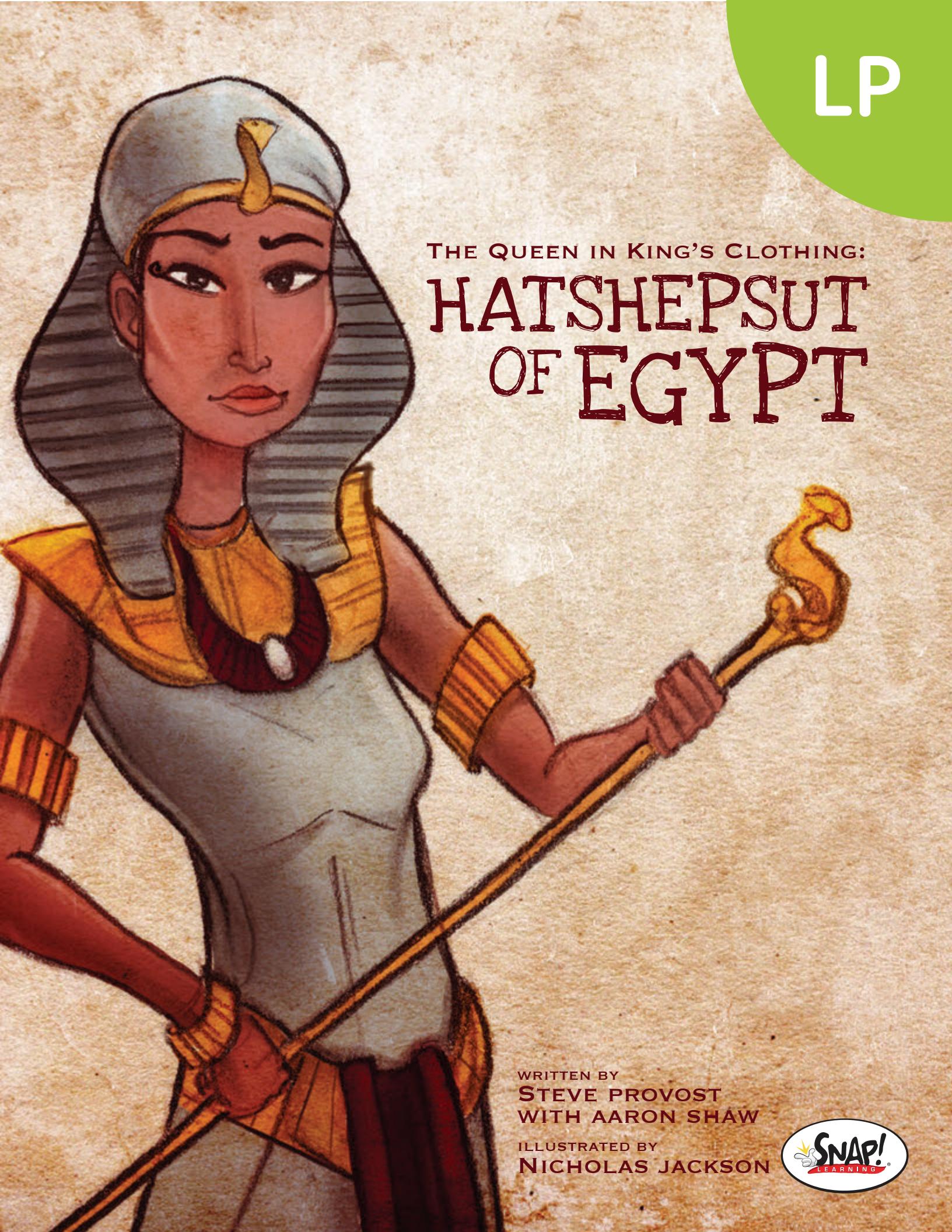


LP



THE QUEEN IN KING'S CLOTHING:
**HATSHEPSUT
OF EGYPT**

WRITTEN BY
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6-8



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THE QUEEN IN KING'S CLOTHING: HATSHEPSUT OF EGYPT

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Introduce Book

Students look at the front cover, read the title, author, and illustrator. Students browse the Table of Contents and book to predict what they will learn about.

First Read

Teacher reads page 4 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 1

Scientists used DNA to identify an Egyptian mummy as a female ruler.

Paragraph(s) 2

Hatshepsut dressed as a king.

Paragraph(s) 3-4

She was the first known great woman of history, although her stepson attempted to make people forget her.



3

Summarize the key idea of this passage in 25 words or less.

Hatshepsut, a woman who ruled Egypt as king, is thought to be a great woman of history, in spite of attempts to hide her existence.

Third Read



1

Reread paragraph 2.
Identify the claim the authors make in this paragraph.
Underline and cite evidence that supports the claim.

In paragraph 2, the authors claim Hatshepsut's "life was full of drama and conflict." They support this statement by saying, "Not only did she steal the throne and make herself king," but "she even dressed like a king" because all pharaohs were male.



2

Reread paragraph 1.
Explain how a mummy that is 3500 years old was recently identified. Underline and cite details from the text to support your answer.

In paragraph 1, the authors state that "In 2007, scientists used DNA to identify a mummy" discovered 100 years before. The mummy was believed to be a king. The DNA revealed that it was a female.

Reader Tasks - Quick Write 1



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

Introduction

1 In 2007, scientists used DNA to identify a mummy in Egypt, a mummy discovered more than a hundred years earlier. The mummy was estimated to be 3,500 years old and apparently that of a powerful pharaoh, an ancient Egyptian ruler. The excited scientists agreed they finally had found the famous Egyptian king they had been searching for ... except that this king was a female. 

2 The name of this woman was Hatshepsut (hat-SHEP-soot), and her life was full of drama and conflict. Not only did she steal the throne and make herself king of the most powerful nation on Earth, she even dressed like a king because, of course, almost all pharaohs were male. 

Even after she died, the drama continued. Her stepson destroyed what she had built and attempted to make Egyptians forget about her and the 21 years that she was in power. 

Now, thousands of years later, Egyptologists have proclaimed this queen in king's clothing as "the first great woman in history of whom we are informed." 



Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 5 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 5

Hatshepsut was born into a dynasty (family) that had ruled Egypt for 50 years.

Paragraph(s) 6

Hatshepsut married her half-brother who became pharaoh. When he died, his son became king.

Paragraph(s) 7

Hatshepsut ruled for the child king and then assumed the title of pharaoh herself.

Sum

3

Summarize the key idea of this passage in 25 words or less.

Hatshepsut, born into the ruling dynasty of Egypt, assumed the role of pharaoh through marriage and ambition.

Third Read

DT

1

Reread paragraphs 6-7. Explain how Hatshepsut became king. Underline and cite details from the text to support your answer.

Hatshepsut was married to the king, Thutmose II. When he died, her stepson was next in line to be king. "However, Thutmose III was still a child." In paragraph 7 the text states, "As his stepmother, Hatshepsut had to rule Egypt as a regent until he was old enough to take over." She did this for six years and then she took the title of king for herself.

TF

2

Explain how the timeline helps develop an understanding of the ruling dynasty in Egypt. Underline the specific lines of text to which the timeline refers.

The timeline helps develop an understanding of the text because it shows the reigns of the pharaohs during this time period. In paragraph 6, the text says, "After Thutmose I died around 1492 BC, Thutmose II became pharaoh." It later says, "Once Thutmose II died around 1479 BC, Thutmose III was the heir." In paragraph 7, the authors explain that Hatshepsut ruled on behalf of her stepson for 6 years and then took over the reign herself.

Reader Tasks - Quick Write 2

Row

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

Early Life



Thutmose I



Photo: Keith Schengili-Roberts

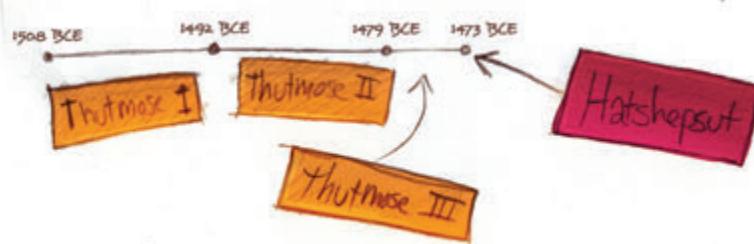
Quartz statue of Hatshepsut.

5 Hatshepsut was born into the 18th dynasty, or a family of Egyptian rulers. Her exact date of birth is not known, but by the time Hatshepsut was born around 1508 BC, this dynasty had ruled Egypt for about 50 years. STOP

6 Her father, Thutmose I (thoot-MO-suh), was the king. Hatshepsut married her half-brother, Thutmose II, the two sharing the same father. After Thutmose I died around 1492 BC, Thutmose II became pharaoh. Hatshepsut had no son who could be next in line for the throne, only a daughter, so Thutmose II married another woman, and she gave him a son named

Thutmose III. Once Thutmose II died around 1479 BC, Thutmose III was the heir apparent, the next in line to become king. STOP

However, Thutmose III was still a child. As his step-mother, Hatshepsut had to rule Egypt as regent until he was old enough to take over. Therefore, for six years, she governed Egypt while Thutmose III waited to become the official king. Then, she decided to solidify her position by taking the title of king away from her stepson. Hatshepsut made herself not only the king of Egypt, but also the pharaoh. STOP



Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 6 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 8-9

*The pharaoh was both king and god.
He made laws and led the army.*

Paragraph(s) 10-11

The bodies of pharaohs were preserved as mummies and placed in the Valley of the Kings.

Paragraph(s) 12

Kingdom of Egypt was located along the Nile River.



3

Summarize the key idea of this passage in 25 words or less.

Considered both a king and a god, pharaohs' bodies were preserved as mummies and placed in the Valley of the Kings.

Third Read



1

Reread paragraphs 10-11. Analyze the relationship between the depiction of a pharaoh and the announcement made at his death. Underline and cite textual evidence.

In paragraph 10, the text states that "Often, artwork showed the pharaoh with the head of a falcon." This explains why in paragraph 11, the authors say, "When the pharaoh died, an announcement was made that the falcon had flown to heaven," meaning the pharaoh had died and gone to heaven.



2

Reread paragraph 12. Underline the line in which the authors state, "the kingdom of Egypt was centered on the world's longest river..." What does centered mean? Identify the strategy used to determine its meaning.

The word "center" means in the middle. The Nile river ran through the middle of the kingdom of Egypt. In paragraph 12, the text states, "most Egyptians lived within a few miles of the Nile." (context, root word meaning)

Reader Tasks - Quick Write 3



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

A Pharaoh's Life

MAP: EGYPT



8 The pharaoh was considered both a king and a god in ancient Egypt. The word pharaoh means “great house” and originally referred to the palace where the king lived. During the dynasty of Hatshepsut’s family, Egyptians began to use the word when referring to the king himself.

9 The pharaoh was a very powerful ruler. He not only made and upheld the laws of the kingdom, but he also led the Egyptian army. STOP

10 The pharaoh was considered a god in the form of a human. Often, artwork showed the pharaoh with the head of a falcon.

When the pharaoh died, an announcement was made that the falcon had flown to heaven. The pharaoh’s body was preserved as a mummy, and the mummies of many pharaohs were placed in a locale called the Valley of the Kings. STOP

11

During Hatshepsut’s time, the kingdom of Egypt was centered on the world’s longest river, the Nile, and most Egyptians lived within a few miles of the Nile. This was the site of the pharaoh’s mighty kingdom. STOP

12

Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 7 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 13

Hatshepsut claimed the throne saying it was her father's wish and she was the daughter of a god.

Paragraph(s) 14

Hatshepsut dressed as a man to present herself as a king.

Paragraph(s) 15

Hatshepsut also acted as a king.



3

Summarize the key idea of this passage in 25 words or less.

After claiming the throne, Hatshepsut dressed and acted like a man to present herself as pharaoh.

Third Read



1

Reread paragraph 13.
Explain why Hatshepsut had to dress as a man to rule Egypt.
Underline and cite details from the text to support your answer.

In paragraph 13, the authors state that Hatshepsut had to dress like a man to rule Egypt. They say, "most likely, no woman had ever been pharaoh before." They also add, "Hatshepsut had to convince her people that she was their rightful ruler."



2

Reread paragraph 15.
Identify the claim the authors make in this paragraph.
Underline and cite evidence that supports the claim.

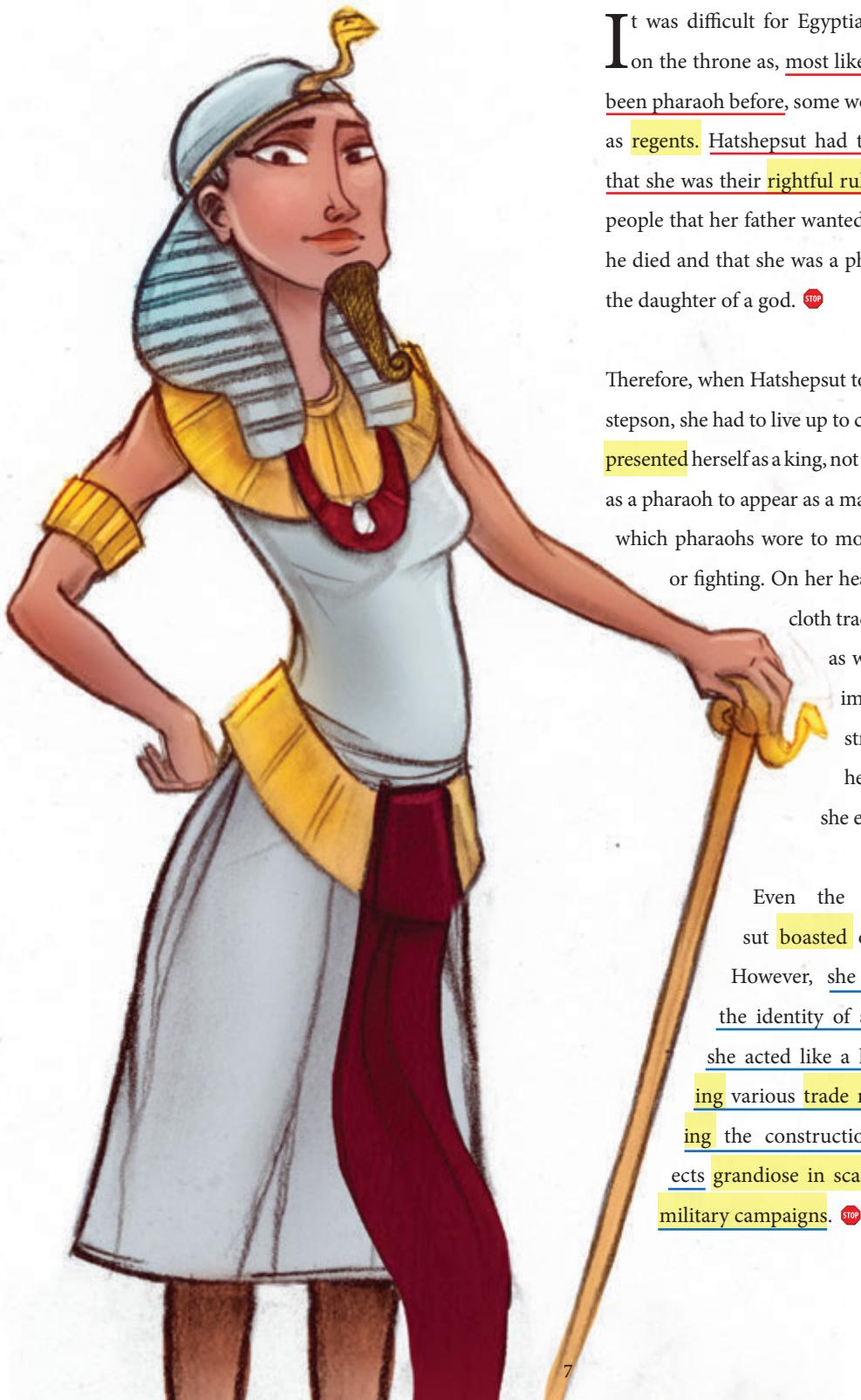
In paragraph 15, the authors claim, "she did not just assume the identity of a king for appearance." They support this statement with evidence stating, "She acted like a king as well, establishing various trade networks, commissioning the construction of numerous projects," and "leading fruitful military campaigns."

Reader Tasks - Quick Write 4



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

A Woman on the Throne



It was difficult for Egyptians to accept a woman 13 on the throne as, most likely, no woman had ever been pharaoh before, some women ruling Egypt only as regents. Hatshepsut had to convince her people that she was their rightful ruler. Hatshepsut told the people that her father wanted her to rule Egypt after he died and that she was a pharaoh because she was the daughter of a god. STOP

Therefore, when Hatshepsut took the throne from her 14 stepson, she had to live up to certain expectations. She presented herself as a king, not a queen, and she dressed as a pharaoh to appear as a male ruler. She wore a kilt, which pharaohs wore to move easily while hunting or fighting. On her head, she wore the striped cloth traditionally worn by kings as well as a crown with the image of a cobra ready to strike. To complement her appearance as a male, she even wore a false beard. STOP

Even the statues of Hatshepsut 15 boasted of her kingsly features. However, she did not just assume the identity of a king for appearance, she acted like a king as well, establishing various trade networks, commissioning the construction of numerous projects grandiose in scale, and leading fruitful military campaigns. STOP

Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 8 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 16-17

Senenmut is the chief architect and advisor to Hatshepsut.

Paragraph(s) 18

Egyptians erect many buildings and statues.



3

Summarize the key idea of this passage in 25 words or less.

Senenmut, chief architect and advisor to Hatshepsut, oversees the construction of buildings and statues in Egypt.

Third Read



1

Reread paragraph 17.
Identify and underline the simile the writer uses to describe himself.
Explain the writer's use of this simile.

In paragraph 17, the writer uses the simile "as busy as a bee" to describe himself. This simile means that the person has many jobs to do. The writer tells us that besides his job as chief architect and advisor to the queen, he also tutors her daughter.



2

Reread paragraphs 16-17.
Determine the point of view of the speaker.
Underline and cite evidence in the text to support your answer.

This is a first person memoir. The writer is the chief architect and advisor to Hatshepsut. In paragraph 17, he says he is "decidedly loyal to the pharaoh," and he wields "huge influence within this royal family..."

Reader Tasks - Quick Write 5



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

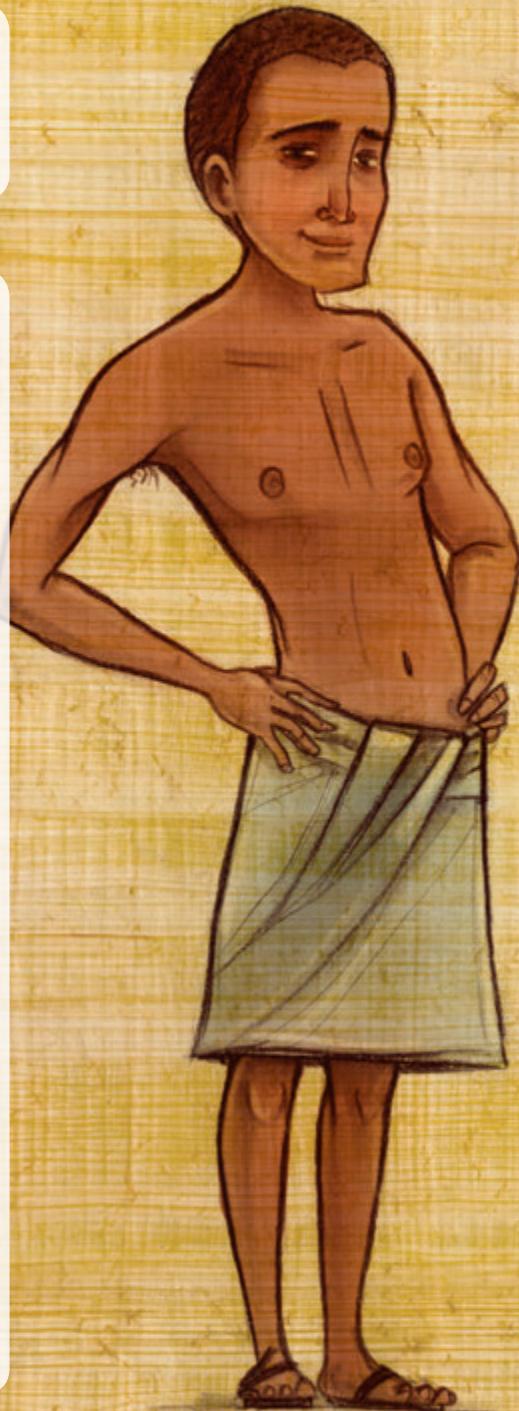
The Tutor, Architect, and Advisor

This is a fictionalized memoir, or collection of memories taken from firsthand accounts of a memorable event. Based on fact, this is taken from the journal of Senenmut found in the burial chamber of Hatshepsut.

¹⁶ My name is Senenmut (seh-nen-MOOT), and I am the chief architect for Hatshepsut, king of Upper and Lower Egypt.

¹⁷ People in the palace also consider me the king's steward because I am probably Hatshepsut's closest adviser and decidedly loyal to the pharaoh. Besides my regular duties, I also tutor her daughter, and there are actually statues of me and my student together. Although I am simply a commoner, I clearly wield huge influence within this royal family and I am as busy as a bee most days. STOP

¹⁸ As the chief architect, I have overseen hundreds of building projects. We Egyptians love to erect elaborate buildings and statues that glorify our country and our gods. On one of her many trade expeditions, Hatshepsut traveled to a land called Punt, a region overflowing with gold and spices, and she returned with huge amounts of these items. Visitors to her kingdom can only imagine how many fabulous statues we have created using gold from Punt. STOP



Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 9 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.



3

Summarize the key idea of this passage in 25 words or less.

Hatshepsut has built a tomb that will honor her as king.

Paragraph(s) 20

Under Hatshepsut, Egypt is a powerful country, but it is hard for Egyptians to accept a woman as king.

Paragraph(s) 21

Hatshepsut must appear as a king to maintain her power.

Reread paragraph 20.

- 1 Identify the claim the writer makes in this paragraph.
Underline and cite evidence that supports the claim.

In paragraph 20, the writer claims, "This is an incredible time to be living in Egypt." He supports this claim with the statement, "We are a powerful country, and it is relatively peaceful here."



2

- Reread paragraphs 19-21.
Analyze how the character of the writer is revealed through his words.
Underline and cite evidence from the text.

In paragraphs 19-21, the writer reveals his character through his words. In paragraph 19, he reveals his pride in Hatshepsut with the statement, "My proudest moment was designing a burial site," and "Hatshepsut will be treated like a king." In paragraph 20, his love of his country is shown when he says, "This is an incredible time to be living in Egypt." In paragraph 21, his loyalty to Hatshepsut is shown because he wants to help her maintain an image that is "powerful" and "kingly."

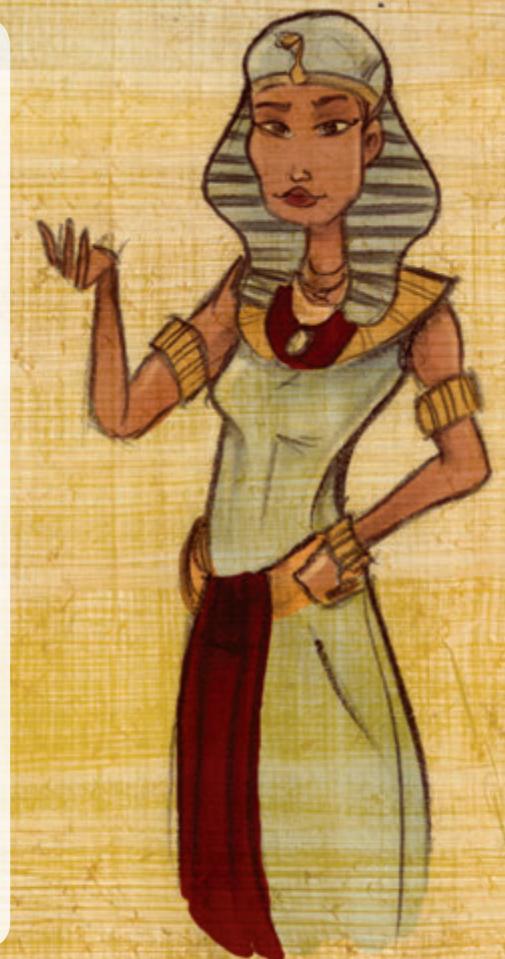
Reader Tasks - Quick Write 6



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.



- 19 My proudest moment was designing a burial site in the Valley of the Kings that glorifies the gods. Hatshepsut wants to be entombed there near her father when she dies, so that even in death, Hatshepsut will be treated like a king. 
- 20 This is an incredible time to be living in Egypt. We are a powerful country, and it is relatively peaceful here with Hatshepsut as our queen. Excuse me, I meant king. I am sorry about that. Even for me, it is somewhat difficult to get used to the idea of a woman holding the greatest power in the land. 
- 21 Of course, we have statues that depict Hatshepsut as a king. Certainly, she is a woman, but she also is a king and pharaoh. It is critically important for Egyptians to get the impression that she is powerful, and making her appear kingly is crucial to that message. 



Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 10 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 22

It is a challenge for a woman to rule.

Paragraph(s) 23

Thutmose will soon be old enough to assume throne.

Paragraph(s) 24

Senenmut wonders what will become of Egypt after Hatshepsut.



3

Summarize the key idea of this passage in 25 words or less.

Government officials are loyal to Hatshepsut, but it is unclear what will happen in Egypt when her stepson, Thutmose, becomes the ruler.

Third Read



1

Reread paragraphs 23-24.
What can you infer from the writer's question in paragraph 24, "What will happen to Egypt?" Underline and cite details from the text to support your answer.

From the writer's question, "What will happen to Egypt?" I can infer that he is concerned about the future pharaohs' ability to rule Egypt like Hatshepsut. He has previously mentioned that Egypt is a powerful and peaceful country under the rule of Hatshepsut. In paragraph 23, he states that all in "the government are loyal to Hatshepsut." He is concerned because her stepson is not and "soon he will be of the age to claim the throne." In paragraph 24, he asks, "What will happen to us if Hatshepsut dies and he takes over?"



2

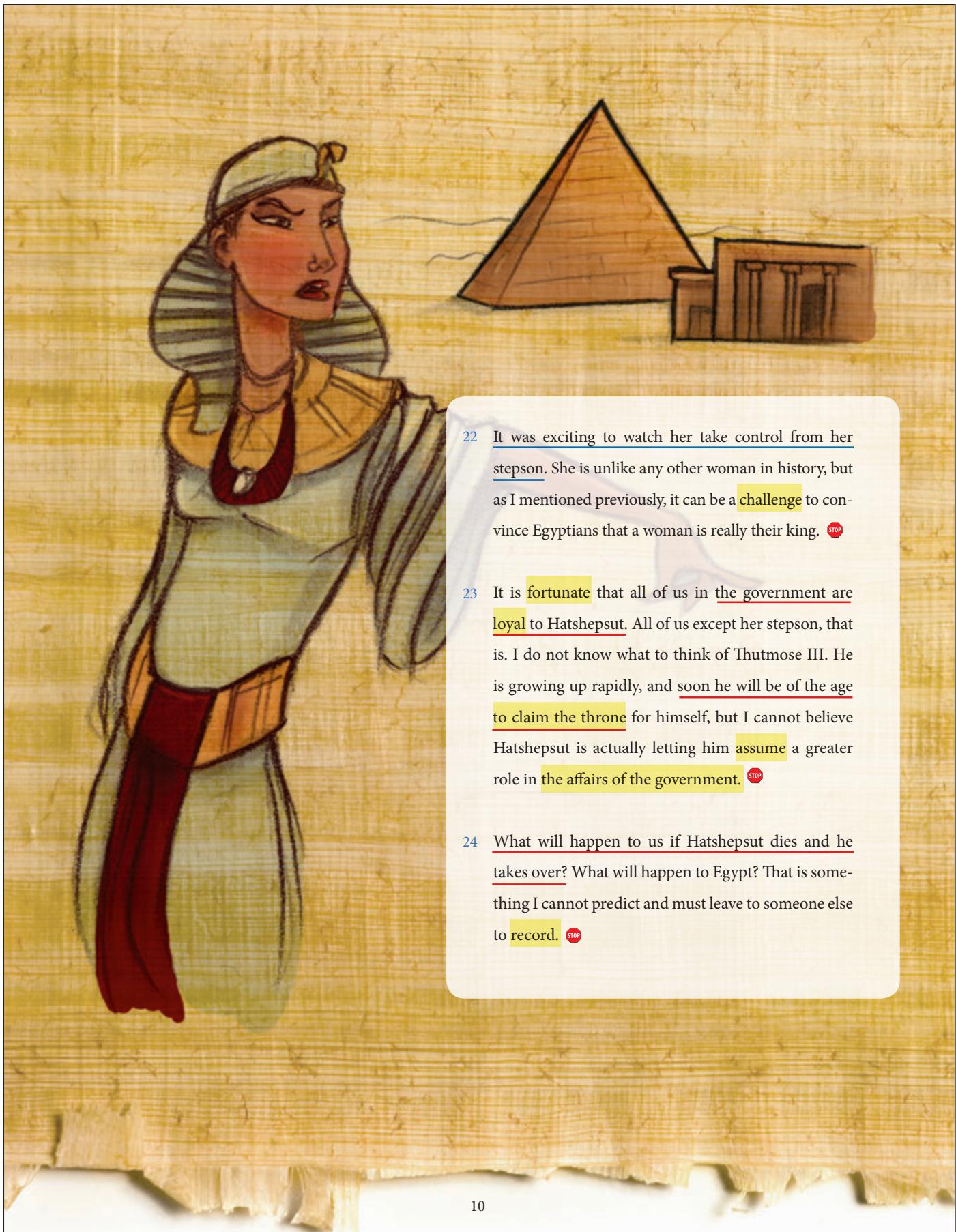
Reread Paragraph 22.
Underline the sentence in which the writer states, "It was exciting to watch her take control from her stepson." To what event is the writer referring?

In paragraph 22, the writer states, "It was exciting to watch her take control from her stepson." When Hatshepsut's husband died, his son, her stepson, was to rule Egypt. Since he was still a child, Hatshepsut was to rule Egypt as regent until he was old enough. After six years, she decided to declare herself king, or pharaoh. His line refers to her assuming control of Egypt.

Reader Tasks - Quick Write 7



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.



22 It was exciting to watch her take control from her stepson. She is unlike any other woman in history, but as I mentioned previously, it can be a challenge to convince Egyptians that a woman is really their king. 

23 It is fortunate that all of us in the government are loyal to Hatshepsut. All of us except her stepson, that is. I do not know what to think of Thutmose III. He is growing up rapidly, and soon he will be of the age to claim the throne for himself, but I cannot believe Hatshepsut is actually letting him assume a greater role in the affairs of the government. 

24 What will happen to us if Hatshepsut dies and he takes over? What will happen to Egypt? That is something I cannot predict and must leave to someone else to record. 

Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 11 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.

MI

2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 25-26

As king, Thutmose tried to expand Egypt's wealth and influence.

Paragraph(s) 27

He tried to erase the name of Hatshepsut from history.

Paragraph(s) 28

His son took credit for Hatshepsut's accomplishments and she was forgotten.

Sum

3

Summarize the key idea of this passage in 25 words or less.

As king, Thutmose expanded the power and influence created by Hatshepsut. He and his son attempted to erase her name from history.

Third Read

DT

1

Reread paragraphs 27-28. Explain how the rulers who followed Hatshepsut tried to erase her name from history. Underline and cite details from the text to support your answer.

In paragraph 27, the authors say Thutmose III "ordered many of Hatshepsut's statues torn down." Her name on statues was "removed and replaced with Thutmose I or II." In paragraph 28, they say, "After Thutmose III died, his son began to take credit for many of Hatshepsut's achievements."

TS

2

Explain how paragraphs 25-28 fit the overall structure of the text. How does this passage contribute to the development of key ideas? Underline the key words that support your answer.

Paragraphs 25-28 give a sequential report of the years after the reign of Hatshepsut. The authors use words to indicate a sequence of events. These words include: next, after 21 years, continue, after he took power, later, and soon.

Reader Tasks - Quick Write 8

RoW

Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

The Successor



Photo: Chipdawes

Thutmose III



Photo: Markh

Stele of Thutmose III (left) and Hatshepsut (right).

25 Thutmose III became the next king of Egypt following Hatshepsut. After 21 years of sharing power with his stepmother, he became the only ruler of Egypt and he would continue to reign for the next 32 years by himself.

26 After he took power, he tried to expand the wealth and influence that Egypt had under Hatshepsut, leading his army into battle to the south and east of Egypt. STOP

27 Later in his reign, Thutmose III endeavored to erase Hatshepsut's name from history. Thutmose III had a new temple built next to Hatshepsut's tomb in the Valley of the Kings but ordered many of Hatshepsut's statues torn down. Since most carvings showed Hatshepsut in male clothing, sometimes her name was simply removed and replaced with Thutmose I or Thutmose II. STOP

28 After Thutmose III died, his son began to take credit for many of Hatshepsut's achievements. Soon, nearly all records of her reign were gone, and her time on the throne was forgotten. It was as if Hatshepsut had never been the king of Egypt. STOP



Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page.
Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 12 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases.
Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 29

Egypt's power peaked during the dynasty of Hatshepsut's family.

Paragraph(s) 30

200 years ago, scientists deciphered Egyptian writing to learn of Hatshepsut.

Paragraph(s) 31

DNA has revealed that a mummy discovered 100 years ago, and identified as a King, was actually Hatshepsut.



3

Summarize the key idea of this passage in 25 words or less.

Egypt's power peaked during the reign of Hatshepsut's family. A mummy, thought to be a king, was identified through DNA to be Hatshepsut.

Third Read



1

Reread paragraphs 30-31.
Explain why scientists were initially confused by the discovery of Hatshepsut's mummy.
Underline and cite details from the text to support your answer.

Scientists were initially confused with by the discovery of Hatshepsut's mummy. In paragraph 30, the text says, they "did not understand what they had found because the writing described a woman named Hatshepsut, but some of the objects were images of a king with a beard and male clothing." In paragraph 31, the text explains that the mummy was not considered to be a king because it was that of a woman. Many years later, "the DNA evidence showed it really was the mummy of a king...except that it was really a queen..."



2

Explain how the map helps develop an understanding of Egypt's area of influence.
Underline the specific lines of text to which the map refers.

The map helps develop an understanding of the text because it shows Egypt's area of influence. In paragraph 29 the text says, "The dynasty of Hatshepsut's family brought Egypt to its peak of power." The map shows the extent of the boundaries of ancient Egypt.

Reader Tasks - Quick Write 9



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

From Ancient Egypt to Modern Times



Photo: Andrea Proddi

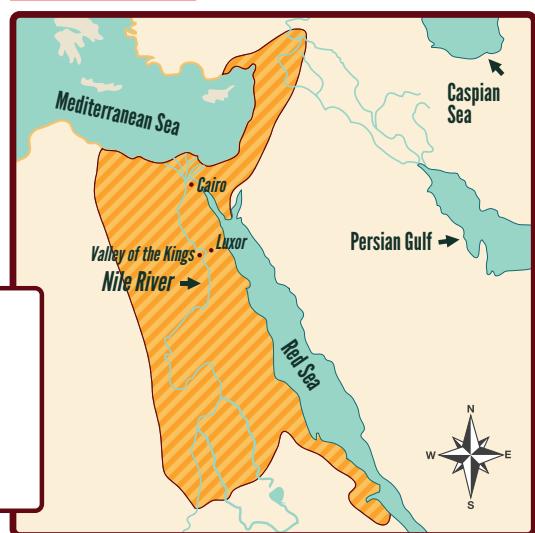
Hatshepsut's Temple, near the Valley of the Kings.

29 The dynasty of Hatshepsut's family brought Egypt to its peak of power. The map on this page shows Egypt's borders after the death of Thutmose III. STOP

30 It was only about 200 years ago that modern scientists rediscovered Hatshepsut. Finally, they could decipher the writing at the site where Hatshepsut and her fellow pharaohs were entombed. At first, scientists did not understand what they had found because the writing described a woman named Hatshepsut, but some of the objects were images of a king with a beard and male clothing. STOP

About 100 years ago, the mummy of a woman was found in the Valley of the Kings and the people who discovered the body did not consider that the body might belong to a king. However, many years later, the DNA evidence showed that it really was the mummy of a king ... except that it was really a queen named Hatshepsut. STOP

MAP: THE NILE RIVER VALLEY



Review and Explore

Students discuss what was learned in the previous lesson. Students explore the page. Students identify the text features used in the text. Students predict what they will learn.

First Read

Teacher reads page 13 aloud.

Second Read



1

Students read to the stop sign highlighting difficult and challenging words and phrases. Students use strategies to work through the decoding and meaning of words. Students restate or paraphrase the text to demonstrate their understanding.



2

Students determine the main idea, and then write it in the margins.

Paragraph(s) 32

Hatshepsut was the only woman to rule a powerful nation as a king.

Paragraph(s) 33

Hatshepsut showed that a woman could rule Egypt as the men before her.

Paragraph(s) 34-35

Although she conformed to what people expected in a ruler, Hatshepsut followed her own ideas.



3

Summarize the key idea of this passage in 25 words or less.

Hatshepsut conformed to what people expected of a ruler, but followed her own ideas to make Egypt great.

Third Read



1

Reread paragraph 34.
Find and underline the phrases, "Hatshepsut changed to correspond to what other people expected" and "remake Egypt the way she desired." Explain what the authors mean.

In paragraph 34, the authors say, "Hatshepsut changed to align to what other people expected," because she dressed and acted like a king although she was a woman. However, she ruled Egypt her way because "she used her building projects and trips to other lands to remake Egypt..." her way.



2

Reread paragraph 35.
How does the text contribute to the development of the theme?
Underline and cite textual evidence to support your answer.

The text in paragraph 35 sums up the theme of the story of Hatshepsut. The authors state, she "was ahead of her time and a remarkable woman." She was a "queen in king's clothing" who ruled a powerful nation.

Reader Tasks - Quick Write 10



Students respond to one of the questions or tasks from the Third Read in the Quick Write section of their Close Reading Portfolio.

Conclusion



Photo: Rob Koopman

A stone statue of Hatshepsut.

32 Hatshepsut was **unique** in world history, the only woman to rule the most powerful nation on Earth as a king. Her **successors** did their best to erase her from history, but they could not erase her accomplishments. Hatshepsut's success in **expanding** Egypt's wealth and influence **paved the way** for the success of her stepson, Thutmose III.

33 The fact that she held the throne at all said a great deal about her skills as a leader. She was not simply a queen who took care of the throne until a boy king was old enough to take it, but a powerful ruler **in her own right**. Hatshepsut showed that women could rule Egypt as well as the men before her.

In some ways, **Hatshepsut changed to align to what other people expected**, appearing as, and ruling as, a king. Yet, in other ways, she used her building projects and trips to other lands to **remake Egypt the way that she desired**.

Clearly, Hatshepsut was **ahead of her time** and a **remarkable woman**. She was the first, and most famous, queen **in king's clothing**.

Additional Source

The “Additional Source” is provided for two purposes.

One, students will use the passage to complete the Close Reading Check on the two pages following this passage.

Reading this passage and completing the Close Reading Check is meant to determine how well students are able to approach and comprehend complex and challenging texts. Over time, students should demonstrate higher levels of proficiency with each Close Reading Check.

Two, students will use this passage as an additional source to complete the writing prompt found after the Close Reading Check.

Follow these steps.

Students read the passage independently. Struggling readers may need additional support.

Students use the Strategy Cards to determine the meaning of unknown words and write a synonym or personal meaning of the words.

If necessary, students may also use a print or online dictionary.

Encourage students to mentally paraphrase each paragraph to gain a deeper meaning of text before beginning the Close Reading Check on the two pages following this passage.

Additional Source

Directions: Carefully read the passage below.



THE LEGEND AND TRUTH

THE LEGEND

Semiramis, according to the Greeks, was the unwanted daughter of a fish goddess. Despised by her mother, Semiramis was raised by doves that had rescued her from the desert. Later, she married the king of Assyria and gave birth to a son, Ninyas.

However, Semiramis previously had been married to an Assyrian governor. At his suggestion, she joined her husband in battle during a siege. The journey to join her husband was long and difficult. To protect herself from the hot sun and allow her to do what she wished to do, she dressed in such a manner that it was impossible to distinguish if she was male or female.

Once she arrived by her husband's side, she recognized she could help. Leading a small contingent of warriors, she broke the siege by helping to capture the acropolis atop a high, rocky hill.

Following the battle, she was introduced to the king who soon claimed her as his own. Her husband, seeing no other option, hung himself. Semiramis then married the king.

As queen, she continued her military conquests. She also initiated numerous building projects, including the city of Babylon. Upon the death of her husband, she became the ruler of the empire. She never married again.

During her reign of 42 years, Semiramis ruled all of Mesopotamia, Anatolia, and Central Asia. She died at 62, turned into a dove, and ascended into heaven.



NOTES!

Additional Source

H OF SEMIRAMIS

THE TRUTH

- 7** In all likelihood, the legendary life of Semiramis was based upon the true life of Sammu-ramat. She was an Assyrian queen who ruled from roughly 811 to 806 BC. Following the death of her husband, King Shamshi-Adad V, in 811 BC, she became regent. Sammu-ramat ran the empire for her son, Adan Narari III, until he became of age.
- 8** She was the first woman on the Assyrian throne. Her ascension to the throne, however, was highly unusual. Women during that period were not placed into positions of authority. In fact, only a woman with tremendous power and influence could have achieved it.
- 9** Actually, little is known of her exact accomplishments. It appears as if she started several major building projects. In addition, it is believed that Sammu-ramat may have led her subjects into battle personally. Previously, she had most likely accompanied her husband on his campaigns. During her reign, the Assyrians certainly defeated the Medes and annexed their land. They may have conquered others as well.
- 10** Uncertainty concerning the exact nature of her accomplishments aside, it is nevertheless clear that whatever she did stabilized the empire following a period of civil war. When he came to the throne, her son inherited a large and secure nation from his mother.
- 11** According to writer Joshua J. Mark, her reign in reality "may have been so impressive that legends grew greater and greater until the actual events were forgotten."



After reading the passage, determining meanings of unknown words, and paraphrasing, then students go to the next page and begin the Close Reading Check.

Continue to the Close Reading Check.



NOTES!

Close Reading Check

The Close Reading Check combines strategies learned in each close reading lesson with higher level questions or tasks.

There are three Close Reading Check questions and a rubric to score each response.

Students use the passage from the previous two pages with the heading of "Additional Source" to complete each question or task.

This "Additional Source" will also be used later to complete the writing prompt on the subsequent pages.

The first task is summarizing. Students summarize the "Additional Source" passage in 50 words or less.

They have more words to summarize than allowed in the 5-Step Lesson because these passages are longer — sometimes up to 500 words.

It is important that students first determine the main ideas of the passage before summarizing.

The second question or task is specific to the "Additional Source" passage, but also may reference other passages in the portfolio.

Close Reading Check

Directions:

Use the passage on the previous pages to answer the questions or complete the tasks.

1. Summarize the text in 50 words or less.

Make sure you determine the main ideas in the passage before summarizing.

Sum

/4

2. Compare and contrast the legend of Semiramis with the truth about Sammu-ramat.

Use evidence from the text to support your answer.

CC

/4

It is likely that the legend of Semiramis is based on the real life of Sammu-ramat. Both became queens following the deaths of their husbands who were kings of Assyria. These women also accompanied their husbands into battle. According to the text in paragraph 5, "as queen, she [Semiramis] continued her military conquests." Likewise as stated in paragraph 9, "it is believed that Sammu-ramat may have led her subjects into battle personally." At the time of their deaths, both women ruled empires that consisted of lands they had conquered.

The women differ because Semiramis, according to legend, was the daughter of the fish goddess. She married the king following the death of her first husband and ruled for 42 years as queen following the king's death. Unlike her, the text in paragraph 7 says, Sammu-ramat, a real-life woman, ruled as queen following the death of her husband the king, just until her son "became of age." ("The Legend and Truth of Semiramis")

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NOTES!

Close Reading Check

Close Reading Check

Draw a text feature (map, illustration, chart, diagram, or table) that could be used with the passage.

TF
VI
/ 4

Explain how the text feature helps clarify or contribute to the passage.
Use evidence from the text to support your explanation.

Total:
TC / 12

RUBRIC

	TASK	UNDERSTANDING	EVIDENCE
0 No Attempt	Student makes no attempt to complete the task.		
1 Below Basic	Student makes an attempt to complete the task but demonstrates little or no understanding of the task.	Student demonstrates little or no understanding of the task.	
2 Basic	Student completes most of the elements of the task.	Student demonstrates a limited understanding of the text.	Student provides limited or no evidence to support their answer.
3 Proficient	Student completes all elements of the task.	Student demonstrates an understanding of the text.	Student supports the answer with evidence from the text.
4 Advanced	Student completes all elements of the task.	Student demonstrates a deep understanding of the text.	Student completely supports the answer with solid evidence from the text.

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The third task is related to text features or visual imagery.

If the “Additional Source” is nonfiction, then students draw a text feature (map, illustration, chart, diagram, or table).

The drawings must include appropriate titles, labels, captions, etc.

If the “Additional Source” is fiction, then students draw an illustration or some sort of visual image that would engage a reader with the text.

Students explain how the text feature or visual imagery helps clarify or contribute to the “Additional Sources” passage or engages the reader with the text.

Students must use evidence in the text to support their explanation.

Use the rubric to score each question. Space is provided to enter a total score at the top of the page.



NOTES!

Understanding The Writing Prompt

Read the entire prompt to students.
Reread the first paragraph.

Help students identify the purpose for writing. Have students identify their role as the writer, the audience, the format, and the topic.

Students complete the **R.A.F.T. Table** as illustrated.
(See completed R.A.F.T. table.)

Students restate the prompt using the frame at the bottom of the page as illustrated.

Reread the second paragraph.

Students underline or highlight the required elements:

1. *develop a thesis or controlling idea*
2. *select the most relevant information from more than one source to support it*
3. *elaborate your ideas*
4. *use your own words, except when quoting directly from the sources*
5. *reference the source title*

I/E

WRITING PROMPT

Your history class has been studying ancient civilizations. Most were governed by men.

However, after reading *The Queen in King's Clothing* and *The Legend and Truth of Semiramis*, you have become interested in two women who ruled ancient empires. You have decided to write a paper comparing and contrasting Queen Hatshepsut and Sammu-ramat. Your paper will be presented to your teacher and classmates.

Using the resources in this portfolio, develop a thesis, or controlling idea, to explain the similarities and differences between Hatshepsut and Sammu-ramat. Once you have a thesis, select the most relevant information from more than one source to support it. Then, write a multi-paragraph explanatory article explaining your thesis. Clearly organize your article and elaborate your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title when quoting or paraphrasing points or facts from the sources.



R.A.F.T. Table	
ROLE	<i>student</i>
AUDIENCE	<i>teacher and classmates</i>
FORMAT	<i>explanatory paper</i>
TOPIC	<i>Hatshepsut and Sammu-ramat</i>

I am _____ *a student* _____. I am writing _____ *an explanatory paper* _____ for _____ *role* _____. I am writing _____ *an explanatory paper* _____ for _____ *format* _____.
my teacher and classmates _____ about _____ *Hatshepsut and Sammu-ramat* _____ for _____ *topic* _____.
audience _____ about _____ *Hatshepsut and Sammu-ramat* _____ for _____ *topic* _____.

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NOTES!

MULTI-PARAGRAPH Graphic Organizer

INTRODUCTION (THESIS Statement)

Hatshepsut and Sammu-ramat, who distinguished themselves as leaders of ancient empires, had much in common but also some noteworthy differences.

1st SUPPORTING Point

rulled for their underage sons

CITE SOURCE

Title *"The Queen in King's Clothing"*

"The Legend and Truth of Semiramis"

Page #	7	15
--------	---	----

Paragraph #	13	8
-------------	----	---

2nd SUPPORTING Point

enlarged and stabilized their empires

CITE SOURCE

Title *"The Queen in King's Clothing"*

"The Legend and Truth of Semiramis"

Page #	11	15
--------	----	----

Paragraph #	26	10
-------------	----	----

3rd SUPPORTING Point

history is unclear about all their accomplishments

CITE SOURCE

Title *"The Queen in King's Clothing"*

"The Legend and Truth of Semiramis"

Page #	11	15
--------	----	----

Paragraph #	27	11
-------------	----	----

CONCLUSION

MULTI-PARAGRAPH Graphic Organizer

This graphic organizer provides the structure for the multi-paragraph essay, article, report, etc.

It includes an introduction that contains the thesis statement, three body paragraphs with details that support the thesis, and a conclusion that restates the thesis statement and summarizes the three supporting points.

Space is provided for three body paragraphs in the MULTI-PARAGRAPH Graphic Organizer to the left and in the ensuing pages of this portfolio; however, students may choose as many or as few body paragraphs as needed for this prompt.

Using more than one source in the portfolio, students develop a thesis statement about the topic from the **R.A.F.T. Table** as illustrated.

Students organize and support the thesis with main points from sources in the portfolio as illustrated.

Students cite the source for each supporting point as illustrated.

Students do not complete the Conclusion at this time.

The examples we provide are for illustration purposes.

Please work with students to develop their own main idea and supporting details.



NOTES!

Introduction

The Introduction contains three parts: a SNAPPY! Opening, the THESIS Statement, and a LINKING Sentences that links the SNAPPY! Opening to the THESIS Statement.

PLAN IT!

It is important for students to learn how to write an effective opening that hooks the reader.

The table to the right provides four SNAPPY! Openings Types with an example for each type. These examples are used in every portfolio.

Students select an Opening Type listed in the **Opening Types** column that they would like to use for an opening.

With guidance, students write a SNAPPY! Opening in the **SNAPPY! Opening** box as illustrated.

Students copy the thesis statement from the MULTI-PARAGRAPH Graphic Organizer on the previous page into the **THESIS Statement** box as illustrated.

The linking sentences are the last sentences students write.

With guidance, students write one or more sentences in the **LINKING Sentences** box as illustrated.

These sentences link the SNAPPY! Opening sentence to the THESIS Statement so that the paragraph flows naturally.

I/E

CW

WP

INTRODUCTION

PLAN IT!

OPENING TYPES

SNAPPY! Opening Examples

SF STATEMENT / FACT

It was August 28, 1963 when Dr. Martin Luther King Jr. gave a powerful speech to nearly 250 thousand people in Washington, D.C.

QUESTION

Is it fair that one group of people is treated fairly and another group of people is treated unfairly?

QUOTE

"I have a dream."

ANECDOTE

It was a hot and humid day in late summer. I sat on the shoulders of my father looking out over a huge crowd of nearly 250 thousand people.



SNAPPY! Opening

What does a queen who dressed in king's clothing have in common with one who, according to legend, turned into a dove and ascended to heaven?



LINKING Sentences

Both ruled as queens during a time when most ancient empires were governed by men. One often wore a male disguise, the other did not.



THESIS Statement

Hatshepsut and Sammu-ramat, who distinguished themselves as leaders of ancient empires, had much in common but also some noteworthy differences.



NOTES!

Introduction

INTRODUCTION



SAY IT!

SNAPPY! Opening

LINKING Sentences

THESIS Statement



WRITE IT!



J What does a queen who dressed in king's clothing have in common with one who, L according to legend, turned into a dove and ascended to heaven? Both ruled as queens during a time when most ancient empires were governed by men. One often wore a male disguise, the other did not. Hatshepsut and Sammu-ramat, who distinguished themselves as leaders of ancient empires, had much in common but also some noteworthy differences.



READ IT!



CHECK IT!



INDENT PARAGRAPH



LINKING SENTENCES



THESIS STATEMENT

SNAPPY! Opening

SF STATEMENT / FACT
? QUESTION
Q QUOTE
A ANECDOTE

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SAY IT!

With a partner, students orally rehearse the Introduction using the graphic organizer from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change some of the wording from the graphic organizer to make the paragraph flow naturally.



WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.



Students read their introduction aloud to make sure it sounds correct.



Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization as detailed in the rubric at the back of this lesson plan book.

It is recommended that students also edit for writing conventions.

Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.



NOTES!

Body

PLAN IT!

Students expand the 1st supporting point from the MULTI-PARAGRAPH Graphic Organizer into a sentence in the **1st SUPPORTING Point** box as illustrated to the right.

Students elaborate the 1st SUPPORTING Point with explanations, examples, personal experiences, or details from the text in the **ELABORATE** box as illustrated to the right.

Students copy the cited source information from the MULTI-PARAGRAPH Graphic Organizer as illustrated in the **CITE SOURCE** column to the right.

Students quote or paraphrase the detail from the cited source in the **QUOTE or PARAPHRASE** box as illustrated to the right.

The **TRANSITIONS Table** to the right provides various transitions students may use in constructing the body paragraph.

Column 1 lists transitions to be used with the 1st SUPPORTING Point sentence in the paragraph.

Column 2 lists transitions to be used with QUOTE or PARAPHRASE a point from a source.

I/E

CW

WP

BODY

PLAN IT!

1st SUPPORTING Point

For example, following the deaths of their husbands, who were kings, both Hatshepsut and

Sammu-ramat ruled for their underage sons.

ELABORATE

It was highly unusual for a woman to sit on the throne of an ancient empire. Hatshepsut was the first female Egyptian pharaoh. She dressed in the clothing of a pharaoh and even wore a false beard. Although Sammu-ramat did not have to wear a disguise, her ascension to the throne was surprising.

“

QUOTE or PARAPHRASE a point from a source

“It was difficult to get Egyptians to accept a woman on the throne as, most likely, no woman had ever been pharaoh before.”

“Women during that period were not placed into positions of authority.”

CITE SOURCE

Title *“The Queen in King’s Clothing”*

“The Legend and Truth of Semiramis”

Page # 7 15

Paragraph # 13 8

TRANSITIONS Table

1

First
To begin with
For example
As an illustration

To start with
In the first place
For instance

2

The author states
The text says
The author says
According to _____ author

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NOTES!

BODY

SAY IT!

Transition

1

1st supporting point

elaborate

Transition

2

quote or paraphrase a point from a source

WRITE IT!

SP

J For example, following the deaths of their husbands, who were kings, both Hatshepsut and Sammu-ramat ruled for their underage sons. According to the authors in paragraph 13, it was highly unusual for a woman to sit on the throne of an ancient empire. Hatshepsut was the first female Egyptian pharaoh. ("The Queen in King's Clothing") She dressed in the clothing of a pharaoh and even wore a false beard. Although Sammu-ramat did not have to wear a disguise, her ascension to the throne was surprising. In paragraph 8, the text says she was the first woman to rule Assyria and could only have achieved this with tremendous power and influence. ("The Legend and Truth of Semiramis")

READ IT!

CHECK IT!

- J INDENT PARAGRAPH
- T TRANSITIONS
- CS CITE SOURCE
- SP SUPPORTING POINT

- Q QUOTE
- P PARAPHRASE
- SV SYNTACTIC VARIETY
- AV APPROPRIATE VOCAB

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Body

SAY IT!

With a partner, students orally rehearse this body paragraph using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

READ IT!

Students read their paragraph aloud to make sure it sounds correct.

CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization, and evidence and elaboration as detailed in the rubric at the back of this lesson plan book.

It is recommended that students also edit for writing conventions.

Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.



NOTES!

Body

PLAN IT!

Students expand the 2nd supporting point from the MULTI-PARAGRAPH Graphic Organizer into a sentence in the **2nd SUPPORTING Point** box as illustrated to the right.

Students elaborate the 2nd supporting point with explanations, examples, personal experiences, or details from the text in the **ELABORATE** box.

Students copy the cited source information from the MULTI-PARAGRAPH Graphic Organizer as illustrated in the **CITE SOURCE** column to the right.

Students quote or paraphrase the detail from the cited source in the **QUOTE or PARAPHRASE** box.

The **TRANSITIONS Table** provides various transitions students may use in constructing the body paragraph.

Column 1 lists transitions to be used with the 2nd supporting point sentence in the paragraph.

Column 2 lists transitions to be used with quoting or paraphrasing details from the text.

I/E

CW

WP

BODY

PLAN IT!

2nd SUPPORTING Point

Both Hatshepsut and Sammu-ramat enlarged and stabilized their empires.

ELABORATE

Hatshepsut established trade networks, commissioned major building projects, and led successful military campaigns.

Sammu-ramat started several large building projects, annexed lands, and brought peace to her country after civil war.

QUOTE or PARAPHRASE a point from a source

"After he took power, he tried to expand the wealth and influence that Egypt had under Hatshepsut, leading his army into battle to the south and east of Egypt."

"When he came to the throne, her son inherited a large and secure nation from his mother."

CITE SOURCE

Title
"The Queen in King's Clothing"

"The Legend and Truth of Semiramis"

Page # 11 15

Paragraph # 26 10

TRANSITIONS Table

- 1** Secondly
Notably
Additionally
Furthermore

- Moreover
Another point
In addition
Also,

- 2** The author states
The text says
The author says
According to _____, _____



NOTES!

BODY

SAY IT!

Transition

1

2nd supporting point

elaborate

Transition

2

quote or paraphrase a point from a source

WRITE IT!

J Additionally, both Hatshepsut and Sammu-ramat enlarged and stabilized their empires. Hatshepsut established trade networks, commissioned many large building projects, and led successful military campaigns. In paragraph 26, the text states that after her stepson took power "he tried to expand the wealth and influence that Egypt had under Hatshepsut, leading his army into battle to the south and east of Egypt." ("The Queen in King's Clothing") Furthermore, Sammu-ramat started several large building projects, annexed lands, and brought peace to her country after civil war. Author Schuyler states in paragraph 10, "When he came to the throne, her son inherited a large and secure nation from his mother." ("The Legend and Truth of Semiramis")

READ IT!

CHECK IT!

- J INDENT PARAGRAPH
- T TRANSITIONS
- CS CITE SOURCE
- SP SUPPORTING POINT

- Q QUOTE
- P PARAPHRASE
- SV SYNTACTIC VARIETY
- AV APPROPRIATE VOCAB

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Body

SAY IT!

With a partner, students orally rehearse this body paragraph using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

READ IT!

Students read their paragraph aloud to make sure it sounds correct.

CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization, and evidence and elaboration as detailed in the rubric at the back of this lesson plan book.

It is recommended that students also edit for writing conventions.

Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.



NOTES!

Body

PLAN IT!

Students expand the 3rd supporting point from the MULTI-PARAGRAPH Graphic Organizer into a sentence in the **3rd SUPPORTING Point** box as illustrated to the right.

Students elaborate the 3rd supporting point with explanations, examples, personal experiences, or details from the text in the **ELABORATE** box.

Students copy the cited source information from the MULTI-PARAGRAPH Graphic Organizer as illustrated in the **CITE SOURCE** column to the right.

Students quote or paraphrase the detail from the cited source in the **QUOTE or PARAPHRASE** box.

The **TRANSITIONS Table** provides various transitions students may use in constructing the body paragraph.

Column 1 lists transitions to be used with the 3rd supporting point sentence in the paragraph.

Column 2 lists transitions to be used with quoting or paraphrasing details from the text.

I/E

CW

WP

BODY

PLAN IT!

3rd SUPPORTING Point

History is unclear about all these two women accomplished.

ELABORATE

Hatshepsut was not identified as a female ruler until DNA testing in 2007. During her reign, she went to great lengths to dress and act like the male pharaohs who preceded her.

The true nature of the accomplishments of Sammu-ramat is uncertain as legends surrounding her life have grown.

QUOTE or PARAPHRASE a point from a source

Her son and grandson attempted to remove her name from history by tearing down statues of her, replacing her name on carvings and taking credit for her accomplishments.

Her reign was so impressive that legends grew and the actual events were forgotten.

CITE SOURCE

Title *"The Queen in King's Clothing"*
"The Legend and Truth of Semiramis"

Page # 11 15
Paragraph # 27 11

TRANSITIONS Table

- 1** A third point
Another point
A final point
A last point

Furthermore
Lastly,
Finally,

- 2** The author states
The text says
The author says
According to _____ author _____



NOTES!

BODY



SAY IT!

Transition 1

3rd supporting point

elaborate

Transition 2

quote or paraphrase a point from a source



WRITE IT!

SP Lastly, history is unclear about all these two women accomplished. Hatshepsut was EL not identified as a female ruler until DNA testing in 2007. During her reign, she went to P great lengths to dress and act like the male pharaohs who preceded her. In paragraph 11, P the text says that after her death, her son and grandson attempted to remove her name from history by tearing down statues of her, replacing her name on carvings, and taking credit for her accomplishments. ("The Queen in King's Clothing") Likewise, the true nature of the accomplishments of Sammu-ramat is uncertain as legends surrounding her life have grown. Irene Schuyler states, in paragraph 11, that as legends about her reign grew greater, the actual events may have been forgotten. ("The Legend and Truth of Semiramis")



READ IT!



CHECK IT!

- J INDENT PARAGRAPH
- T TRANSITIONS
- CS CITE SOURCE
- SP SUPPORTING POINT

- Q QUOTE
- P PARAPHRASE
- SV SYNTACTIC VARIETY
- AV APPROPRIATE VOCAB

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Body

Paragraph 4



SAY IT!

With a partner, students orally rehearse this body paragraph using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.



Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.



Students read their paragraph aloud to make sure it sounds correct.



Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization, and evidence and elaboration as detailed in the rubric at the back of this lesson plan book.

It is recommended that students also edit for writing conventions.

Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.



NOTES!

Conclusion

The Conclusion contains three parts:
Restate the THESIS Statement, Summarize Supporting Points, and a SNAPPY! Closing.

PLAN IT!

It is important for students to learn how to write an effective closing.

The table to the right provides four SNAPPY! Closing Types with an example for each type. These examples are used in every portfolio.

Students restate or paraphrase the thesis sentence from the Introduction in the **Restate the THESIS Statement** box as illustrated to the right.

Students summarize the supporting points from the body in the **SUMMARIZE the Supporting Points** box as illustrated to the right.

Students select a SNAPPY! Closing Type from the **SNAPPY! Closing Table** as illustrated by the red circle in the first column of the table at the top of the page.

Students create a SNAPPY! Closing and write it in the **SNAPPY! Closing** box as illustrated to the right.

The **TRANSITIONS Table** to the right provides various transitions students may use in constructing the Conclusion.

Column 1 lists transitions to be used with restating the thesis statement in the paragraph.

Column 2 lists transitions to be used with summarizing the three supporting points.

CONCLUSION

I/E
CW
WP

PLAN IT!

CLOSING TYPES	SNAPPY Closing Examples
(?) WONDER / QUESTION	I wonder what Martin Luther King would think of America today?
(M) MESSAGE / MORAL	Peaceful protests can lead to change.
(PS) POWERFUL STATEMENT	He will long be remembered for his peaceful efforts to make change.
(CC) CLEVER CONNECTION	The dream lives on!

Restate the THESIS Statement

Hatshepsut and Sammu-ramat share many similarities and some important differences.

SUMMARIZE the Supporting Points

They ruled ancient kingdoms in a time when only men ascended to the throne.

SNAPPY! Closing

Although history is unclear about all their accomplishments, it is clear that Hatshepsut and Sammu-ramat share a place in history as two of the first women to govern major empires.

TRANSITIONS Table

1	In summary, To sum up, To summarize,	In conclusion, In closing,	2	As stated, As noted, As shown above,	As discussed, In other words, Therefore,

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NOTES!

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Conclusion

CONCLUSION

SAY IT!

Transition 1

1

restate or paraphrase the thesis statement

Transition 2

2

summarize supporting points

SNAPPY! closing

WRITE IT!

J In conclusion, Hatshepsut and Sammu-ramat share many similarities and some
important differences. They ruled ancient kingdoms in a time when only men ascended
to the throne. Although history is unclear about all their accomplishments, it is clear that
Hatshepsut and Sammu-ramat share a place in history as two of the first women to govern
major empires.

READ IT!

CHECK IT!

- J INDENT PARAGRAPH
- (RTS) RESTATE THESIS STATEMENT
- (EL) ELABORATION
- (SSP) SUMMARIZE SUPPORTING POINT

- (?) WONDER / QUESTION
- (M) MESSAGE / MORAL
- (PS) POWERFUL STATEMENT
- (CC) CLEVER CONNECTION

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SAY IT!

With a partner, students orally rehearse the Conclusion using the graphic organizer, the **TRANSITIONS Table** from the left facing page and the frame to the left.

Teacher monitors oral rehearsal.

As students orally rehearse, they may wish to change wording from the graphic organizer and try different transitions from the **TRANSITIONS Table** to make the paragraph flow naturally.

WRITE IT!

Once students are satisfied with their oral rehearsal, they write their paragraph in the **WRITE IT!** box as illustrated.

READ IT!

Students read their conclusion aloud to make sure it sounds correct.

CHECK IT!

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization as detailed in the rubric at the back of this lesson plan book.

It is recommended that students also edit for writing conventions.

Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.



NOTES!

Final Draft

WRITE IT!

Students compose their final draft using the introduction, body paragraphs, and conclusion from the WRITE IT! steps from the previous pages.

ALIGNMENT TO RUBRIC

- States a clear thesis statement
- Well-organized with introduction, body, and conclusion
- Uses appropriate transitions
- Quotes from sources to support supporting details
- Paraphrases from sources to support supporting details
- Cites source
- Develops ideas clearly using appropriate vocabulary (from sources)
- Style is appropriate for format and audience (formal and academic)

I/E

CW

WP

RoW

WRITE IT!

FINAL DRAFT

I

What does a queen who dressed in king's clothing have in common with one who, according to legend, turned into a dove and ascended to heaven? Both ruled as queens during a time when most ancient empires were governed by men. One often wore a male disguise, the other did not. Hatshepsut and Sammu-ramat, who distinguished themselves as leaders of ancient empires, had much in common but also some noteworthy differences.

For example, following the deaths of their husbands, who were kings, both Hatshepsut and Sammu-ramat ruled for their underage sons. According to the authors in paragraph 13, it was highly unusual for a woman to sit on the throne of an ancient empire. Hatshepsut was the first female Egyptian pharaoh. ("The Queen in King's Clothing") She dressed in the clothing of a pharaoh and even wore a false beard. Although Sammu-ramat did not have to wear a disguise, her ascension to the throne was surprising. In paragraph 8, the text says she was the first woman to rule Assyria and could only have achieved this with tremendous power and influence. ("The Legend and Truth of Semiramis")

Additionally, both Hatshepsut and Sammu-ramat enlarged and stabilized their empires. Hatshepsut established trade networks, commissioned many large building projects, and led successful military campaigns. In paragraph 26, the text states that after her stepson took power, "He tried to expand the wealth and influence that Egypt had under Hatshepsut, leading his army into battle to the south and east of Egypt" ("The Queen in King's Clothing"). Furthermore, Sammu-ramat started several large building projects, annexed lands, and brought peace to her country after civil war. Author Schuyler states in paragraph 10, "When he came to the throne, her son inherited a large and secure nation from his mother." ("The Legend and Truth of Semiramis")

Lastly, history is unclear about all these two women accomplished. Hatshepsut was not identified as a female ruler until DNA testing in 2007. During her reign, she went to

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NOTES!

FINAL DRAFT

great lengths to dress and act like the male pharaohs who preceded her. In paragraph 11, the text says that after her death, her son and grandson attempted to remove her name from history by tearing down statues of her, replacing her name on carvings, and taking credit for her accomplishments ("The Queen in King's Clothing"). Likewise, the true nature of the accomplishments of Sammu-ramat is uncertain as legends surrounding her life have grown. Irene Schuyler states in paragraph 11, that as legends about her reign grew greater, the actual events may have been forgotten ("The Legend and Truth of Semiramis").

C *In conclusion, Hatshepsut and Sammu-ramat share many similarities and some important differences. They ruled ancient kingdoms in a time when only men ascended to the throne. Although history is unclear about all their accomplishments, it is clear that Hatshepsut and Sammu-ramat share a place in history as two of the first women to govern major empires.*



NOTES!

Final Draft

WRITE IT!

Students continue their final draft using the introduction, body paragraphs, and conclusion from the WRITE IT! steps from the previous pages.

ALIGNMENT TO RUBRIC

- States a clear thesis statement
- Well-organized with introduction, body, and conclusion
- Uses appropriate transitions
- Quotes from sources to support supporting details
- Paraphrases from sources to support supporting details
- Cites source
- Develops ideas clearly using appropriate vocabulary (from sources)
- Style is appropriate for format and audience (formal and academic)

I/E

CW

WP

RoW

FINAL DRAFT

Handwriting practice lines for the final draft.

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NOTES!

**READ IT!****CHECK IT!**

CHECK GENRE

- EXPLANATORY
 ARGUMENTATIVE
 NARRATIVE

I INTRODUCTION

B BODY

C CONCLUSION

RUBRIC

PURPOSE & ORGANIZATION	States a clear thesis statement, stays on topic	SUBTOTAL	/4
	Logical progression of ideas with syntactic variety		
	Has an effective introduction and conclusion		
	Uses appropriate transitions		
EVIDENCE & ELABORATION	Quotes or paraphrases from sources to support the main idea and supporting details		
	Elaborates the main idea and supporting details with examples, personal experiences, or details from the text		
	Develops ideas clearly using appropriate vocabulary (uses vocabulary from sources)		
	Style is appropriate for the format and audience (formal and academic)		
CONVENTIONS	Uses proper spelling, punctuation, and capitalization	SUBTOTAL	/4
	Uses correct grammar and sentence formation		
	TOTAL SCORE		/10

**READ IT!**

Students read their final draft aloud to make sure it sounds correct.

**CHECK IT!**

Students mark up their writing using the codes from the **CHECK IT!** box as illustrated.

The elements in the **CHECK IT!** box are aligned to purpose and organization as detailed in the rubric.

It is recommended that students do a final edit for writing conventions.

Peer editing is encouraged once students become proficient with marking up, editing, and revising their own writing.

Rubric

Place a “1” in the score box if the student **has met the writing descriptor**.

Place a “0” in the score box if the student **has not met the writing descriptor**.

Total the score.

**NOTES!**

References

Baker, R. F., & Baker, C. F. *Ancient Egyptians: People of the Pyramids*.

Brooklyn Museum: Kneeling Statue of Senenmut: brooklynmuseum.org/opencollection/objects/3759

Egypt's Golden Empire – Hatshepsut: pbs.org/empires/egypt/newkingdom/hatshepsut.html

Gifford, C. *10 Kings and Queens Who Changed the World*.

Jordan, S. J. *Hatshepsut: First Female Pharaoh*.

Video – Hatshepsut – National Geographic: video.nationalgeographic.com/video/player/news/history-archaeology-news/hatshepsut.html

Images

Page 5

Fragmentary statue of Hatshepsut (1498–1483 BC) [Quartz diorite statue]. Photo credit: Keith Schenhili-Roberts, CC BY-SA 2.5
http://commons.wikimedia.org/wiki/File:HatshepsutStatuette_MuseumOfFineArtsBoston.png

Page 6

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[Golden funeral mask of King Tutankhamun]. by Jon Bodsworth

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Queen Hatshepsut's Temple by Gary Ku, CC BY-SA 2.0

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Views along the River Nile [Photograph]. Photo credit: Michael Gwyther-Jones (2008), CC BY 2.0

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Thutmose III and Hatshepsut from the Red Chapel in Karnak [Wall engraving]. Photo credit: Markh, Public Domain
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Tuthmosis III basalt statue in Luxor Museum [Statue]. Photo credit: Chipdawes, Public Domain

<http://commons.wikimedia.org/wiki/File:TuthmosisIII-2.JPG>

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Il tempio di Hatshepsut a Luxor [Photograph]. Photo credit: Andrea Piroddi, CC BY-SA 3.0
http://commons.wikimedia.org/wiki/File:Il_tempio_di_Hatshepsut.JPG

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Picture of Queen Hatshepsut Maat-ka-Re Hatshepsut (National Museum of Antiquities, Leiden, Netherlands). Photo credit: Rob Koopman, CC BY-SA 2.0
[http://commons.wikimedia.org/wiki/File:WLNL_-_koopmanrob_-_Maat-ka-Re_Hatsjepsoet_\(RMO_Leiden\).jpg](http://commons.wikimedia.org/wiki/File:WLNL_-_koopmanrob_-_Maat-ka-Re_Hatsjepsoet_(RMO_Leiden).jpg)

COLLEGE AND CAREER READINESS STANDARDS

LITERARY TEXT

DT Details in Text

Inference

CM

Central Message

Inf

Theme

CSE

Characters, Settings, and Events

Wo Ph

Words and Phrases

SS

Story Structure

TS

Text Structure

PoV

Point of View

IS

Illustrations in Stories

VI

Visual Information

CC

Compare and Contrast

TC

Text Complexity

INFORMATIONAL TEXT

DT

Details in Text

Inf

Inference

MI

Main Idea

Sum

Summary

Rel

Relationships in Text

Wo Ph

Words and Phrases

TS

Text Structure

Pur

Purpose

PoV

Point of View

VI

Visual Images

TF

Text Features

RE

Reasons and Evidence

CC

Compare and Contrast

TC

Text Complexity

FOUNDATIONAL SKILLS

Ph WR

Phonics and Word Recognition

Fl

Fluency

SPEAKING AND LISTENING

CD

Collaborative Discussion

PoI

Presentation of Information

MM

Multimedia

WRITING

I/E

Informational / Explanatory

Nar

Narrative

O/A

Opinion / Argumentative

CW

Coherent Writing

WP

Writing Process

RoW

Range of Writing

LANGUAGE

WM

Word Meaning

FL WR

Figurative Language,
Word Relationships

6-8

Recommended Grade	Title	Type	READABILITY Lexile	FP*	CCR Stretch Lexile Range	Word Count
6 - 8	The Queen in King's Clothing: Queen Hatshepsut	P	1100	Z+	955 - 1155	1722

*Fountas and Pinnell

