Deeper:**

15. At the beginning of Chapter IV, Ranofer awakens with a plan fully formed in his mind. From where does he think the plan came?

*The Golden Goblet Study Guide*

16. Read the following verses about making plans. Then match each reference with its main idea below, by placing the correct letter on the line.

\_\_\_ Psalm 40:5                      \_\_\_ Proverbs 16:9                      \_\_\_ Proverbs 19:21  
\_\_\_ Proverbs 20:18                      \_\_\_ Jeremiah 29:11–13

- a. God has planned so many things for us that we cannot count them.
  - b. Make plans by seeking advice.
  - c. God plans for our prosperity and hope, not our harm; when we seek him.
  - d. Man makes plans, but God directs us.
  - e. Men may plan, but it is God's purposes that succeed.
17. How could following the advice in Proverbs 20:18 have helped Ranofer plan?
18. After Ranofer makes the golden leaves, how does his attitude affect those around him? Why? Read Proverbs 15:30, 17:22. What do these verses teach us?
19. Read Proverbs 20:11 and copy it here. How does Ranofer make his character known by his actions? Look at his decision at the end of Chapter III to no longer steal, and the way he behaves the day he makes the gold leaves. What does this tell you about Ranofer and his character?

### **Optional Activity:**

The witty jokes that Heqet thinks up are now called Wellerisms. Look up Wellerisms and Tom Swifties, a related type of joke, and explain what they are and how they are created. After you have learned about them, try making up some of your own. You may even want to try a Tom Swifty contest! (A good place to start your research might be [http://www.fun-with-words.com/tom\\_swifties\\_history.html](http://www.fun-with-words.com/tom_swifties_history.html).)

### **Egyptian Notebook Projects:**

1. *Egyptian Hieroglyphics*: In the beginning of Chapter III, Ranofer notices a flock of pintail ducks, which reminds him of his previous reading lessons. The hieroglyphs for “son” (sah) and “daughter” (saht), as well as other alphabetic symbols, are described. In your Egyptian Notebook, draw the hieroglyphs described by Ranofer. For further information on Egyptian writing, you might consult books or online sites. For a list of hieroglyphic symbols, you might consult [www.ancient-egypt.org/language](http://www.ancient-egypt.org/language). This site also contains directions for reading hieroglyphs.
2. *Egyptian gods and goddesses*: Add to your list in your notebook the new Egyptian gods introduced in Chapters III–IV. Draw pictures of each one if you wish. You might want to consult an online site for information about the many gods that were worshiped in Egypt. One starting place is [www.egyptartsite.com/list](http://www.egyptartsite.com/list).

Nuit      Great Ptah      Anubis      Pharaoh

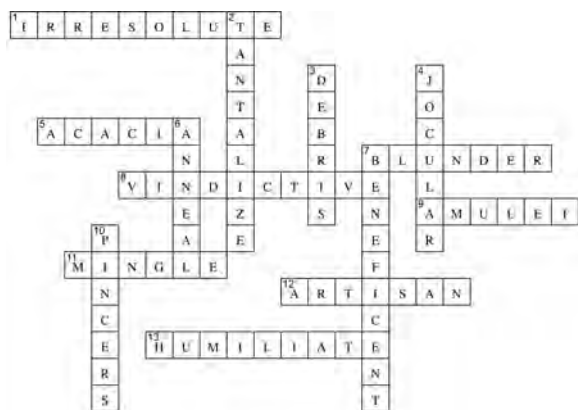
See if you can discover why the Pharaoh was considered a god.

# Answer Key

## Chapters I–II

### Vocabulary:

1. container for melting metals; 2. block of gold; 3. a charm to wear; 4. mix or blend; 5. kindly; doing good; 6. famous; 7. untrustworthy; 8. embarrass; 9. mocking; 10. toughen, temper; 11. remainder; 12. mistake; 13. gripping tool; 14. craftsman; 15. fragrant thorny tree; 16. employee; 17. remains, ruins; 18. playful; 19. vacillating; 20. torment, tease; 21. vengeful; 22. hissing



### Questions:

1. Ranofer dreams his ingot could become a collar, the inlay of a dagger for a nobleman's tomb, or a cup for Pharaoh. However, the ingot was too small to become a cup, nobody in the shop had skill enough to create an object for Pharaoh, and Pharaoh's craftsman of choice was Zau, who was the only one skilled enough to make the beautiful objects the Pharaoh desired.
2. Answers will vary but may include four of the following: glassmakers, papermakers, weavers, carpenters, potters, sculptors, painters, embalmers, masons, coffin-builders, goldsmiths, stonemasons.
3. That section is called The Valley of the Dead because most of the objects that are made by the craftsmen end up in the tombs to become possessions of the dead.
4. Answers may vary slightly. Ranofer suspects that Ibni is stealing the gold and hiding it in a wineskin that Ranofer has been delivering to his half-brother Gebu. Ranofer goes to the river because he fears going home and trying to conceal what he suspects from Gebu. He also wonders how to make Gebu stop.
5. When Ranofer's father dies, leaving him alone, an unknown half-brother from a previous marriage shows up and Gebu presents papers attesting to the fact that he is the firstborn and therefore entitled to the inheritance. Gebu takes in Ranofer who was orphaned upon the death of his father, but he beats Ranofer, and refuses to apprentice him to anyone. Ranofer suspects he has been placed in Rekh's shop to help Gebu steal.
6. Zau had said Ranofer "shows skill. Perhaps when he is older. . . ." Ranofer is motivated by these comments to dream of a day when he will approach Zau and beg to become his pupil.

### Thinking About the Story:

7. Gebu warns Ranofer that telling will put his own head (Ranofer's) in a noose. Knowing Gebu and Ibni would deny any knowledge of the thievery, Ranofer would be marked as a thieving boy.
8. At the end of Chapter I, Ranofer decides not to tell Rekh who is stealing the gold. At the end of Chapter II he decides he will defy Gebu and leave forever; he will no longer be a thief.
9. Answers will vary. Students should list eight of the following choices. the clang of tools, O; mud-walled courtyard, S; sharp, hot odor of metal, M; soft afternoon breeze off the Nile, H; the air was cool, H; heat from the hooded furnaces, H; lined the courtyard, S; the sun, did not scorch and burn, H; radiant light, S; brown backs, S; men bent to their work,