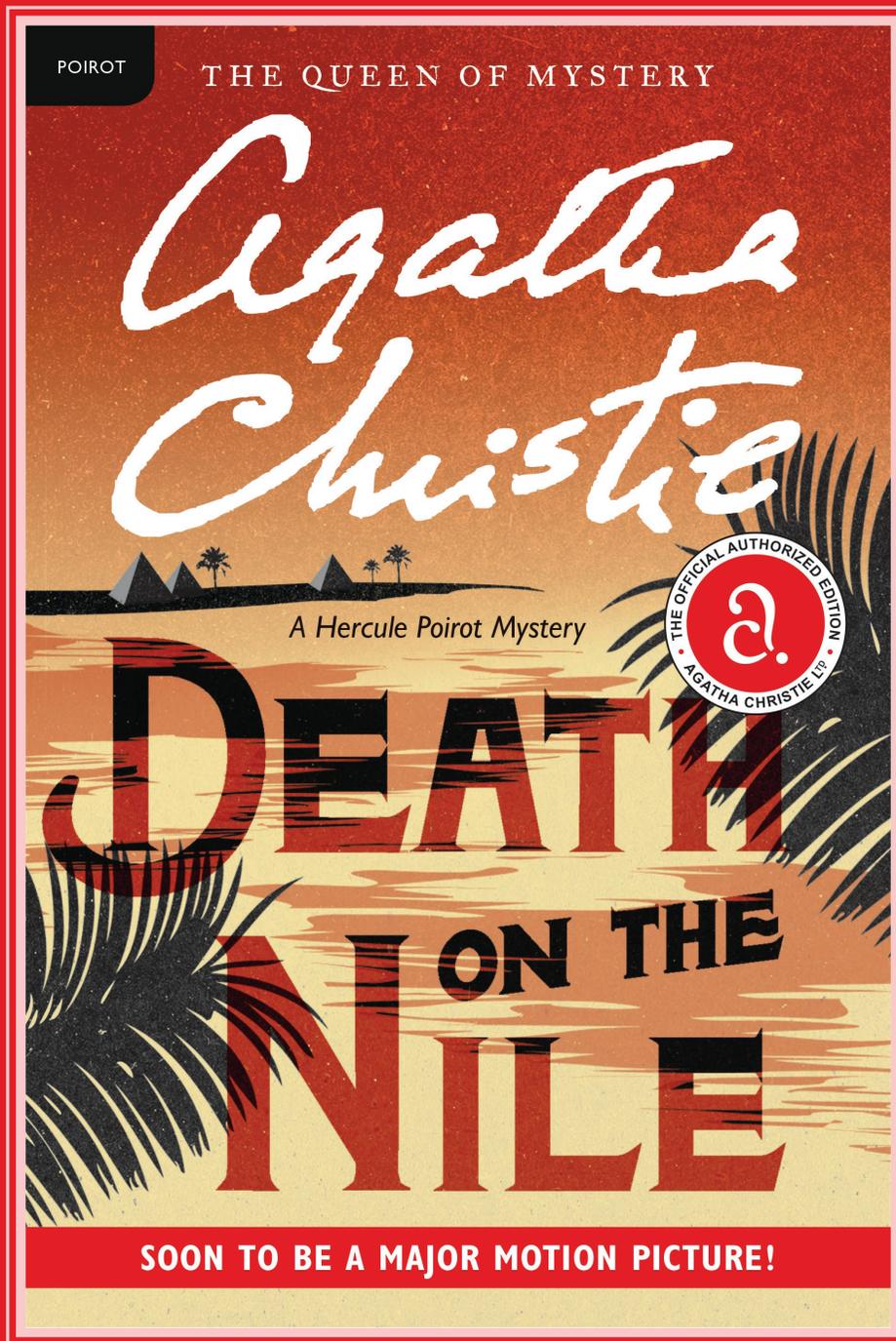


TEACHER'S GUIDE



"It is always the facts that will not fit in that are significant."—HERCULE POIROT

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Note to Teachers

"It is always the facts that will not fit in that are significant."—HERCULE POIROT

In *Death on the Nile*, Hercule Poirot's Egyptian adventure aboard a glamorous river steamer descends into a terrifying search for a murderer, with enough twists and turns to keep students guessing until the final, shocking discovery.

This Teacher's Guide is divided into two sections. The first, "Discussion Questions," will help students with reading comprehension and appreciation. The second section, "Writing and Essay Prompts," is subdivided into three sections: Argumentative, Expository, and Narrative.

A Detective Log is also provided for students to use while reading the novel throughout to track suspects, clues (including red herrings), and the solution. You'll find it [here](#).

Twentieth Century Fox's film adaptation of *Death on the Nile* is now in production and will be released in the fall of 2020.

This guide was written by Stephanie Owens, an English teacher in California who was chosen as our Agatha Christie Master Teacher in honor of Agatha Christie's 125th anniversary year.

Discussion Questions

CHAPTER ONE

1. Who is the central character in chapter one? How do others see her? How does she see herself? What conclusions can be drawn around this character? Use textual evidence to support your discussion.
2. Several characters in chapter one are connected to Linnet Ridgeway. Who are they and what are their connections to her?
3. This chapter is structured differently than the remaining chapters in the novel. Why do you think Agatha Christie chose to structure this chapter in this way?
4. Draw your own conclusions regarding Linnet's marital decisions. Why did she marry the man she did rather than other men that were interested? What does this tell you about her character? Use textual evidence to support your conclusions.

CHAPTER TWO

1. Describe Rosalie Otterbourne in regard to both her personality and physical appearance. Use textual evidence to support your answer.
2. Describe Tim Allerton's reaction to both Rosalie Otterbourne and Linnet Doyle. What does he immediately notice? What positive and negative qualities does he look for in women? Using his reactions, imply how Tim Allerton determines a woman's worth. Is this typical of the time period? Is this attitude still prevalent in modern society?
3. Throughout the first two chapters of the novel, envy and jealousy are recurring topics. Who is jealous of whom and why? How will this affect the plot moving forward, given the genre of this novel? Use textual evidence to support your discussion.

4. Hercule Poirot notices dark circle under Linnet's eyes as she gets off the boat. What may be causing this strain on Linnet?
5. Why is Jacqueline in Egypt? What could be her possible motives? Is she justified in her behavior?

CHAPTER THREE

1. Analyze the personality of Mrs. Otterbourne. Using her appearance, what she says, and actions she makes, what conclusion can be drawn in regard to her character? Use textual evidence to support your discussion.
2. Revisit the interactions between Mrs. Otterbourne and her daughter Rosalie. Using evidence from the text, how would you describe their relationship?
3. Agatha Christie introduces several elements of tension in this chapter. Find examples and discuss why the author included these in the plot. What type of mood is she creating for the reader?

CHAPTER FOUR

1. This novel was written in 1937. With that in mind, discuss how Linnet is atypical of a female of the time period. Use textual evidence to support your discussion.
2. While speaking with Hercule Poirot, Linnet describes Jacqueline's behavior as childish and that she should have more pride, to which he replies, "There are times, Madame, when pride and dignity—they go by the board. There are other—stronger emotions." What does he mean by this? Of which emotions would he be speaking in this situation?
3. Discuss who is most to blame in the current situation between Linnet, Jacqueline, and Simon. Is it Linnet for marrying her best friend's fiancé? Is it Jacqueline for following the couple? Or is it Simon for leaving Jacqueline for Linnet? Use logical reasoning to defend your position.
4. Poirot agrees to talk with Jacqueline regarding her behavior, but not as a favor for Linnet. Instead he will talk to her for, "the interests of humanity." What could Poirot mean by this?

CHAPTER FIVE

1. Discuss why Jacqueline would immediately believe that Monsieur Poirot was acting for Mrs. Doyle when he wanted to speak with her?
2. In this chapter we hear Jacqueline's beliefs as to why Simon left her. Using her depiction of Simon, what conclusions can you draw in regard to his character? Use textual evidence to drive your discussion.
3. What does Jacqueline carry with her? Why would the author include this in the plot? What does its inclusion possibly foreshadow in the coming chapters?
4. Using evidence from this chapter, analyze the various layers to Jacqueline's character? What kind of person is she? How is she different or the same as Linnet?

CHAPTER SIX

1. In this chapter we hear Simon's version of his marriage to Linnet. Discuss his reasoning for leaving Jacqueline, using textual evidence as support. Then argue whether or not his reasoning for leaving Jacqueline for Linnet was sufficient.
2. Simon uses a simile to describe his relationship with Linnet. What is it? Discuss why this particular simile strikes interest in Monsieur Poirot?

3. Poirot has now heard three accounts of the triangle between Linnet, Jacqueline, and Simon. Who should he believe? Who is to blame? Is everyone to blame? Who should he sympathize with the most, or does no one deserve sympathy at this point? Discuss your point of view, using logical reasoning and evidence to support your stance.

CHAPTER SEVEN

1. Agatha Christie depicts various social classes in this chapter. How does she depict each? How do certain classes interact or perceive others? What does this tell you about the time period? Are things different in modern society? Use textual evidence to support your discussion.
2. There are two instances of women apologizing for speaking in this chapter. Identify each and discuss why each apologized for her words. What does this tell you about the time period?
3. Agatha Christie often uses transport as a narrative device in her novels. In this instance her characters gather on a boat. Why is long-distance transportation an ideal setting for a mystery novel?
4. Discuss how Christie uses setting details to change the mood towards the end of the chapter. How does the change in setting change how certain characters feel? What could the change in setting and mood possibly foreshadow?

CHAPTER EIGHT

1. Analyze the mother-son relationship between Mrs. Allerton and Tim. How do they interact and what conclusions can be drawn? Is it typical? Use textual evidence to drive your discussion.
2. Mrs. Allerton gives a description of all the characters on the *Karnak*. Review the various characters. What stands out about each? Why is it important in a novel such as this to have such a wide range of characters in one place?
3. Both Jacqueline and Monsieur Poirot use a star as a metaphor during their conversation. What is the deeper meaning behind the use of a star? What is Jacqueline's star? Why does Poirot call it a "false star"?

CHAPTER NINE

1. Examine Miss Van Schuyler and her two traveling companions. How is each woman different from the other? Use textual evidence to support your discussion.
2. Recount the introduction of Andrew Pennington from chapter one. Given that information and his interactions with Linnet in this chapter, what could be his possible motives for following her to Egypt?
3. Analyze Mr. Fanthorp's interaction with Linnet, Simon, and Andrew Pennington. What does this scene tell you about Fanthorp? What could be his possible motives for traveling?
4. Hercule Poirot and Mr. Ferguson discuss various types of work, both physical and mental. Where does each man stand in the conversation? Discuss the merits of one type of work over the other using your own reasoning.
5. Ferguson expresses strong opinions about women. Look back in the text. Do others hold similar points of view? What does this tell you about the time period that the book is set in?

CHAPTER TEN

1. Analyze the conversation between Andrew Pennington and Hercule Poirot. Given Poirot's profession, what do you think the motives are behind his questioning?
2. What changes are evident in Linnet Doyle? Why might these changes have occurred? Use textual evidence to support your discussion.
3. Was the incident at Abu Simbel an accident or was it intentional? If it was done on purpose, who could not have been responsible? Why does this shock both Simon Doyle and Poirot? What implications does this event have for the rest of the plot?

CHAPTER 11

1. What are Mrs. Allerton's thoughts on why her son dislikes Poirot? Could there be other reasons for his distaste in the detective? What does this tell you about Tim?
2. Examine the altercation between Linnet and Signor Richetti. Was his reaction justified? What does this incident tell you about Signor Richetti?
3. Poirot meets one of his old friends who will now be riding with him on the Karnak. Who is he? What is his business in Egypt? Are there any passengers that stand out as possibly being the man he is looking for? Use textual evidence to enhance your discussion.

CHAPTER 12

1. How does Cornelia Robson see herself? Who amongst the passengers sees her differently? Use textual evidence to support your discussion.
2. Agatha Christie splits the chapter into two separate sections. Why would she do this? What is it about the plot and characters that calls for a split chapter?
3. After the altercation with Jacqueline, Simon does not want his wife knowing any of the details until the following morning. What are his possible motives for not including his wife?
4. Two things go missing in the chapter. What are they? Where could they possibly be? Who would have a motive for taking each? Discuss how either object could impact the plot.

CHAPTER 13

1. When and how did the murder take place? What evidence was left behind? In the mind of Poirot, how does this conflict with how Jacqueline would have committed a murder?
2. In recounting the events from the previous evening, both Mr. Fanthorp and Miss Robson explain that Simon Doyle did not want Jacqueline left alone. Why might this be Simon's wish? How does this help Jacqueline given the current circumstances?
3. Who has been eliminated as a suspect in the murder? Why? Is there anyone else you can eliminate? Use textual evidence to support your answer.

CHAPTER 14

1. Revenge is a possible motive for the murder of Linnet. Why would someone seek revenge against the girl? Who on board could be holding a grudge against the heiress? Survey the passengers and compile a list of possibilities.

2. Financial gain is also a motive for murdering Linnet. How could someone gain monetarily from her death? Look to the novel for possibilities, but also think of other reasons not yet stated. Who on board could gain financially? Survey the passengers and compile a list of possibilities.
3. What else has gone missing? What motives could there be for its disappearance? Who on board would be the most likely thief? Is this connected to the murder or a separate incident? Discuss your theories.

CHAPTER 15

1. What are Monsieur Poirot and Colonel Race's impression of Louise Bourget? Use textual evidence to support your discussion.
2. What are Poirot's and Race's reasons for interrogating Fleetwood? Did he have a motive? What about means and opportunity? What are your overall impressions of his story?
3. Poirot slept soundly on the night of the murder. What is one reason that he mentions for his sleeping so soundly? If this is the case, who could be responsible? Why would anyone want to make sure Poirot was asleep? What does this tell you about the planning of the murder?
4. Recount the various interviews in regard to the possible splash. Who heard it? At what time did it most likely occur based on the various stories heard so far.

CHAPTER 16

1. What did Miss Van Schuyler hear on the night of the murder? What did she not hear? What time did she say she heard the noises? Does this corroborate or contradict the previous testimony?
2. What reasoning would Miss Otterbourne have for murdering Linnet? Use textual evidence to drive your discussion.
3. Do you believe Miss Van Schuyler's story? If not, why would she have a reason to lie? Use logical reasoning and evidence to support your claims.
4. Poirot believes there is something wrong. What could possibly be wrong with the investigation and the evidence as it has been discovered? What could not be making sense to the detective? Discuss various theories.

CHAPTER 17

1. How does Rosalie Otterbourne's interview contradict the account of Miss Van Schuyler?
2. Who do you believe, Rosalie Otterbourne or Miss Van Schuyler? Or are you of the same opinion as Monsieur Poirot? Justify your claim with valid reasoning.
3. What does Signor Richetti contribute through his interview? Does he have any known motive for the murder of Linnet? What about means and opportunity?
4. If Ferguson murdered Linnet, what could be his motive? Did he have the means and opportunity? What about his alibi? Use logical reasoning to support your discussion.

CHAPTER 18

1. Race mentions that Pennington was not comfortable during his interview and Poirot caught Pennington in a lie. What evidence is there to show he was uncomfortable? And why would he lie? What could he be hiding? Use logical reasoning in your discussion.

2. Poirot and Race have eliminated certain passengers from their suspects list, while several still remain. Review Race's notes. Why are certain passengers still suspects? What could their possible motives be and how would they have been able to pull off the crime?
3. Why is Miss Van Schuyler's velvet stole of importance?
4. Poirot will not be satisfied until he understands why the pistol was thrown overboard. Why was the pistol thrown overboard? Why might it make more sense to not throw it overboard? Why is this clue of such importance to Poirot?

CHAPTER 19

1. Analyze Simon Doyle's behavior towards Jacqueline in this chapter. Is this behavior in line with his previous behavior towards her or does it contradict it? What could the possible reason be for his behavior? Use logical reasoning to develop your discussion.
2. What burden has Rosalie Otterbourne been carrying? How does this knowledge help you understand her character more fully? Is this a modern issue that adult children still deal with today or was this behavior considered more shameful during this time period? Use textual evidence and logical reasoning to support your analysis.
3. Why was Rosalie Otterbourne on the deck on the night of the murder? Using this logic, for which splash is she responsible? Using this knowledge and the times of the two splashes heard by various passengers, at what time must the gun have been thrown overboard?

CHAPTER 20

1. What is the possible reasoning for Tim Allerton's mood in this chapter? Could there be unknown reasons for his attitude? Use logical reasoning to develop your discussion.
2. Poirot asks several questions regarding Joanna Southwood. Given that he is a detective, why might he be asking these questions? What possible connections could she have to any of the crimes being investigated?
3. Poirot also brings up that he would like to ship fabric home. This is an odd conversation to bring up. Why might he have brought it up with the Allertons? What could his possible suspicions be regarding the mother and son? Use logical reasoning to support your theories.
4. Who has the pearls? Given what you know of this character, do you think she stole them? What could be a possible motive? If she didn't steal them, what are some possible theories as to why they were in her possession.

CHAPTER 21

1. Who stole the pearls? Can this person now be eliminated as a suspect in the murder? Justify your position with logical reasoning.
2. If Linnet was shot after one o'clock, logically who would have heard it? Does this person have a motive?
3. What does Poirot discover in regard to the pearls? Why might this be important to not only the theft but the murder? Discuss various possible theories.

CHAPTER 22

1. To make an exact copy of the pearls would have taken time. Who would have had the time to make a copy before the trip to Egypt? Examine each suspect to determine whether or not they were capable of the counterfeit. Does this mean they could also be the murderer or are the two crimes not related?
2. Reexamine the contents of the various suspects' cabins. Is there any telling evidence in regard to any of the crimes? Do Poirot and Race learn anything new or interesting in any of the cabins?
3. What is the importance of the type of handkerchiefs found in the various cabins? Review the evidence bundle that was thrown overboard. Why was Poirot concerned with the handkerchiefs? Did any of the handkerchiefs found match the type of handkerchief he is looking for?
4. What draws Poirot's interest in Linnet's cabin? What is interesting or not quite right about this object? What possible connection could it have to the murder? Go back through the events of the night of the crime and the evidence thrown overboard to look for any possible connections.

CHAPTER 23

1. According to Poirot, the murderer must have certain characteristics. What are they? Review the suspects. Who could possibly have this type of personality? Discuss your theories using textual evidence from throughout the novel.
2. In the second murder a certain type of weapon was used. What kind was it? Who would have access to that type of weapon on the boat? Have these people already been eliminated or are they still under suspicion? Could they possibly fit the characteristics of the killer laid out by Hercule Poirot? Discuss various theories using logical reasoning.
3. Review the circumstances of the pistol in Rosalie Otterbourne's purse. What significance does this knowledge have on the case? Where could it have possibly gone and who could have had access to her purse? Discuss various theories using logical reasoning.
4. What or who could Rosalie Otterbourne possibly have seen on the night of the murder? Why would she purposefully deny knowing anything regarding the crime? Who could she possibly be protecting?

CHAPTER 24

1. What is Jacqueline still hoping for? Are her hopes possible at this point? Weigh both sides of this situation with logical reasoning.
2. Poirot reveals that the murderer is clear to him, but there are still difficulties. At this point, who most likely is the murderer? Look over the points laid out as important by my Monsieur Poirot. How can they be significant? Use textual evidence and logical reasoning to develop your theory.
3. Review the events and aftermath of the third murder. Why was this person murdered? Who had the opportunity to obtain the murder weapon? Look over where everyone was immediately after. Who has an alibi or was not capable of committing this murder? Can anyone now be eliminated as a suspect?

CHAPTER 25

1. Is there any reasonable way for Andrew Pennington to have murdered the third victim? Can he be eliminated as a suspect after his interrogation?
2. What could Cornelia Robson's motive be for murdering Linnet? Review the timeline from the night of the murder. Did she have the opportunity to commit the crime? Psychologically, does she fit with the type of murderer Poirot described must be responsible?
3. How does Mr. Ferguson respond to the three murders? What deeper insights into his character do these reactions provide? Is this a typical response towards women in 1930s society? Are there any hints of this attitude remaining in modern culture?
4. Why does Ferguson want to marry Cornelia? How does he go about proposing to her? Is he "not good enough" for her? Would they be a good match? Discuss various possibilities.
5. Why does Marie Van Schuyler initially reject the idea of Ferguson marrying Cornelia? What does Poirot reveal that could change her mind? What does this tell you about Miss Van Schuyler? Why would Ferguson be keeping this secret?

CHAPTER 26

1. How does Monsieur Poirot use Fanthorp's tie to deduce more information about the man? What conclusions does he draw?
2. Why is Fanthorp in Egypt? Do his reasons for making the trip eliminate him as a suspect in the murders? Are there any possible motives established for Fanthorp's guilt?
3. Why is Pennington in Egypt? Is he now the most likely suspect in the crimes? Does he have motive, means, and opportunity for all three murders? Review each murder and discuss if it was possible for him to have committed each using the evidence and timelines presented.
4. Who pushed the boulder that almost killed Linnet at Abu Simbel? What is his excuse for the boulder falling? Can he be believed? Use logical reasoning to develop your argument for or against him.

CHAPTER 27

1. According to Poirot, why is Pennington incapable of committing the murders? Do you agree with his line of reasoning? If his line of reasoning is correct, who could still possibly be the killer?
2. What was Tim Allerton's reasoning for being cold toward Monsieur Poirot? Is he still a suspect or can he be cleared from the pool of possible murderers?
3. Why did Poirot let the jewel thief go? Who was he really helping by doing so? Why would he do so?

CHAPTER 28

1. What are Cornelia Robson's feelings towards Ferguson? Will she go through with the marriage? Should she go through with the marriage? During this time period, as an older, unmarried woman would it be a wise decision for her to go through with the marriage?
2. What was the importance of the telegram overseen by Linnet? Could this be another possible motive for her murder? Is it likely that the owner of the telegram is responsible for the deaths? Use logical reasoning and compare your discussion to the thoughts of Hercule Poirot.

3. Several suspects have been eliminated and Monsieur Poirot keeps referring to the murderer as "he." Look over the evidence from the entire novel and discuss who is most likely guilty of the crimes at this point.

CHAPTER 29

1. How does Poirot come to the conclusion that the murder of Linnet must have been premeditated?
2. How does Poirot determine that there was a third shot on the night Linnet was murdered? Who fired this shot, when, and for what purpose? Discuss how the discovery of the third shot allowed Poirot to put all the pieces of evidence into place to solve the crimes.
3. Go over the solution of the case as presented by Monsieur Poirot. How were the murders committed and how does all the evidence fit together? Compare the final solution to your predictions from the previous chapter. Discuss whether or not you expected this solution.

CHAPTER 30

1. If the murderer hadn't confessed, would the case have held up in trial? Review all the evidence and discuss whether or not a guilty verdict could have been reached in such a staged and well-planned murder such as this.
2. Why would Poirot not let the murderer off when he has already showed leniency to the thief? Why would the murderer ask for such a thing? How does this request help you more fully understand the personality of this character?
3. Why was Jacqueline not sorry for Linnet's death? Discuss whether or not she is justified in her feelings, using logical reasoning to support your discussion.

CHAPTER 31

1. Who does Colonel Race feel sorry for? Why would he feel sorry for a character in this position? Is it possible to feel true sympathy for a character such as this?
2. Who does Cornelia decide to marry? Using your own judgement, is this a wise choice? Will they make a good match?
3. How does the pistol found in Rosalie Otterbourne's purse fit into the plot? If Monsieur Poirot knew where it came from, why did he not speak up? What does this tell you about the detective?
4. How is Linnet's death received in the press both in the short and long-term news cycles? What is Agatha Christie saying about society and celebrities? Is the same true in today's society? Have things changed in this regard? Use concrete examples from our culture to compare.

Writing and Essay Prompts

ARGUMENTATIVE

1. There are several movie adaptations of *Death on the Nile*, each with notable changes to both the plot and characterization. View one adaptation and write an argumentative critique in which you review the changes made. Are the changes effective or needed? Were any notable parts from the novel missing? Was anything added and did it enhance or hurt the overall narrative? If any changes were made that weakened the plot, why might they have been made and how could the change have been made in a way that left the integrity of the original novel (addressing the counter-argument). Use relevant evidence and reasoning to support your position while establishing an appropriate tone. All ideas will culminate in a conclusion that logically follows from all the points of the critique.
2. Mrs. Allerton noted, "Love can be a very frightening thing," while Poirot added, "that is why most great love stories are tragedies." Is this line of reasoning true? Do most great love stories end in tragedy? Argue your unique position on this topic while also addressing competing claims through the use of relevant evidence and reasoning, pulling from readings, culture, and history. Develop your line of reasoning with a logical sequence, providing only the most pertinent evidence for both sides while pointing out strengths and flaws of each. Make sure to vary your syntax and choose words, phrases, and clauses that connect ideas while maintaining a formal tone. All ideas will culminate in a conclusion that logically follows from all the points of the argument.
3. It is often said that money is the root of all evil. The love of money is responsible for two of the deaths in *Death on the Nile* and other countless murders in both literature and history. Is money the root of all evil? Argue your unique position on this topic while also addressing competing claims through the use of relevant evidence and reasoning, pulling from readings, culture, and history. Develop your line of reasoning with a logical sequence, providing only the most pertinent evidence for both sides while pointing out strengths and flaws of each. Make sure to vary your syntax and choose words, phrases, and clauses that connect ideas while maintaining a formal tone. All ideas will culminate in a conclusion that logically follows from all the points of the argument.
4. Poirot allows Tom Allerton to return Linnet's pearls without any consequences. Although he knows that Jacqueline still has the second gun, Poirot does not make an effort to take it away from her. In each case, did Poirot do the right thing? Are these two decisions different from one another? In what ways are they different? Make sure to vary your syntax and choose words, phrases, and clauses that connect ideas while maintaining a formal tone. All ideas will culminate in a conclusion that logically follows from all the points of the argument.

EXPOSITORY

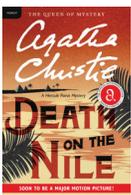
1. Taking on the role of lead police investigator, you have been assigned to report on the murder of Linnet Doyle to the chief of police in Cairo. In the form of a police report, inform your audience of the details of the case, including the facts and evidence of the crime, the individuals involved, and the logical conclusion solution. Make sure to include all relevant facts, vary your syntax and transitions to clarify and emphasize your ideas, use appropriate language with a formal tone, and provide a conclusion that leaves no questions unanswered.
2. Agatha Christie depicts various social classes from the 1930s in *Death on the Nile*. Choose one such social class and elaborate on how that class was depicted in her writing and by society during the time period. Determine which character(s) you will use to explain this depiction while also pulling from other relevant historical sources. How was this class seen by society? How were they treated? Were there any historically important

events revolving around this social class at the time that can enhance the discussion? Make sure to include all relevant facts, vary your syntax and transitions to clarify and emphasize your ideas, use appropriate language with a formal tone, and provide a conclusion that leaves no questions unanswered.

3. Several characters in *Death on the Nile* follow gender norms from the time, while others break away from the societal expectations of their gender. Choose one character and explain how they either followed or broke away from the established roles of their gender. Determine which ideas and details are most important to include. Make sure to vary your syntax and transitions to clarify and emphasize your ideas, use appropriate language with a formal tone, and provide a conclusion that leaves no questions unanswered.

NARRATIVE

1. Every great mystery deserves a great setting. Using the backdrop of Egypt (either ancient or modern) construct a narrative revolving around a fictional theft. Create the circumstances surrounding the crime, develop a narrator and other various characters, and reveal the solution using a logical series of events. Enhance these events using techniques such as dialogue, setting, multiple plot points, sensory details, flashbacks, and characterization to create a tone suitable for the mystery genre. Conclude with the final solution in a way that is satisfying to the reader.
2. The murder of Linnet would be considered the ultimate act of betrayal. There are, however, other smaller acts of betrayal throughout *Death on the Nile*, including Rosalie Otterbourne revealing her mother's drinking habits to Poirot, and Miss Bowers exposing Miss Van Schuyler as a kleptomaniac. In a well structured narrative, recount a time went you felt betrayed. Develop your plot with an overarching situation, arrange the elements of the plot in a logical progression, choose language and narrative devices (dialogue, setting, sensory details, flashbacks, characterization, tone) that are suitable for this story, and conclude the narrative in a way that provides the readers with satisfaction and insight.
3. Agatha Christie once stated, "But surely for everything you love you have to pay some price." Several characters paid some price for love in *Death on the Nile*. In a well-structured narrative, recount a time went you paid a price for love (of either a person, an object, or an idea/value). Develop your plot with an overarching situation, arrange the elements of the plot in a logical progression, choose language and narrative devices (dialogue, setting, sensory details, flashbacks, characterization, tone) that are suitable for this story, and conclude the narrative in a way that provides the readers with satisfaction and insight.



Death on the Nile by Agatha Christie
Available in print and audio editions.

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