Book 1: Reading

1. Read this sentence from Line 10 in the play.

I suppose that you are referring to me, most respected Son of a Pharaoh, but Hatshepsut was trained by your grandfather, her father, to do many things that only a pharaoh does.

What does this language tell you about how the scribe interacts with Thutmose III?

They are not friends. Thutmose III is addressed with deference and fear.

1. Read this line spoken by Thutmose III.

Girls in dresses shouldn’t hunt crocodiles or wild cats either.

What does Thutmose mean by this phrase?

He does not believe that a woman should have the same opportunities as a man.

1. How does Thutmose III react when the scribe suggests that Hatshepsut has selected a burial site that would not be found by robbers?

He is in disbelief.

1. During which scene does the mood of the play become argumentative and intense?

The participants start out talking highly of Hatshepsut’s accomplishments but then Thutmose III becomes angry that a woman is ruling Egypt.

1. How do the Priest’s words contribute to the theme of the play?

He is in alignment with Thutmose and does not believe a woman is capable as king.

1. Read the following selection from the play.

*Thutmose puffs out his chest and puts his hands on his hips.*

A true pharaoh does not have any friends- only servants to obey his orders.

How does the dialogue and stage direction help convey the play’s theme?

Thutmose is angry because a woman is pharaoh. He stands in a way that is intimidating to the others. His words are those of someone who is jealous, upset and against not following tradition.

1. Which line or lines from the play BEST support the idea that there was a clear social hierarchy in Ancient Egypt?

A lowly scribe does not deserve to be buried among the mighty.

1. Which best retells the main events of “Her Majesty, Himself”?

Thutmose III, the General, the Engineer, the Scribe and the Priest are in disagreement over whether a woman should be Pharaoh. They state many of Hatshepsut’s accomplishments but do not seem to be comfortable with a woman as their ruler.

1. Which of the following sentences from “Her Majesty, Himself” expresses one of its central ideas?

You’d better be careful, or you will lose your place as a scribe at court as have others who have taken advantage of their positions. Hatshepsut wants no challengers to her power or authority.

1. Based on what you read in the subheading **The Ruling Class** what does a vizier do?

He is a pharaoh’s assistant.

1. What is the main purpose of paragraph #7?

It describes the unfairness of Egypt’s social hierarchy.

1. What detail from the passage best supports the idea that it was very difficult to have upward mobility in Egypt’s social pyramid?

A small number of peasants moved upward in the social structure.

1. Which statement is best supported by evidence in the passage?

Most people in Ancient Egypt were poor.

1. How does the author demonstrate that building pyramids was an incredible accomplishment?

The author states that the Great Pyramid remained the tallest building in the world until the twentieth century.

1. Based on the passage, what does the author believe about the relationship between math and architecture?

The author believes it would have been impossible to build the pyramids without the use of geometry.

1. Which of the following sentences best supports the claim that the pharaohs were great warriors?

Having come to power by mastering warfare, they embarked on their own conquests.

1. Which of the following would not belong in a summary of this passage?

Egyptians embalm dead bodies by turning them into mummies.

1. Read line 4 from the poem, “People March On”.

What is the meaning of this line?

No two civilizations are the same but they all start out with a fresh slate.

1. Which lines from the poem explain why different peoples are responsible for their own fate?

Which we call civilization, making it stronger or weaker

More beautiful or more ugly each day, just as you are doing

1. Read lines 4 and 5 from the poem. Why does the poet use the phrase “each weaving his thread into the seamless cloth”?

The poet is using a metaphor to compare the development of communities to the making of a garment

1. How do the lines 8, 9 and 10 help to develop the ideas of the poem?

Each was therefore special, of importance and necessary

To make the story what it is, and life

What it has become today.

The author believes that whether past events were positive and/or negative they have impacted our present world.

1. Which of these is a theme of the poem?

We are our past.

1. Which is the best summary of the poem?

All different civilizations start out with the same opportunities to advance in a positive or negative manner. Both the good and the bad become a part of our history and make us who we are today.

1. Which sentence from the story “The Pyramid Builders” best explains why the author believes you will travel to Giza?

“I want you to go there and honor our family.”

1. What is different about life in Giza?

It is like a small city.

1. Read this sentence from the story.

“Hemiunu wants 300 blocks hauled to the pyramid each day.”

What does the word “hauled” convey in this sentence?

The blocks are very heavy and moving them will be very strenuous work.

1. In the first paragraph on page 21, what is the most likely reason why you will stay in Giza?

You are very respectful of the gods, the king and your family and only do things that you think will please them.

1. How does your daily routine change from working on your parents farm to building the pyramids in Giza?

On the farm you live with your family planting and harvesting the crops. In Giza, you live in a bunker with other temporary workers. You work in the stone quarry nine days in a row with the tenth day off.

1. Which of these details best supports the central idea that you obey your father in all your actions?

You trade your rations for some new tools for the farm.

1. What is the best summary of this story?

Children are responsible for listening to their parents, the pharaohs and the gods. They do whatever they are told without question. You will be rewarded in the afterlife for pleasing the gods, pharaoh and your parents.

1. Which statement best compares how “People March On” and “The Pyramid Builders” view the Egyptian social hierarchy?

Farmers and slaves did not have much chance for advancement in Ancient Egypt. They were generally used for heavy and manual labor.

1. How are the son in “The Pyramid Builders” and the baby in “People March On” different?

The baby is referring to a civilization of many peoples who create their own destiny. The son cannot create his own destiny. It is prescribed for him based on the social order of Ancient Egypt.

1. What is the author’s main purpose in the section **The Lady of the House**?

It describes the role of women in Ancient Egypt.

1. Which evidence from the passage supports the idea that the Egyptians believed in an afterlife?

They preserved the body so that it could take part in a new life.

1. What information does the section “The Creation of Mummies” add to the passage?

It gives details on how the Egyptians mummified bodies.

1. What is a supporting detail to a central theme of this passage that to Egyptians death was only the beginning of a new life?

They were buried with their tools, food, jewelry and pets.

1. Read this statement from the passage.

Ancient Egyptians did not believe in the modern idea “You can’t take it with you.”

The evidence in this sentence most strongly supports which conclusion?

They believed they could take it with them. That is why they were buried with their favorite possessions.

1. Which of these questions could be answered using the passage and the illustrations?

Some internal organs were placed in special jars but the heart was thrown away.

1. Which of the following is the best summary of the passage?

Mummies were used as a means for preparing for the afterlife. Kings and noble families had their bodies preserved after they died. We have been able to learn about mummification through the use of present day technology such as CAT scan machines.

BOOK 2: Reading/Writing

1. Which sentence from the passage most strongly supports the idea that Hatshepsut was different from other women in Ancient Egypt?

His aunt, Hatshepsut, continued to rule Egypt.

1. Which word is closest in meaning to the phrase “a raging crocodile”?

Unstoppable

1. Which information from the passage explains why Hatshepsut was a good leader?

But Hatshepsut did good things for Egypt. She sent people on trading ships. She built fine buildings. Egypt had new outlets for trade and became richer.

1. Read this sentence from the passage.

“When the Ptolemies took over Egypt, they tried to ‘become’ Egyptian.”

That Cleopatra tried to “become” Egyptian means that she

Cleopatra knew that she had to be like the Egyptians if she was to rule them successfully. She needed to adopt their beliefs and customs if her family was to be thought of as pharaohs by the people.

1. Which of these best reflects the central idea of the passage?

Cleopatra was an adept leader. She knew she had to be considered an Egyptian if she was to rule Egypt without any problems. She knew she needed to align herself with Rome so they would not be conquered by them. However, Cleopatra was eventually defeated by the Romans and so committed suicide.

1. Read this sentence from the passage.

“Egypt became rich- but not powerful.”

Why does the author include this sentence in the article? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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1. A custom prompted Cleopatra to make a decision. What was the custom and why did it affect Cleopatra? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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1. How does the author feel about Cleopatra? Use **two** details from the passage in your answer.

Write your answer in complete sentences.

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1. Read this statement from the passage.

Cleopatra knew she must make friends with the Romans.

Write an argument for whether you agree or disagree with the statement.

In your response, be sure to do the following:

* Tell whether you agree or disagree with the statement
* Explain why you agree or disagree with the statement
* Use details from the passage in your response

Write your answer in complete sentences.

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BOOK 3: Reading/Writing (Paired)

1. In “Osiris (Egyptian Myth)” what support does the author offer for the claim that Set was an evil man? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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1. A reader of “Osiris” might conclude that Horus was brave but fair. How does the passage support this idea? Use **two** details from the passage to support both character traits in your answer.

Write your answer in complete sentences.

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1. How does “Horus Fights Seth” support the idea that Horus’ actions were out of love for his father? Use **two** details from the story to support your answer.

Write your answer in complete sentences.

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1. From information in “Horus Fights Seth” how did Horus seem to feel about battle? Use **two** details from the passage in your answer.

Write your answer in complete sentences.

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1. Read this claim from “Osiris.”

Horus ruled wisely.

How does the author support this claim? Does the passage “Horus Fights Seth” support

this claim, or does it disprove it? Tell how both passages treat this claim.

In your response, be sure to:

* Explain how “Osiris” supports this claim
* Tell whether or not “Horus Fights Seth” supports the claim
* Describe how each of the passages treats the claim
* Use details from both passages in your response

Write your answer in complete sentences.

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Book 1: Reading

1. Read this sentence from Line 10 in the play.

I suppose that you are referring to me, most respected Son of a Pharaoh, but Hatshepsut was trained by your grandfather, her father, to do many things that only a pharaoh does.

What does this language tell you about how the scribe interacts with Thutmose III?

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1. Read this line spoken by Thutmose III.

Girls in dresses shouldn’t hunt crocodiles or wild cats either.

What does Thutmose mean by this phrase?

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1. How does Thutmose III react when the scribe suggests that Hatshepsut has selected a burial site that would not be found by robbers?

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1. During which line(s) does the mood of the play become argumentative and intense?

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do the Priest’s words contribute to the theme of the play?

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1. Read the following selection from the play.

*Thutmose puffs out his chest and puts his hands on his hips.*

A true pharaoh does not have any friends- only servants to obey his orders.

How does the dialogue and stage direction help convey the play’s theme?

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1. Which line or lines from the play BEST support the idea that there was a clear social hierarchy in Ancient Egypt?

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1. Retell the main events of “Her Majesty, Himself”?

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1. Which sentence(s) from “Her Majesty, Himself” expresses one of its central ideas?

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1. Based on what you read in the subheading **The Ruling Class** what does a vizier do?

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1. What is the main purpose of paragraph #7?

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1. What detail from the passage best supports the idea that it was very difficult to have upward mobility in Egypt’s social pyramid?

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1. What evidence in this passage best supports this statement?

Most people in Ancient Egypt were poor.

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1. How does the author demonstrate that building pyramids was an incredible accomplishment?

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1. Based on the passage, what does the author believe about the relationship between math and architecture?

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1. Which sentence from the passage best supports the claim that the pharaohs were great warriors?

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1. Would this sentence belong in a summary of this passage? Why or why not?

Egyptians embalm dead bodies by turning them into mummies.

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1. Read line 4 from the poem, “People March On”.

Each born a helpless baby, different from all other babies;

What is the meaning of this line?

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1. Which lines from the poem explain why different peoples are responsible for their own fate?

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1. Read lines 4 and 5 from the poem.

Each born a helpless baby, different from all other babies;

Each weaving his thread into the seamless cloth

Why does the poet use the phrase “each weaving his thread into the seamless cloth”?

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1. How do the lines 8, 9 and 10 help to develop the ideas of the poem?

Each was therefore special, of importance and necessary

To make the story what it is, and life

What it has become today.

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1. What could be a theme of the poem?

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1. Write a summary of the poem.

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1. Which sentence from the story “The Pyramid Builders” best explains why the author believes you will travel to Giza?

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25. What is different about Giza as compared to the farm?

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1. Read this sentence from the story.

“Hemiunu wants 300 blocks hauled to the pyramid each day.”

What does the word “hauled” convey in this sentence?

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1. In the first paragraph on page 21, what is the most likely reason why you will stay in Giza?

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1. How does your daily routine change from working on your parents’ farm to building the pyramids in Giza?

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1. Which detail from the text best supports the central idea that you obey your father in all your actions?

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1. Write a summary of this story.

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1. Write a statement that best compares how “People March On” and “The Pyramid Builders” view the Egyptian social hierarchy?

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1. How are the son in “The Pyramid Builders” and the baby in “People March On” different?

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1. What is the author’s main purpose in the section **The Lady of the House**?

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1. Which evidence from the passage supports the idea that the Egyptians believed in an afterlife?

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1. What information does the section “The Creation of Mummies” add to the passage?

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1. What is a supporting detail to a central theme of this passage that states that to Egyptians death was only the beginning of a new life?

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1. Read this statement from the passage.

Ancient Egyptians did not believe in the modern idea “You can’t take it with you.”

The evidence in this sentence most strongly supports what conclusion?

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1. What question could be answered using the passage and the illustrations?

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1. Write a summary of the passage.

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BOOK 2: Reading/Writing

1. Which sentence from the passage most strongly supports the idea that Hatshepsut was different from other women in Ancient Egypt?

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1. What word is closest in meaning to the phrase “a raging crocodile”?

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1. Which information from the passage explains why Hatshepsut was a good leader?

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1. Read this sentence from the passage.

“When the Ptolemies took over Egypt, they tried to ‘become’ Egyptian.”

Explain the meaning of the sentence.

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1. Write a summary that best reflects the central idea of the passage?

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1. Read this sentence from the passage.

“Egypt became rich- but not powerful.”

Why does the author include this sentence in the article? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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1. A custom prompted Cleopatra to make a decision. What was the custom and why did it affect Cleopatra? Use **two** details from the passage to support your answer.

Write your answer in complete sentences.

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1. How does the author feel about Cleopatra? Use **two** details from the passage in your answer.

Write your answer in complete sentences.

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1. Read this statement from the passage.

Cleopatra knew she must make friends with the Romans.

Write an argument for whether you agree or disagree with the statement.

In your response, be sure to do the following:

* Tell whether you agree or disagree with the statement
* Explain why you agree or disagree with the statement
* Use details from the passage in your response

Write your answer in complete sentences.

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Resources:

“Readers’ Theater: Her Majesty, Himself”. World History Readers’ Theater. Lorin Klistoff, Ed. 2008: Teacher Created Resources, Inc., Westminster, CA.

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“Two Famous Queens.” Ancient Egypt. Shirley Jordan. 2000:Perfection Learning Inc., Logan, Iowa.

“Osiris (Egyptian Myth)”. Myths and Folktales From Many Lands. Betty Kratoville, Ed. 1999:High Noon Books, Novato, CA.

“Horus Fights Seth”. Graphic Mythology: Egyptian Myths. Rob Shone. 2006: The Rosen Publishing Group, NY,NY.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

**Mesopotamia**

Directions: Answer the following questions in complete sentences.

1. Why was Mesopotamia called the “land between two rivers”?

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1. What did the Sumerians do that influenced future generations?

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1. What does the word “lugal” most closely mean? What was the lugal’s most significant job?

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1. What word is closest in meaning to the word “cuneiform”? Why is the information on cuneiform included in the packet?

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1. How did Hammurabi’s actions affect the people in Babylon as described by the passage? Use two details from the passage to support your responses.

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1. What was the author’s opinion of the Babylonians? Do you agree or disagree? Use two details from the passage to support your responses.

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1. Why did historians call the region now known as Israel, Syria and Iraq, the Fertile Crescent?

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1. What was a problem with the geography and climate in Mesopotamia?

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Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_

**Egypt**

Directions: Answer the following questions in complete sentences.

1. Write a statement that best reflects the central idea of the article “A Historical Overview of Egypt”.

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1. Illustrate why the Nile River was so important to the Egyptians. Use two details from the passage to support your responses.

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1. How did Menes overcome obstacles to avoid a civil war and reach his goal of a united kingdom? Use two details from the passage to support your responses.

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1. How does paragraph four contribute to the development of the idea that “the pharaoh was more than a king”?

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1. What was the influence of religion on the Egyptian people?

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1. What were the effects of the Egyptians being such hard workers on present day civilizations? Use two details from the passage to support your responses.

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1. What words are the closest in meaning to the word “delta”? What was an advantage of living near the Nile Delta?

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1. Why is the information about Egypt’s many natural protective barriers included in the article?

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