

Egypt Lesson: Comparing Hatshepsut and Ramses II

From: Melinda Bungartz and Marian Hartje, 2015

History Standards: 6.2.7

1. Understand the significance of Queen Hatshepsut and Ramses the Great.

CCSS Standards: Reading, Grade 6-8

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

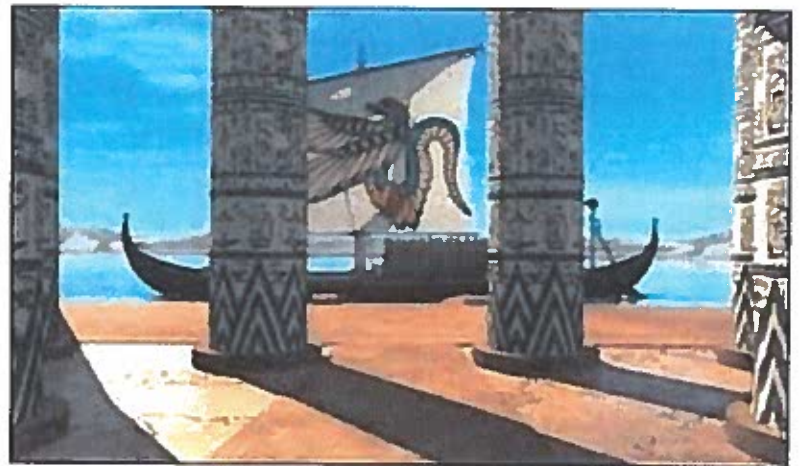
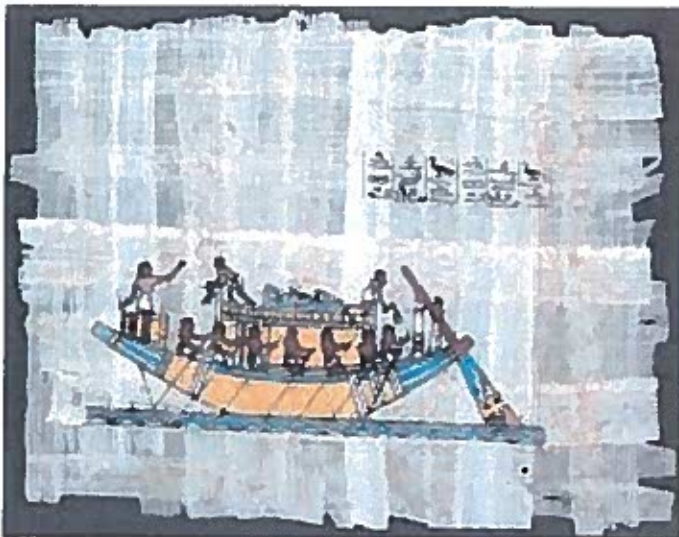
Guiding Question: “Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of culture in Ancient Egypt?”

Overview of Lesson: Students read and analyze a variety of sources to consider which pharaoh had the biggest impact on Egyptian culture.

Ancient Egypt

“Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture of Ancient Egypt?”

Collaboration
Creativity
Critical Thinking
Communication



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Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture of Ancient Egypt?



2920-2575 BCE

2575-2134 BCE

2040-1640 BCE

1550-1070 BCE

712-332 BCE

332-304 BCE

30BCE

Early Dynastic Period:
First Pharaohs unify Egypt into one powerful kingdom

Old Kingdom:
big advances in technology & architecture; pyramids built at Giza

Middle Kingdom:
Egypt's population, religion & arts flourish

New Kingdom:
Egypt expands into Syria (Ramses) & Nubia; international trade routes--Punt (Hatshepsut)

Late Period:
Persians invade & annex Egypt

Alexander the Great
defeats Persians establishes new capital in Egypt called Alexandria

Egypt
falls to Roman Empire



Ancient Egypt

Timeline Questions

Work with your elbow partner to answer each of the following questions.

1. Based upon the earliest date on the timeline and the most recent date on the timeline, how many years did the ancient Egyptian culture exist?
2. During the Early Dynastic Period, the pharaohs unified Egypt into one kingdom. Observe the map. What was the geographic difference between Upper Egypt and Lower Egypt?
3. During the New Kingdom, which two pharaohs made significant contributions to ancient Egypt? List the pharaohs and their accomplishments.
4. According to the timeline, who invaded ancient Egypt and what was the result?
5. The last date on the timeline is 30 CE when Egypt falls to the Roman Empire. Infer why this happened; give three reasons.
 -
 -
 -

Which pharaoh, Hatshepsut or Ramses the Great, had the greatest influence on the development of the culture of Ancient Egypt?

Hook Exercise:

Considering that Hatshepsut had to make her way through the Underworld and would have encountered numerous gods and goddesses, carefully observe this tomb painting and then answer the following questions, using bullet note format.



imgarcade.com

1. Who might these characters represent?
2. Why would they be in the Hatshepsut's tomb paintings?
3. Which of the characters is most important to the painting? Why?

This tomb painting depicts Ramses II riding toward the Hittites at the Battle of Kadesh in 1273 BCE.



ascendingpassage.com

1. Which character in this tomb painting represents Ramses II? Why?
2. What does this tomb painting tell us about Ramses II?
 -
 -
 -
3. Based upon your observations of this tomb painting, predict who won the Battle of Kadesh, the Egyptians or the Hittites. Explain why.

Ancient Egypt

New Kingdom Pharaohs

The New Kingdom (about 1600 BCE-1000 BCE) is often called Egypt's Golden Age because during this time there was peace and stability. During this time, Egypt's power reached its height and the pharaohs increased trade and built gigantic monuments.

Religion played a central role in Egypt's social and political order. The pharaohs were believed to be gods on earth. They governed all of ancient Egypt and were responsible for the people's well-being from day to day. They were the kings, the generals, and the religious leaders, all in one!

After the pharaohs died, it was believed that they would enter an afterlife that would never end. Their great tombs were meant to last to eternity.

In order to glorify their successes, pharaohs built grand monuments to themselves. Two of the most productive builders were Hatshepsut and Ramses II. Both of them were New Kingdom pharaohs who were successful leaders, who supported the culture of ancient Egypt through their active participation in government.

Hatshepsut ruled from about 1473-1458 BCE and was Egypt's first female pharaoh. Under her rule, Egyptian art and architecture flourished as did trade. Her successes in the areas of art, architecture, and trade made her a successful leader.

As pharaoh, Hatshepsut promoted trade with other countries, especially Punt, an African kingdom at the southern end of the Red Sea. The Egyptian ships sailed south with over 200 men and returned with goods such as ivory, incense, rare woods, ostrich feathers, gold, & monkeys.

Hatshepsut carried out a number of building projects, restoring old temples that had been destroyed during earlier invasions, but her most memorable monument was the one she built to honor herself as pharaoh, Dayr al-Bahri. This monument continues to astonish people today due to its size and complex floor plan.

The pharaoh Ramses II ruled from about 1290-1224 BCE. He ruled for more than sixty years, which was longer than any other pharaoh. He was best known for his military leadership and for building numerous monuments.

His greatest success as a military general resulted from his military campaigns against the Hittite Empire, especially the Battle of Kadesh that resulted in the world's first peace treaty, which would last almost 100 years. He was able to bring peace to Egypt during most of his long reign.

As a builder of monuments, he was extremely successful. Abu Simbel, a temple complex, and the Ramesseum, a second temple complex, are two architectural wonders that still impress people today. They were enormous temples built to honor Ramses and his accomplishments as pharaoh. Ramses built more temples and monuments than any other pharaoh in history.

Both Hatshepsut and Ramses II were effective pharaohs during the New Kingdom. They each left a legacy in the form of the monuments they built and the superior management of the Egyptian culture during their reign.

Map of Ancient Egypt during the New Kingdom



www.newworldencyclopedia.org

1. What can be inferred about the green area along the Nile River?

2. How did the Nile River contribute to the success of the New Kingdom pharaohs?



slideplayer.com

This poster makes three strong claims regarding the New Kingdom. From the article, cite textual evidence to support these claims.

1.

2.

Religion and the Afterlife

Pharaohs prepared for the afterlife throughout their lives because it was extremely important in order to have eternal peace in the Field of Reeds. Because the Egyptians believed that without a body, a person's spirit would be unable to eat, drink, dance, or enjoy the pleasures that the afterlife had to offer, following the mummification process was essential. If the body decayed, the spirit would die, as well, so in order to assure a safe passage into the afterlife, the Egyptians developed the process of mummification. This process had many steps and took forty days to complete. The body was dried with natron as part of the preservation process and the major organs were removed.

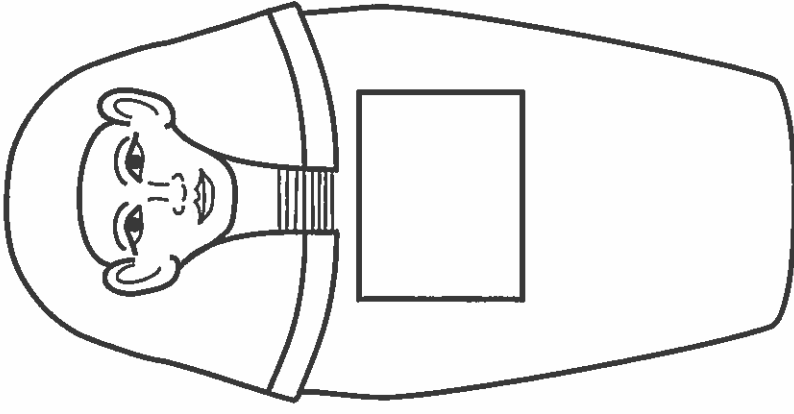
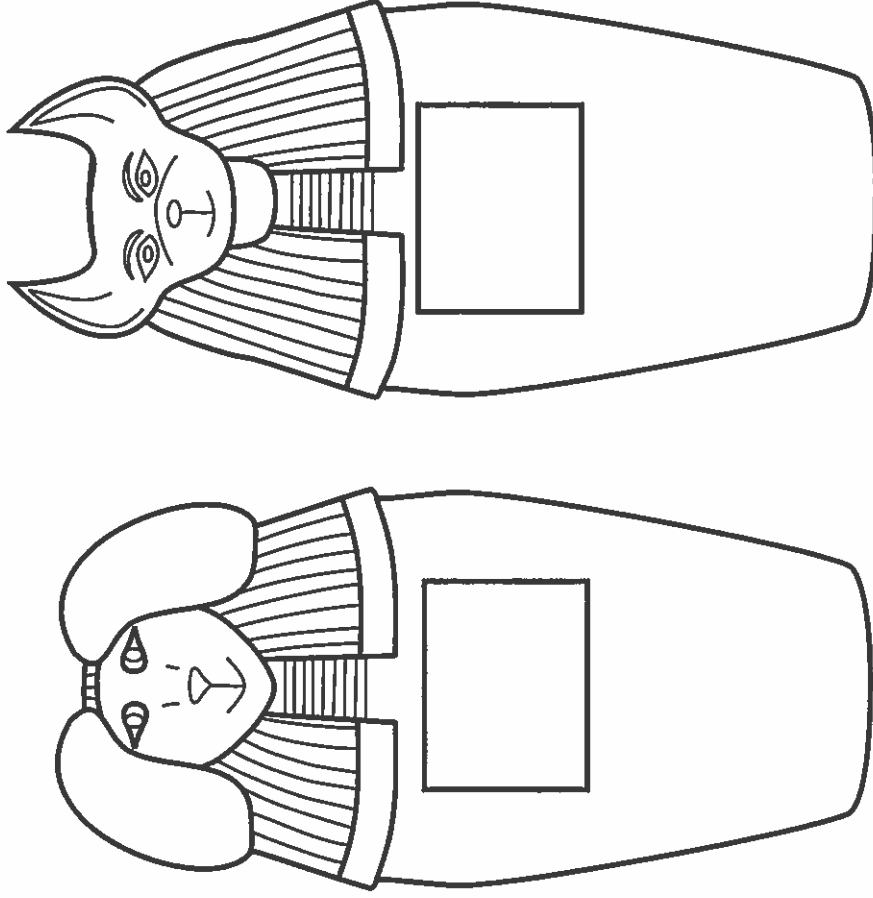
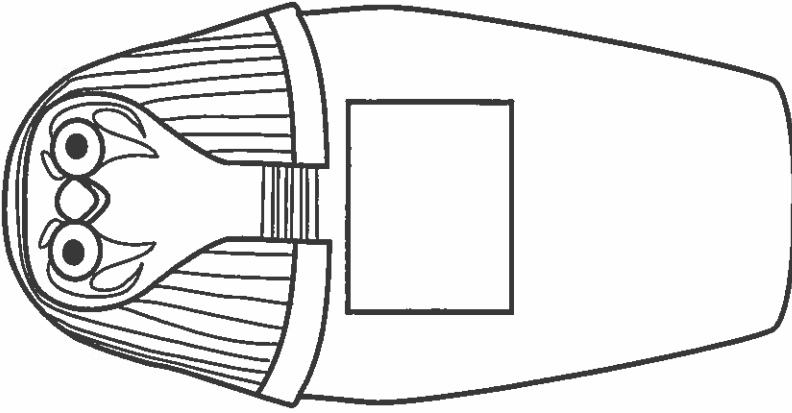
Canopic jars held four of the internal organs; each jar was made from stone or pottery. Imsety the human-headed god looked after the liver, and Hapy the baboon headed god was in charge of the lungs. Duamutef the jackal-headed god cared for the stomach while Qebehsenuef the falcon-headed god looked after the intestines. The heart was left in the body as it had to be weighed against the Feather of Truth, and it was believed that the brain had no use, so it may have been pulled out through the nose. Use this information to label and color the attached canopic jars.



Label each of these canopic jars with the correct proper noun, beginning on the left and moving across the page to the right.

In addition to preparing the body, the tomb was packed with all the items that the deceased would need in the afterlife. Therefore, in a pharaoh's case, he or she would have had all the comforts of home placed in his tomb for use in the afterlife, including food, drink, furniture, jewelry, clothing, weapons, and any other items that would have made the afterlife more enjoyable.

Canopic Jars



The coffin that held a pharaoh's body would have been finely painted to represent a human with a portrait of the pharaoh's face, and most likely, there would have been spells and prayers of protection written on the outside of the coffin. These were intended to assist the pharaoh with his or her journey through the Underworld on their final journey to the Field of Reeds.

Here lies Ramses II. Design the top cover for Ramses II's sarcophagus in this box. Think about what would have been on the coffin's lid. You may write prayers or spells in English.



Sarcophagus



The Book of the Dead

The *Book of the Dead* was part of the ancient Egyptian religion and was a series of written spells, prayers, and incantations that the Ancient Egyptians believed would provide their spirits with the magical knowledge and magic spells to overcome obstacles presented in the difficult journey through the underworld. *The Book of the Dead* provided instructions, passwords, and clues that would provide the deceased with answers to the questions they were presented as they passed through the Underworld. Also, the book provided coaching regarding how to address the gods of the Underworld, called Duat by the ancient Egyptians. The true ancient Egyptian translation for *the Book of the Dead* was *The Book of Coming Forth by Day*.

The name given to this collection of funerary texts and magic spells came from an Egyptologist names Karl Richard Lepsius in 1842. The ancient Egyptians did not have a single holy text such as the Bible or the Koran. Instead, the Book of the Dead was a collection of texts, magic spells taken from the Pyramid Texts of the Old Kingdom, the Coffin Texts of the Middle Kingdom, and it finally evolved into the Book of the Dead during the New Kingdom.

The ancient Egyptians believed that the soul consisted of different parts, including the ba and the ka. The part of the soul called the ka was the life-force or spirit and stayed with the body while the ba was th roaming physical essence of the soul and was represented by a bird with a human head.

One of the main parts of the Book of the Dead was to show the process that the deceased must go through. There was a series of test items that had to be passed in order to enter the afterlife. In order to enter paradise, the dead would need protection during their journey in the Underworld. There were frightful dangers of the ancient Egyptian Underworld included a variety of obstacles including horrifying creatures, traps, demons and a long series of tests. The journey through the Underworld was guided by Anubis, the jackal-headed god.

Additionally, they would need the knowledge of the religious myths and the ability to recite ritual prayers, incantations, and magical spells. It was also essential to be able to address the forty-two god-judges of the Underworld by their correct names and origins while persuading the god-judges that the deceased mortal lives were without sin.

The spirit of the person who had passed away had to enter the Hall of Two Truths where the Egyptian god, Anubis, would be waiting with a scale. There was the feather of Ma'at (truth) on one side of the scale; Anubis would place the heart of the deceased on the other side. If the feather weighed more than the heart, it was proof that the person had lived a good life and was then allowed to pass to the afterlife.

Preparing for the afterlife was a big part of the Egyptian religion. They spent a great deal of time and money preparing their tombs and making sure that they would have all the necessary items for the afterlife. They believed that the spells contained in the Book of the Dead would help protect them from demons, give them strength to travel in the underworld, and even help them find their way to the Field of Reeds.



www.britishmuseum.org

Based upon the reading, what event is taking place in this tomb painting? Explain your reasoning.

Opening of the Mouth Ceremony

This ceremony involved a symbolic ritual performed on a statue or mummy that magically opened its mouth so that the deceased could breathe, eat, drink, and speak. Special tools were used to perform the ceremony, such as a ritual adze.

The ancient Egyptians believed that in order for a person's soul to survive in the afterlife it would need to have food and water. The opening of the mouth ritual was performed so that the person who had died could continue to eat and drink in the afterlife.

The *Book of the Dead* also contains a spell for this ceremony that was written especially for Sekhmet-Wadjet, an ancient Egyptian.

*My mouth is opened by Ptah,
My mouth's bonds are loosed by my city-god.
Thoth has come fully equipped with spells,
He looses the bonds of Seth from my mouth.
Atum has given me my hands,
They are placed as guardians.
My mouth is given to me,
My mouth is opened by Ptah,
With that chisel of metal
With which he opened the mouth of the gods.
I am Sekhmet-Wadjet who dwells in the west of heaven,*

Highlight the verbs in this text from the *Book of the Dead*.

List 3 phrases that prove Sekhmet-Wadjet was going through the Opening of the Mouth Ceremony?

- 1.
- 2.
- 3.



www.britishmuseum.org

This is a painting on papyrus of The Opening of the Mouth Ceremony. Why might Hatshepsut or Ramses II have found this section of the *Book of the Dead* useful as they traveled through the Underworld?

Which of the characters represents the pharaoh? Explain your answer.



www.panhistoria.com

How does this picture support the following statement, "Anubis, the jackal headed god, prepares the deceased for the Opening of the Mouth Ceremony?"

- 1.
- 2.
- 3.
- 4.

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture in Ancient Egypt?

Ramses II, AKA Ramses the Great

Born to Pharaoh Seti I and Queen Tuya in about 1303 BCE, Ramses was well educated and raised to be a leader in Egypt. His father, Seti I, became pharaoh when Ramses was around five years old. At that time, Ramses had an older brother who was prince of Egypt and in line to become the next pharaoh, but his brother died at about the age of fourteen, so Ramses was now in line to become pharaoh.

Ramses seemed to live life in a very big way. By the age of fifteen, he was the Prince of Egypt and would have two main wives, the best known Nefertari would rule alongside Ramses and become a powerful queen. It is believed that Ramses may have had two to three main wives, as well as many lesser wives with between 100-200 children.

By the age of twenty-two, Ramses had proven himself in battle, and at about the age of twenty-five in 1290 BCE he would become pharaoh when his father, Seti I, passed away. He would go on to rule for more than sixty years, and during this time he would accomplish many great deeds, including the building of great temples, monuments, and cities. He organized a highly successful military, safeguarded his borders and trade routes, and would establish the first known peace treaty in the world with the Hittites.

Ramses built more temples and monuments than any other pharaoh in history. This may have been due in part to the fact that he reigned for over sixty years and lived to be over ninety years old, which was exceedingly old during the New Kingdom in ancient Egypt.

When he died he was buried in a tomb that he had constructed for himself in the Valley of the Kings. However, because looting was such a huge problem, his mummy was moved to a tomb located near Dier el-Bahri where it would be safe from tomb robbers. In 1881, his mummy was discovered and then moved to Cairo's Egyptian Museum.

The reign of Ramses the II was marked by numerous military battles, leading him to become one of the most famous Egyptian pharaohs in the area of military might. Ramses II's most famous battle occurred in 1274 BCE when he fought against the Hittites in the Battle of Kadesh (situated in modern day Syria). The Egyptians fought the Hittite Empire in what may have been one of the largest chariot battles in history with possibly as many as 5,000 to 6,000 chariots. This battle lasted four days, and there was no clear winner, however Ramses was able to reestablish Egyptian rule over Canaan (modern day Israel, Lebanon, the Palestinian territory, & parts of Jordan & Syria). Finally, after years of negotiations, a

peace treaty between the Egyptians and the Hittites was completed in 1280 BCE, and it lasted for 100 years.

Scientists have discovered some interesting facts during their investigations of Ramses' mummy. Ramses II was about five foot seven inches tall, had a hooked nose, and had several wounds and fractures that may have been the result of the many battles that he participated in. Additionally, had a hunched back due to severe arthritis and had an abscessed tooth, which would have caused him serious dental problems. Because Ramses was one of the best-preserved mummies ever found, scientists may continue to learn even more about this ancient pharaoh, who was a superior military leader and magnificent builder of monuments.

Tomb of Ramses II on the West Bank of the Nile



www.smithsonianjourneys.org

How does this tomb of Ramses II support the claim that he was a builder of magnificent monuments?

Ramses II charges the Hittites during the Battle of Kadesh



www.pinterest.com

This is an artist's representation of Ramses II as he headed into battle. How does the artist convince us that this was a difficult battle to win?

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture in Ancient Egypt?

Abu Simbel, an Architectural Marvel

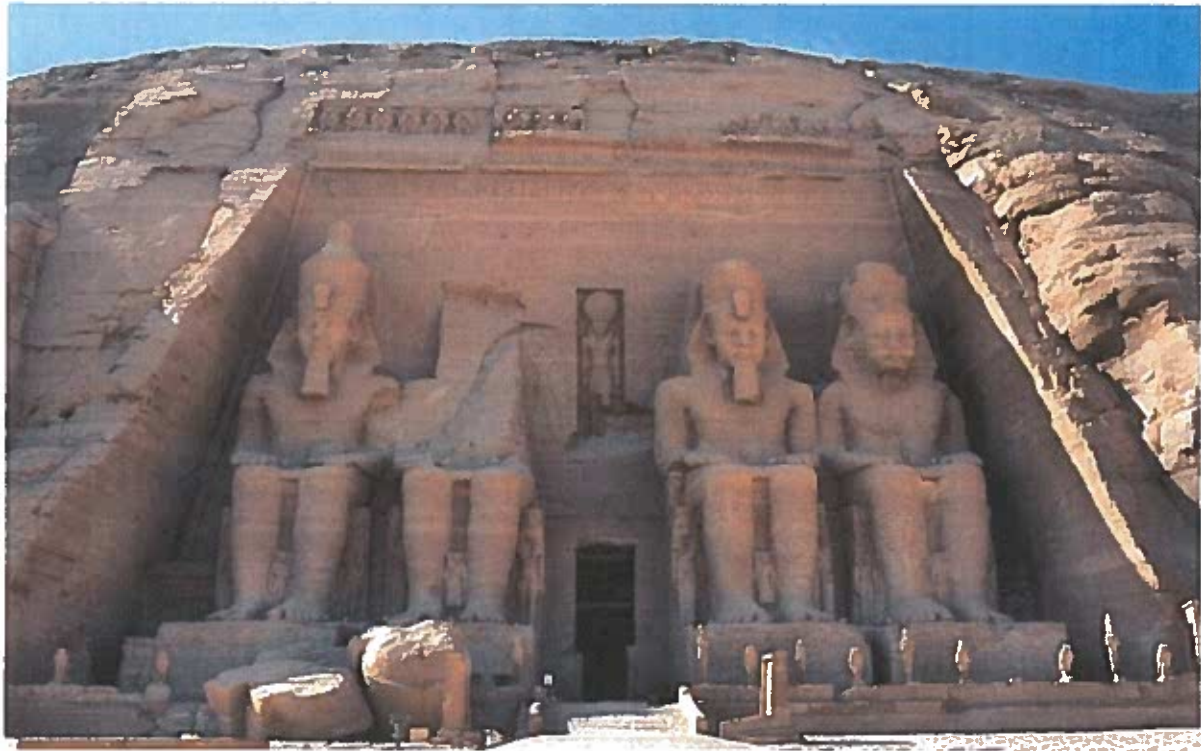
Perhaps the best known of Ramses II's architectural achievements was Abu Simbel. It was an enormous temple built into the rock wall along the Nile River in Nubia. The Abu Simbel temple complex consisted of two massive twin rock temples, which were honor his reign and that of his favored queen, Nefertari. Additionally, at Abu Simbel there were four giant seated statues of Ramses that framed the entrance to the main temple. Each of the seated structures was about sixty-six feet tall! Inside the temple, visitors passed through three large halls in order to reach the temple's main room. The room's altar contained statues of Ramses and three Egyptian gods. The temple was built so that twice a year the sun would line up with the entrance, and beams of sunlight would shine down the halls and light up the statues.

Watch the three minute video and then answer the following questions with your elbow partner.

<http://www.history.com/topics/ancient-history/ancient-egypt/videos/ramses-temple-at-abu-simbel>

1. What was Ramses II's purpose for building Abu Simbel?
2. Abu Simbel was much different than all the other monuments Ramses II built to honor himself. Explain this statement.
3. Two days a year there is an event that takes place at Abu Simbel. What is this event and why was it important?

Outer Entrance to Abu Simbel



<http://witcombe.sbc.edu/sacredplaces/abusimbel.html>

Innermost Shrine at Abu Simbel



<http://witcombe.sbc.edu/sacredplaces/abusimbel.html>

The most remarkable feature of the site is that the temple is precisely oriented so that twice every year, on 22 February and 22 October, the first rays of the morning sun shine down the entire length of the temple-cave to illuminate the back wall of the innermost shrine and the statues of the four gods seated there.

Why would Ramses II have had Abu Simbel designed in such a manner?

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture in Ancient Egypt?

The Ramesseum

One of the more famous architectural sites for which Ramses II was responsible was the Ramesseum, which was a large temple complex that was located on the west bank of the Nile near the city of Thebes in Upper Egypt. This large complex was dedicated to the god Amon and also to Ramses II. It had a giant statue of Ramses (of which today only fragments are left) that was about fifty-six feet high, for which it was famous, as well as an entrance that was inscribed with images of Ramses II's victories over the Hittites and the peace treaty that resulted. Additionally, the walls of the Ramesseum were originally decorated with artistic reliefs that represented scenes from significant events in Ramses II's life.

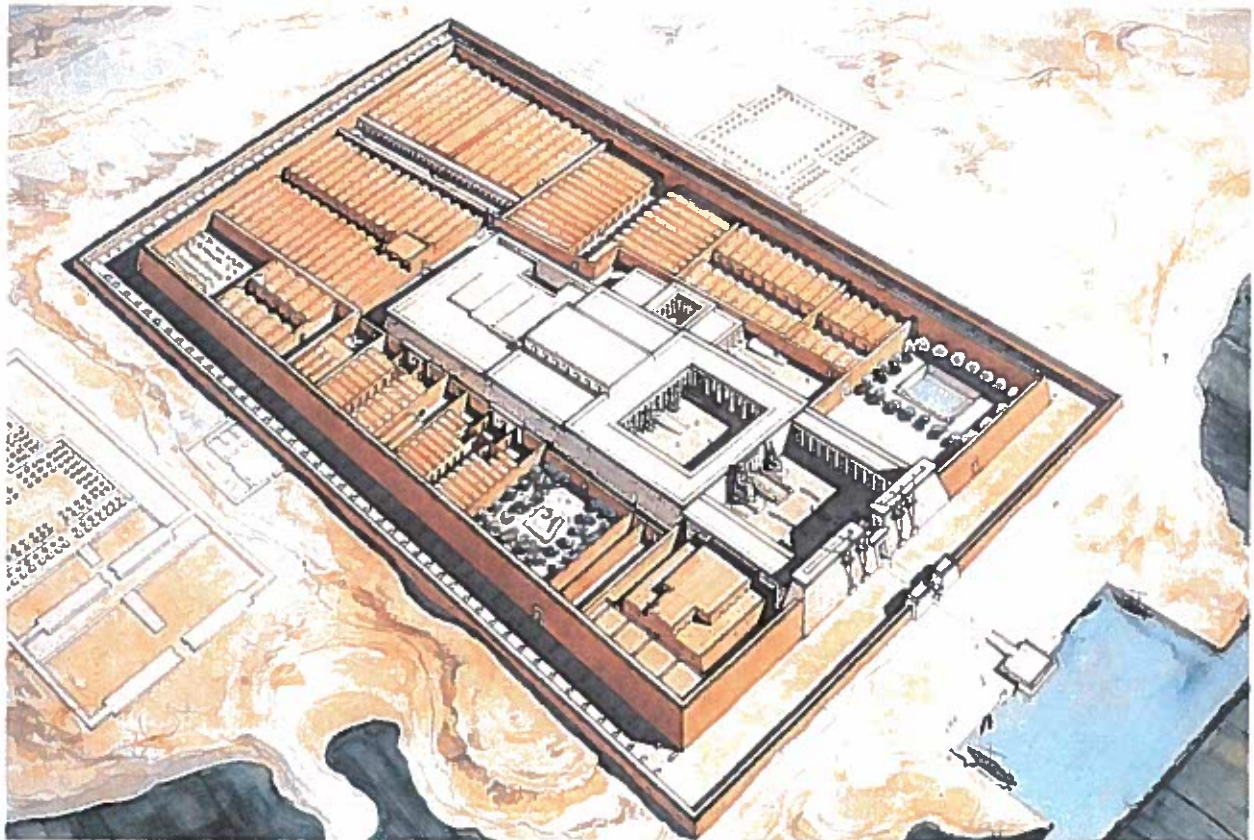


www.britannica.com

1. If the Ramesseum was built for Ramses II between 1304-1207 BCE, how many years did it take to complete?
2. Infer why would it have taken so long to build the Ramesseum?

Below is a bird's eye view of the Ramesseum or the funerary temple for Rameses II. Use it to answer the following questions.

1. Infer what the purpose for the temple might have been.
2. Why might Ramses have placed such large statues of himself at the entrance?
3. Why would the Ramesseum be in such a state of disrepair?

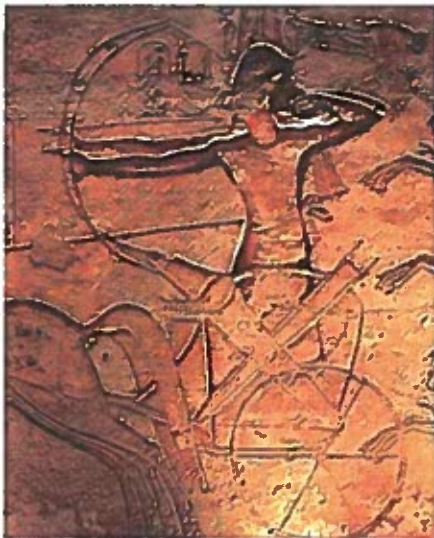


In this photo of the Ramesseum, please note the four statues in the front, each representing Osiris the god of the Underworld.



www.civilization.org.uk/egypt/late-egypt/ramesseum

1. Why might Ramses II have had four statues of Osiris placed at the entrance to his mortuary temple?



This is an artistic relief that was found on the walls of the Ramesseum.

Who is the main character & what is he doing?
Explain your answer.

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture in Ancient Egypt?

Hatshepsut

Hatshepsut was born an Egyptian princess circa 1498 BCE. She was the older of two daughters born to Thutmose I and his queen, Ahmes. After her father's death, twelve-year old Hatshepsut became queen of Egypt when she married Thutmose II. Together they had one daughter and a stepson, Thutmose III. During Thutmose II's fifteen-year reign, Hatshepsut assumed the traditional role of queen and wife. However, Thutmose II died young, and the throne went to his infant son Thutmose III. According to Egyptian custom, Hatshepsut began acting as Thutmose II's regent, handling Egyptian affairs until her stepson came of age to sit upon the throne.

For a few years Hatshepsut stayed in the background and walked submissively behind the boy-Pharaoh, all the while gathering the reins of government. Within seven years of Thutmose II's death and for reasons that are unclear, Hatshepsut claimed the role of pharaoh, becoming co-ruler of Egypt with Thutmose III. Not completely satisfied with sharing power, Hatshepsut ordered Thutmose III banished to the vast and gloomy interior of the temple of Amon. There his head was shaved and his royal garments were exchanged for a simple linen kilt. Knowing quite well that her grab for power was highly controversial, (she was only the third woman to become pharaoh in 3,000 years of ancient Egyptian history), Hatshepsut claimed that her father, the mighty Thutmose the First, appointed her his successor. She proclaimed that the purest of royal blood flowed through her veins, whereas the boy Pharaoh, Thutmose III, was a mere commoner. She mounted the throne wearing a ceremonial dress; a short kilt with a lion's tail hanging to the ground in back, carrying the royal scepter in one hand and the sacred flail, or crook, in the other, with a square-cut false gold beard attached to her chin and declared herself king. No one openly opposed her, making Hatshepsut the first woman to rule over the Nile Valley of Egypt.

No one really knows how Hatshepsut died. We do know, however, that she ruled from around 1479 to 1458 BCE. Did Thutmose III aid in her demise? Did she become ill and die silently and alone? We may never know the truth behind her death, but we do know that Hatshepsut was a King's daughter, a wife, a mother, and a king. She was the greatest female ruler Egypt would ever see. She left behind more stone temples and monuments than any previous Egyptian King and brought a tremendous amount of wealth to the Egyptian people unparalleled to those kings before and after her reign.

Hatshepsut was around twenty-four years old when she became king. In the text that follows, she describes her right to the Egyptian throne.

Now my heart turns to and fro,
In thinking what will the people say,
They who shall see my monument in after years,
And shall speak of what I have done.

No one rebels against me in all lands.
He (the Egyptian god, Amun) gave it to him who came from him,
Knowing I would rule it for him.
I am his daughter in very truth,
Who serves him, who knows what he ordains.

-Quoted from her obelisk inscription in Miriam Lichtheim, ed. and tr.,
Ancient Egyptian Literature, Volume II: The New Kingdom Berkeley,
University of California Press, 1976

1. Analyze the words of Hatshepsut, who are the “people” to whom she is referring?
2. Does Hatshepsut care about what people think of her? Support your answer using textual evidence.
3. Determine if the “people” accept Hatshepsut’s rule? Cite textual evidence to explain your answer.
4. What is the central idea behind Hatshepsut’s words?

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture in Ancient Egypt?

Trade Brings Wealth to Egypt

Under Hatshepsut's reign, Egypt prospered. During the twenty-one years that she ruled, the Egyptian economy flourished as Hatshepsut focused her attention on trade rather than conquest. She sent great expeditions to far away places such as Punt, on the African coast at the southernmost end of the Red Sea, which scholars believe is the present-day coast of Somalia. Hatshepsut sent five ships each seventy feet long with 210 men on board to Punt. There Egyptians, led by general Nehsi, met with the Chief of the Puntites and traded Egyptian linen, jewelry, weapons and pottery for myrrh gum, living myrrh trees, ebony, pure ivory, green gold, cinnamon wood, incense, eye paint, apes, monkeys, dogs, and skins of the southern panther, as well as natives and their children. Hatshepsut opened up trade with Syria, imported timber from Lebanon, wine from Crete, poppy products from Persia, and luxury goods from as far off as Babylon, Anatolia, and Afghanistan, as well as gold streaming in from the Eastern Desert mines in Nubia. These successful trade missions brought even greater wealth to Egypt and its pharaoh proving to the Egyptian people that Hatshepsut was not only an essential leader but also a shrewd businessman woman.

The story of the expedition to Punt were drawn in detail on the walls of the temple Deir el-Bahri where she brags about all the wonderful things Egypt will enjoy because of her leadership. On one of the temple walls it reads:

The loading of the ships very heavily with marvels of the country of Punt; all goodly fragrant woods...with ebony and pure ivory, with...eye-cosmetics, with apes, monkeys, dogs and with skins of the southern panther, with natives and their children. Never was brought the like of this for any king who has been since the beginning. (Inscription at Hatshepsut's mortuary temple, Deir el-Bahari about 1500BCE)



Analyze the wall painting above then answer the following questions.

1. What can you conclude about the trade items Hatshepsut received from the expedition to Punt?
2. What generalization can you make from your conclusion?

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture in Ancient Egypt?

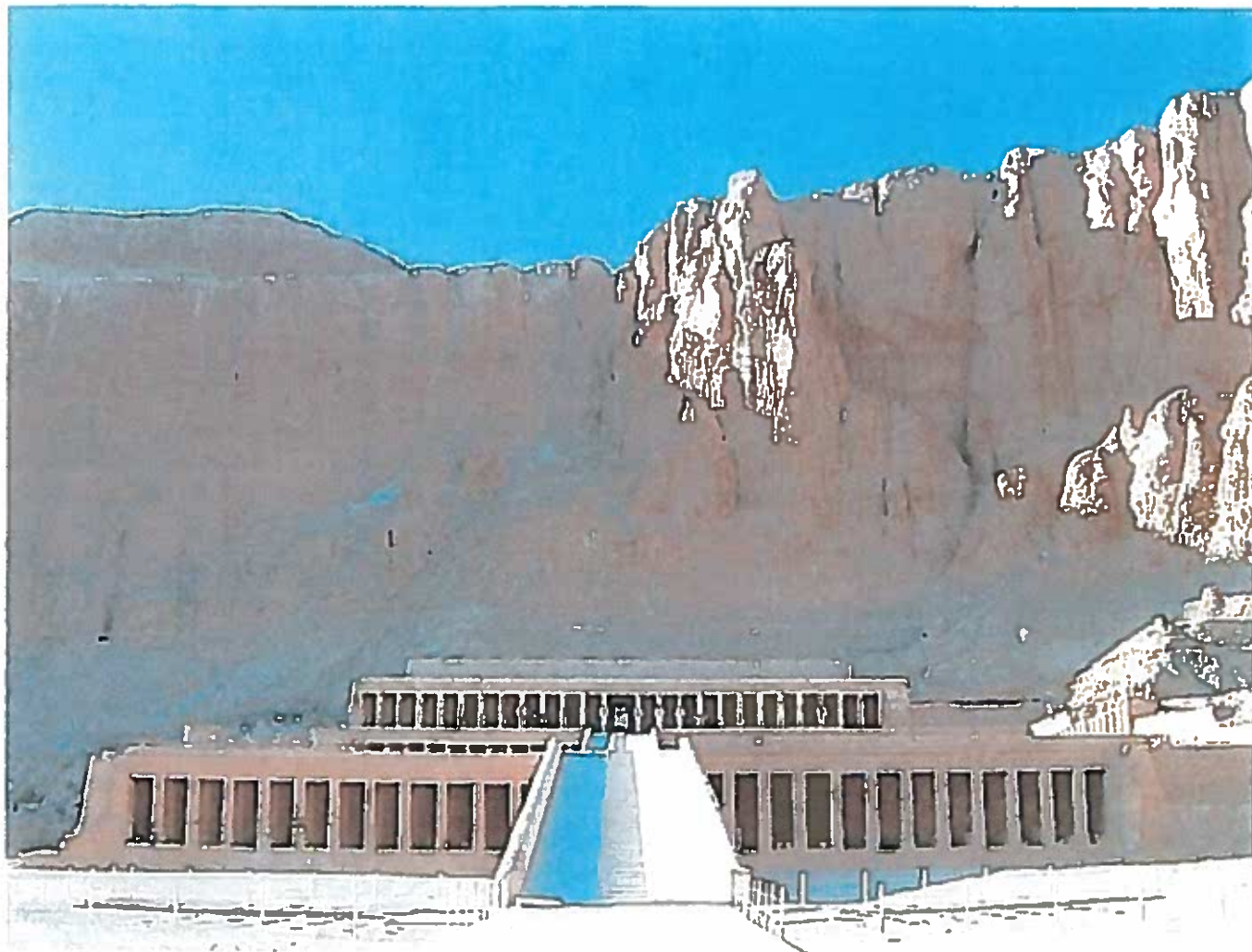
Master Builder

Hatshepsut launched an extensive building program, restoring monuments and building magnificent temples and obelisks. She renovated her father's hall in the Temple of Karnak, erecting four great obelisks nearly 100 feet tall, and added a chapel. One of the most beautiful and impressive examples of architecture, which she achieved, is the Temple at Deir el-Bahari (it's ancient name was Djoser-Djeseru "holiest of holy places"). Her temple was dedicated to Amon and served as her mortuary chapel. It was designed and built of white limestone for her by her chief architect, Senmut. It is at this site that Hatshepsut planted the living myrrh trees from Punt on the terraces.

Deir el-Bahari is located across the Nile to the west of Thebes. Deir el-Bahari is cut directly into the face of the yellow limestone cliffs that border the valley on the west. Three broad terraces, rising one above the other, lead from the desert up to its columned entrance. Two hundred sandstone and pink granite sphinxes border a wide processional way that led across each level. Each sphinx had the body of a lion and the head and face of Hatshepsut with a false granite beard attached to her delicate, pointed chin.

1. What does Deir el-Bahari symbolize?





Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture of Ancient Egypt?

Paragraph Response

Topic Sentence (claim) _____

Supporting Detail (further explains your claim regarding the pharaoh's importance) _____

Cited Textual Evidence _____

Justification (How does the evidence support the claim?) _____

Cited Textual Evidence _____

Justification (How does the evidence support the claim?) _____

Concluding Statement with commentary (what is your opinion about the pharaoh? Why was he or she the better pharaoh? You may not simply restate the claim!) _____

Be sure that you have convinced us that you are correct!

Which pharaoh, Hatshepsut or Ramses II, had the greatest influence on the development of the culture of Ancient Egypt?

Introduction

A. Hook (Do not ask a question!)

B. Background information (think biography--dates he/she lived, family, experiences, general information, etc.)

C. Thesis/Claim:

_____ had the greatest influence on the
development of culture in Ancient Egypt because _____

II. Body Paragraph 1 (explain first reason in thesis that pharaoh was best)

A. Topic Sentence _____

B. Supporting Detail _____

C. Cited Textual Evidence _____

D. Justification _____

E. Cited Textual Evidence _____

F. Justification _____

G. Conclusion with commentary & transition to next paragraph

Example: Pharaoh _____ displayed excellent ability in the area of

_____ because _____

III. Body Paragraph 2 (Second reason the pharaoh was better)

A. Topic Sentence _____

B. Supporting Detail _____

C. Cited Textual Evidence _____

D. Justification _____

E. Cited Textual Evidence _____

F. Justification _____

G. Conclusion with commentary (Example: Because Pharaoh _____
displayed excellent ability in the area of _____,

IV. Conclusion with commentary (Example: The significant contributions of Pharaoh
_____ affected the development of the culture of
Ancient Egypt in a positive manner. _____

(Explain why the pharaoh had such a tremendous effect on Ancient Egypt. You must
convince the reader that your analysis is correct!)

Argumentative Writing Rubric Grades 6-8

Student Name:

Criteria for Argumentative Writing	Exemplary Performance	Meeting Expectations	Needs Attention	Critical Area for Improvement
Claims and Support				
Claims: The writer introduces claim(s), (acknowledge (and distinguish the claim(s)) from alternate or opposing claims) (W.6(7)(8)-8.1a)	<input type="checkbox"/> Compelling claim	<input type="checkbox"/> Credible claim	<input type="checkbox"/> Weak claim	<input type="checkbox"/> No claim
Evidence: The writer support claim(s) with relevant evidence, using (accurate) credible sources and demonstrating an understanding of the topic or text (W.6(7-8).1b)	<input type="checkbox"/> Ample evidence	<input type="checkbox"/> Sufficient evidence	<input type="checkbox"/> Unclear evidence	<input type="checkbox"/> No evidence
Reasoning: The writers support claim(s) with clear (logical) reasons (W.6(7-8).1b)	<input type="checkbox"/> Convincing reasoning	<input type="checkbox"/> Well-developed reasoning	<input type="checkbox"/> Inconsistent reasoning	<input type="checkbox"/> Invalid reasoning
Coherence and Organization				
Organization: The writer organizes the reasons and evidence clearly (logically) [into paragraphs] (W.6(7-8).1a)	<input type="checkbox"/> Offers purposeful logical organization	<input type="checkbox"/> Offers sufficient logical organization	<input type="checkbox"/> Inconsistent logical organization	<input type="checkbox"/> Little or no logical organization
Transitions: The writer uses words, phrases, and clauses to (create cohesion and) clarify the relationships among claim(s), (opposing claim(s), reasons, (and evidence) (W.6(7)(8).1c)	<input type="checkbox"/> Outstanding sense of cohesion and clarity	<input type="checkbox"/> Sufficient cohesion and clarity	<input type="checkbox"/> Occasional cohesion and clarity	<input type="checkbox"/> Little or no cohesion or clarity
Conclusions: The writer provides a concluding statement or section that follows from (and supports) the argument presented (W.6(7-8).1e)	<input type="checkbox"/> Compelling conclusion	<input type="checkbox"/> Well-developed conclusion	<input type="checkbox"/> Underdeveloped or ineffective conclusion	<input type="checkbox"/> No recognizable conclusion
Clarity and Conventions				
Clarity: The writer produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.6-8.4)	<input type="checkbox"/> Illuminating focus on task, purpose, and audience	<input type="checkbox"/> Clear focus on task, purpose, and audience	<input type="checkbox"/> Some focus on task, purpose, or audience	<input type="checkbox"/> No discernible focus on task, purpose, or audience
Tone: The writer establishes and maintains a formal style [and employs academic vocabulary] (W.6-8.1.d)	<input type="checkbox"/> Consistent use of formal style and academic vocabulary	<input type="checkbox"/> Sufficient use of formal style and academic vocabulary	<input type="checkbox"/> Inconsistent use of formal style and academic vocabulary	<input type="checkbox"/> Lacks formal style and academic vocabulary
Grammar: The writer demonstrates command of the conventions of standard English grammar and usage (L.6-8.1)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Mechanics: The writer demonstrates command of the conventions of capitalization, punctuation, and spelling (L.6-8.2)	<input type="checkbox"/> Few if any errors	<input type="checkbox"/> Some errors	<input type="checkbox"/> Several errors	<input type="checkbox"/> Numerous errors
Sources: The writer uses multiple sources, avoids plagiarism, and follows a standard format for citation (W.6-8.8)	<input type="checkbox"/> Ample properly cited sources	<input type="checkbox"/> Several properly cited sources	<input type="checkbox"/> Some sources, improperly cited	<input type="checkbox"/> Plagiarism of sources

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (5th) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 6th grade standards were referenced.

The letter abbreviations are as follows:

CCSS = Common Core State Standards

W = Writing

RJT= Reading – Informational Text

L=Language

Strand	5th	6th	7th
Writing	<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) ... and organize the reasons and evidence logically. Support claim(s) ... with logical reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Reading- Informational Text	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Language	<ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EGUSD – Opinion/Argument Rubric, Grade 6

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/Opinion CCSS*: > W – 1a > W – 1b > W – 4	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an argument/claim/opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an argument/claim/opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an argument/claim/opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: > W – 1a > W – 1c > W – 1d > W – 4	<ul style="list-style-type: none"> Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to argument/claim/opinion 	<ul style="list-style-type: none"> Organizes ideas and information into logical introductory, body, and concluding paragraphs Uses linking words, phrases, and clauses appropriately to connect reasons to argument/claim/opinion 	<ul style="list-style-type: none"> Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion Uses some linking words, phrases, or clauses to connect reasons to argument/claim/opinion but simplistically 	<ul style="list-style-type: none"> Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion Uses no linking words, phrases, or clauses
Support/Evidence CCSS: > RIT – 1 > W – 1b > W – 9b	<ul style="list-style-type: none"> Supports opinion skillfully with substantial and relevant evidence Provides insightful explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> Supports opinion with sufficient and relevant evidence Provides clear explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> Supports opinion with limited and/or superficial evidence Provides some explanation/analysis of how evidence supports claim(s) 	<ul style="list-style-type: none"> Does not support opinion with evidence and/or evidence is irrelevant or inaccurate Provides no or inaccurate explanation/analysis of how evidence supports claim(s)
Language CCSS: > L – 1 > L – 2	<ul style="list-style-type: none"> Uses purposeful and varied sentence structures Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) enhance meaning Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structures Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning Uses academic and domain-specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses some repetitive yet correct sentence structure Demonstrates some grade level appropriate conventions, but errors obscure meaning Uses limited academic and/or domain-specific vocabulary for the audience and purpose 	<ul style="list-style-type: none"> Does not demonstrate sentence mastery Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning Uses no academic or domain-specific vocabulary

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading – Informational Text; “L” = Language strand)