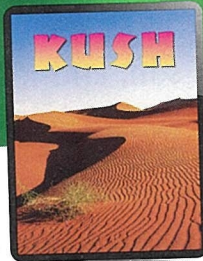
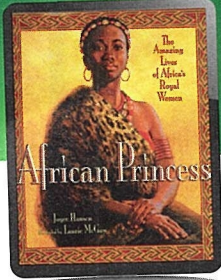


Lesson

19

Vocabulary in Context



Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner.
Use the blue Vocabulary
words in new sentences
that tell about the
photos. Write the
sentences.

1

divine

Pharaohs ruled Egypt
by **divine** right. They
claimed their power
came from the gods.



2

ceremonial

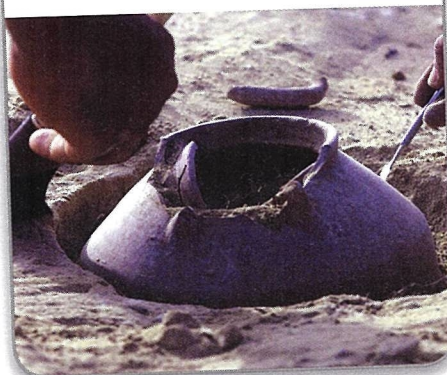
Pharaohs wore special
ceremonial robes when
attending important
events in their temples
and palaces.



3

fragments

Digging in ancient
ruins, archaeologists
have found **fragments**
of broken pottery and
other objects.



4

pondered

For centuries people
have **pondered**, or
thought deeply about,
the mystery of the
Egyptian pyramids.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary to confirm the meanings of these words.

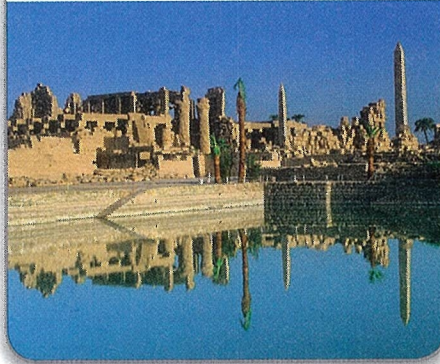
5 **supportive**

Hatshepsut was **supportive** of her husband, Thutmose II, and helped him rule Egypt wisely.



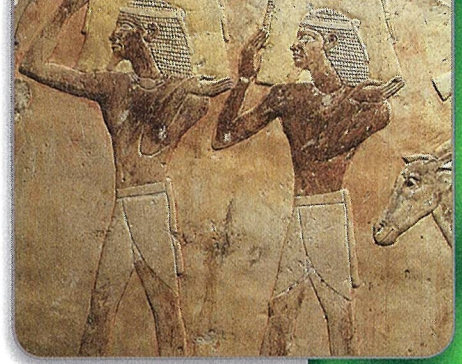
6 **erected**

Several impressive stone monuments were **erected**, or built, when Hatshepsut ruled Egypt.



7 **mission**

Hatshepsut sent traders on a **mission**. She asked them to bring goods back from the land of Punt.



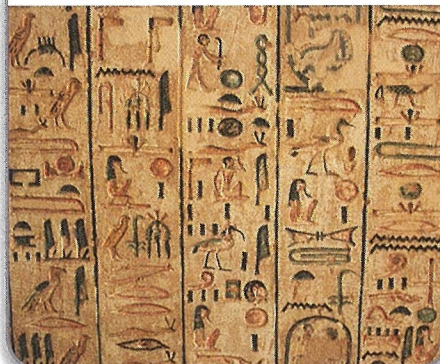
8 **prosperity**

Crops flourished in the rich soil around the Nile River, making ancient Egypt a land of **prosperity**.



9 **emerge**

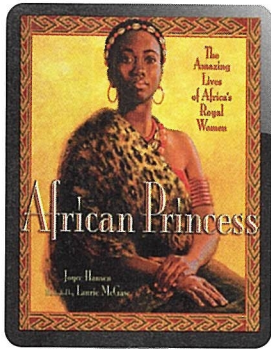
When historians learned to read ancient Egyptian hieroglyphics, new information about Egypt began to **emerge**.



10 **depicted**

In Egyptian art, the god Thoth is often **depicted** with the head of a bird—the ibis.

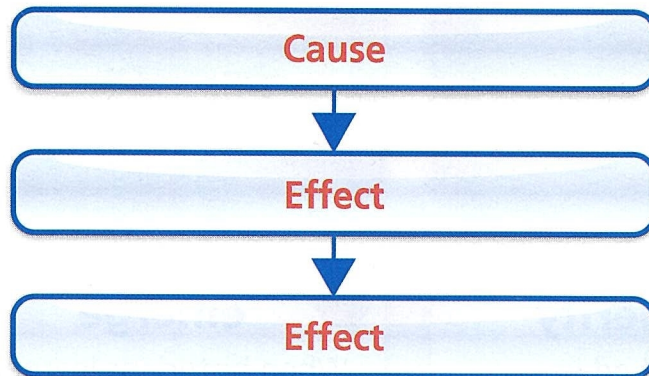




Read and Comprehend

✓ TARGET SKILL

Cause and Effect Authors of informational text often organize ideas by causes and effects to show relationships between events. As you read “The Princess Who Became a King,” look for text evidence that shows the **causes**, or reasons why things happen, and their **effects**, or results. Look for clue words such as *because* and *when* to identify causes and effects. Remember that one cause can have several effects. Noting causes and effects in a section of text can help you better understand the ideas in a text. Use a graphic organizer like this one to keep track of the cause-and-effect relationships.



✓ TARGET STRATEGY

Monitor/Clarify As you read, **monitor**, or check, your understanding of the text. Look for text evidence to **clarify**, or make clear, any ideas that do not make sense.

PREVIEW THE TOPIC

Ancient Egypt

Ancient Egyptians lived about 5,000 years ago. In ancient Egyptian culture, kings called pharaohs ruled the people and commanded armies. Egyptians believed a pharaoh's ruling power came from their gods.

Archaeologists have made many discoveries about ancient Egypt. In "The Princess Who Became a King," you'll learn about one surprising Egyptian pharaoh.

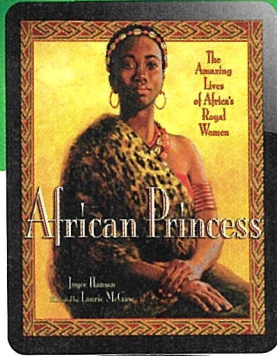


Talk About It

What do you know about ancient Egypt? What images come to mind? Sketch your ideas and then discuss them with a classmate.

Lesson 19

ANCHOR TEXT



✓ GENRE

Informational text gives facts and other information about a topic. As you read, look for:

- ▶ details about a topic or subject
- ▶ photographs and captions
- ▶ the way in which ideas and information are organized

MEET THE AUTHOR

Joyce Hansen

Joyce Hansen's career as an author spans three decades. As her many titles show, she is equally at home writing realistic fiction (*The Gift-Giver*), historical fiction (*I Thought My Soul Would Rise and Fly*), and nonfiction (*Women of Hope*).

A former teacher, Hansen is currently at work on a five-book series about a family of African Americans living in pre-Civil War New York City. Hansen has said, "Real success for me is when young people tell me that they were encouraged and helped by something I've written."

MEET THE ILLUSTRATOR

Laurie McGaw

A portrait painter and illustrator, Laurie McGaw lives and works in Ontario, Canada. She has illustrated many books for young people, including *To Be a Princess: The Fascinating Lives of Real Princesses* and *The Secrets of Vesuvius: Exploring the Mysteries of an Ancient Buried City*.

The Princess Who Became a King

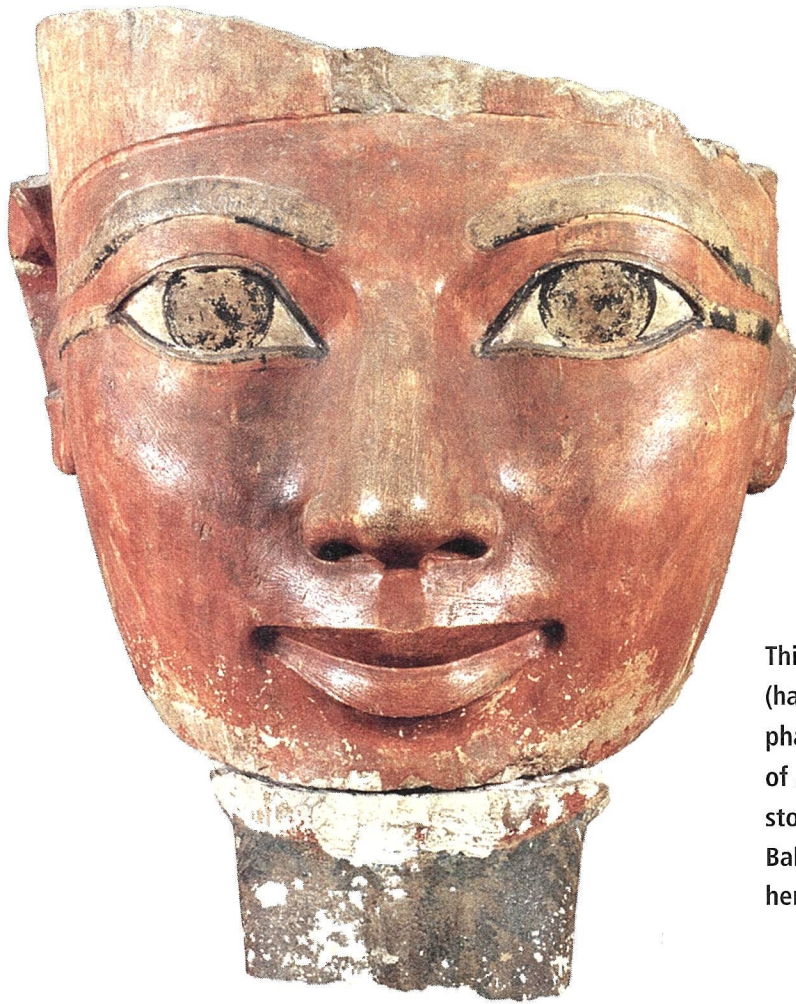
from *African Princess: The Amazing Lives of Africa's Royal Women*



ESSENTIAL QUESTION

What was life like in ancient Egypt?

by Joyce Hansen illustrated by Laurie McGaw



This limestone bust of Hatshepsut (hat SHEHP soot) wearing a pharaoh's beard was once part of an eighteen-foot statue that stood in the temple at Deir el-Bahri (dair ehl BAH ree), where her tomb was housed.

On a hot day in 1922, there was great excitement at a dig site in what had once been the Egyptian city of Thebes (theebz). The archaeologists had stumbled upon a pit containing hundreds of pieces of ancient granite statues. Some of the pieces were as small as fine gravel; others were so huge that a crane was needed to lift them. (The head archaeologist, Herbert E. Winlock, said later that putting the **fragments** together was like working on one hundred jigsaw puzzles, each one with pieces missing.) The statues were of a pharaoh wearing the traditional kilt and crown—as well as the beard—of an Egyptian ruler. But the pharaoh's face was that of a woman!

On some of the broken columns, the dig team found the name *Hatshepsut* written in hieroglyphs. Was this the same Hatshepsut who had reigned over Egypt around 1479–1457 B.C.E.? Herbert Winlock knew that her empty burial tomb had been found a few years earlier at Deir el-Bahri but that her mummy had yet to be discovered. If this was the same Hatshepsut, he wondered, why had so many statues of her been destroyed? As the archaeologists studied and pondered, the story of an extraordinary woman began to emerge after thousands of years of silence.



This set of Egyptian hieroglyphs represents the pharaoh Hatshepsut. The symbols are enclosed in an oval, called a cartouche (kahr TOOSH).



Statues of Hatshepsut stand at her Mortuary Temple in Deir el-Bahri. It was traditional to show a deceased pharaoh holding a shepherd's crook and flail (a rod with three strands of beads attached). These objects were symbols of a pharaoh's power and responsibilities.

The crowds on the banks of the river cheered wildly as the gilded royal barge came into view. Standing next to the pharaoh was a lovely young girl in white linen robes—his eldest daughter, the Royal Princess Hatshepsut. For Pharaoh Thutmose (thoot MOH suh) I, these trips along the Nile from Thebes to Memphis gave him an opportunity to inspect his kingdom and see his people. We can imagine him pointing out to his daughter the great monuments and temples, teaching her about the world they lived in. With Hatshepsut’s mother, the Royal Wife Ahmose (AH mohs), and other members of the royal family, they would stay in temporary palaces called the “Mooring Places of Pharaoh.”

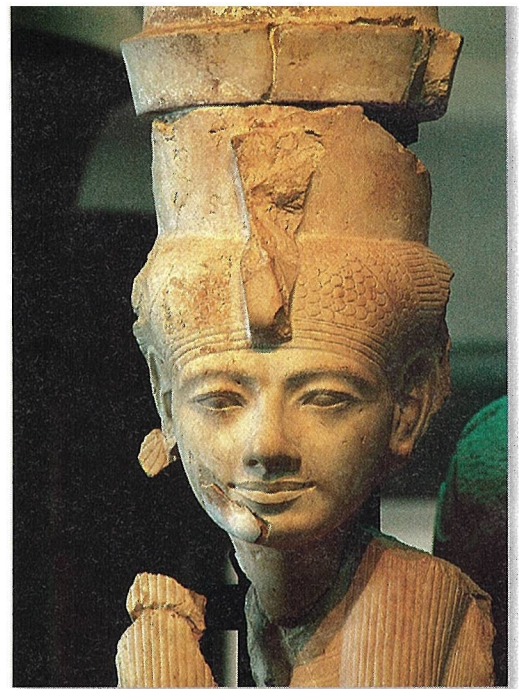
The Nile River and its fertile valley (background) helped develop farming in Egypt. Along the Nile grew the royal cities of Memphis in the north of Egypt and Thebes in the south.



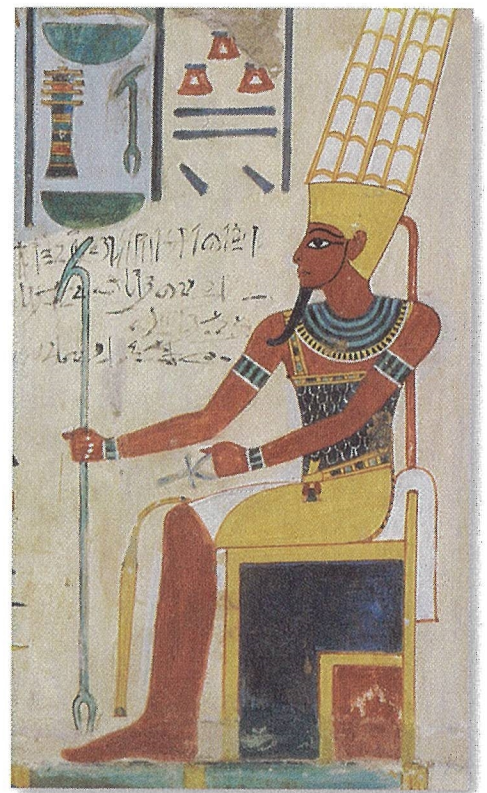
Throughout her childhood, Hatshepsut had a very close relationship with her father. She was the only surviving child of Ahmose. Sadly, with the exception of Hatshepsut's half brother, Thutmose II, all of the pharaoh's other children had died. Hatshepsut and Thutmose II, who would someday marry and rule Egypt together, must have been a great comfort to the pharaoh. Egyptian royalty married close family members in order to keep the royal blood "pure" and to keep wealth and power within the ruling family.

Hatshepsut's carefree days and nights spent in the palace at Thebes ended when she became a teenager. Her beloved father died, and her life changed completely. Historians are not certain whether Hatshepsut was older or younger than Thutmose II, but either way she could not become the new pharaoh because she was a woman. Pharaohs were not only supreme rulers; they were also **divine**. Their right to rule came directly from the gods. The pharaoh was the head of all the priests (a very powerful group of men) and was the only person who was allowed to communicate directly with the gods. Next in line to be the new pharaoh was Hatshepsut's half brother, Thutmose II. Princess Hatshepsut became his Royal Wife.

Ancient Egyptians worshiped the god Amun (AH moon) as the king of all gods.



The goddess Mut (moot), shown here, was known as Mother of the Gods. Mut's crown often depicted a vulture, which was revered as a fierce protector of its young.



Hatshepsut probably accepted her marriage to Thutmose II as her duty. If she refused to marry him, the Theban royal family would be weakened, and other people would try to claim the throne. She was only fourteen or fifteen years old when she married, but like her father, Hatshepsut had a deep sense of responsibility. Childhood things were put aside, and she gracefully stepped into her role as the “King’s Great Wife,” although she preferred the title “God’s Wife of Amun.” The title of God’s Wife of Amun was politically important, as it gave Hatshepsut influence over the powerful priests and allowed the royal family to control the vast wealth and property of the Amun temples.

In the years that followed her marriage, the young queen had a daughter, Neferure (neh feh ROO ray), whom she loved very much. As well as being a mother, Hatshepsut seems to have been a **supportive** queen and wife. She might even have shared power with her husband.



This statue depicts Hatshepsut’s daughter, Neferure, carried by her tutor, Senenmut (SEHN ehn moot). Senenmut served as a trusted adviser during Hatshepsut’s reign.

ANALYZE THE TEXT

Conclusions and Generalizations

What inferences can you make to determine why Hatshepsut crowned herself as pharaoh? What text evidence supports your conclusions?



Almost every pharaoh from the 16th century B.C.E. to 30 B.C.E. added buildings, walls, or monuments to the Karnak temple complex, a religious site at Thebes.

Unfortunately, after a short reign of three years, Thutmose II died, and his son by a lesser wife, Thutmose III, became the new pharaoh. There was one serious problem—he was a small child. Hatshepsut was appointed Queen Regent. This was not an unusual situation. In the past, Egyptian queens had acted as regents, governing for their young sons or other male relatives.

But Hatshepsut was different. She had learned how to rule from her father and had taken on some of her husband's royal duties. For her, it must have seemed as though the gods had intervened in her life. She was finally going to be given a chance to rule on her own, at least until the young pharaoh was old enough to govern.

Although she was only seventeen or eighteen years old when her husband died, Hatshepsut was a successful ruler. She knew from her years at court how to deal with the important priests and nobles who helped run the country. Maybe it was a sign of things to come, but she had two obelisks built while she was Queen Regent. When these massive columns were completed seven years later, she did something that had never been done before. Hatshepsut had herself crowned as pharaoh!

Hatshepsut's Obelisks

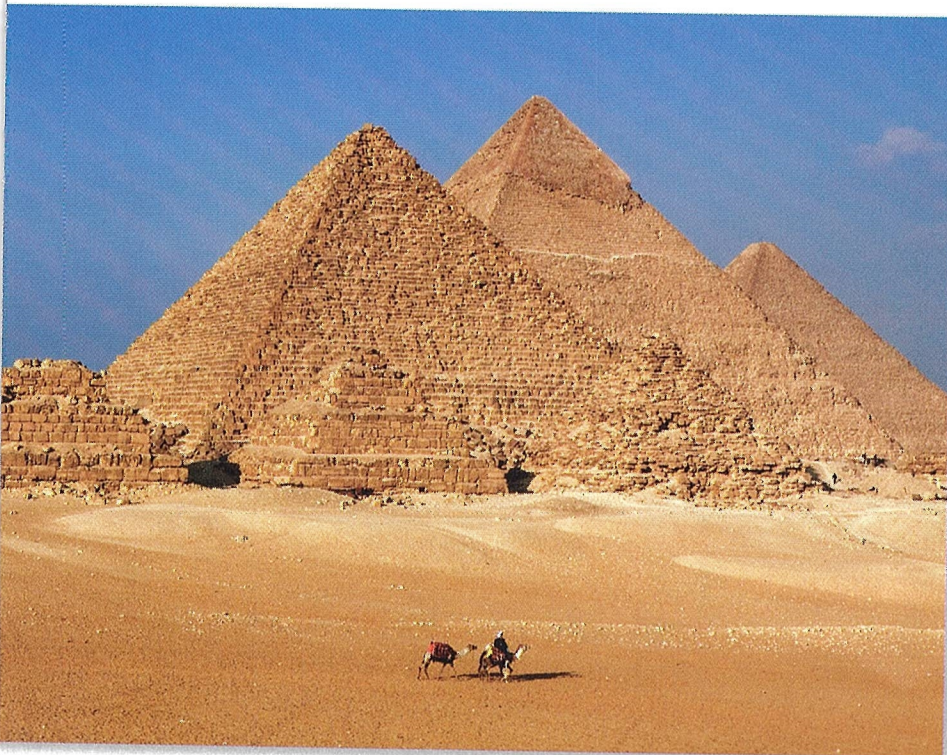
Towering almost a hundred feet into the sky, one of two massive granite obelisks (AH buh lihks) that Hatshepsut **erected** at the temple of Amun in Karnak still stands (at right, in photo) beside one built by her father. They were carved without any iron tools, and no one knows for certain how the Egyptians managed to raise them. Egyptian obelisks have been the model for many other structures, including the Washington Monument, which is almost six times taller than Hatshepsut's obelisk.



Hatshepsut became one of only a few female pharaohs to rule Egypt in three thousand years of history. She must have been confident, smart, and fearless to take such a bold step. She also must have had supporters among the powerful nobles and priests at court. Hatshepsut had obviously earned their respect and confidence. This would not have been an easy thing to do. She would have had to convince them that a female pharaoh would not anger the gods and bring terrible hardship to the Egyptian people.

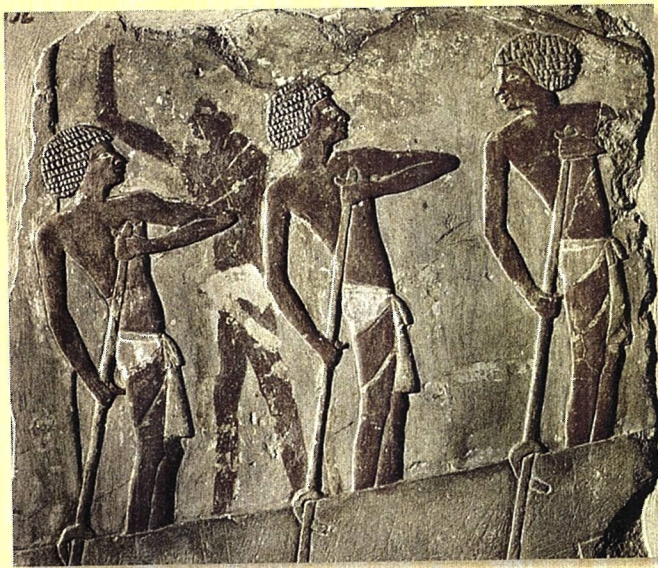
Hatshepsut's reign did not bring down the fury of the gods. Historians believe she ruled for fifteen years, bringing peace and prosperity to her people. As a pharaoh, she is best known for her monuments at Karnak and Deir el-Bahri.

Hatshepsut was a builder. From the time she sat at her father's side gazing at the pyramids of Giza or visiting the temple complex at Karnak, she understood the importance of building monuments and temples to the gods. For the ancient Egyptians, life was a preparation for death, leading to eternal life in heaven. However, the Egyptians did not want to be forgotten on earth. They left grand monuments behind so that they would be remembered forever.

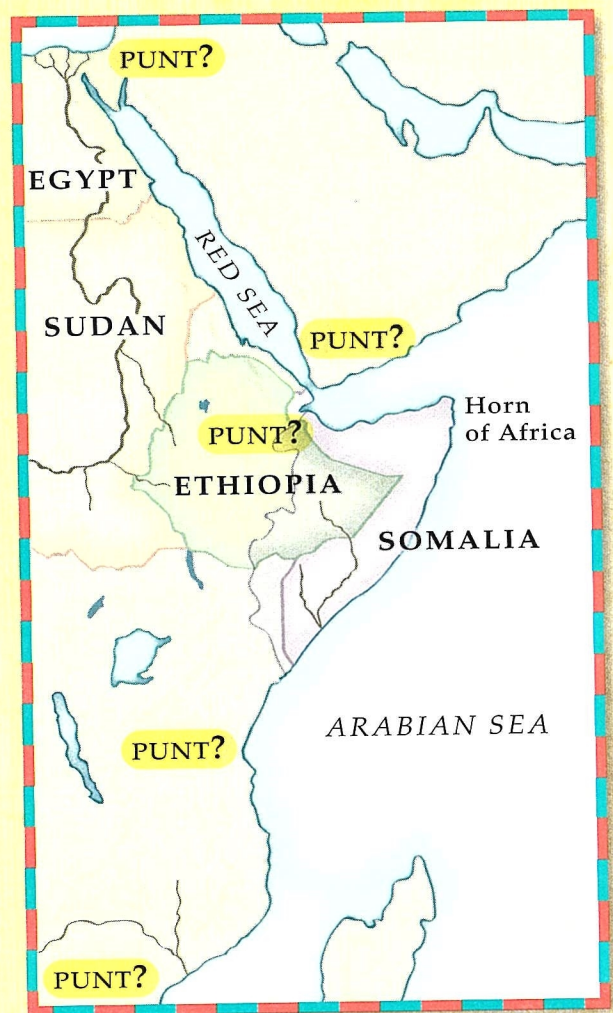


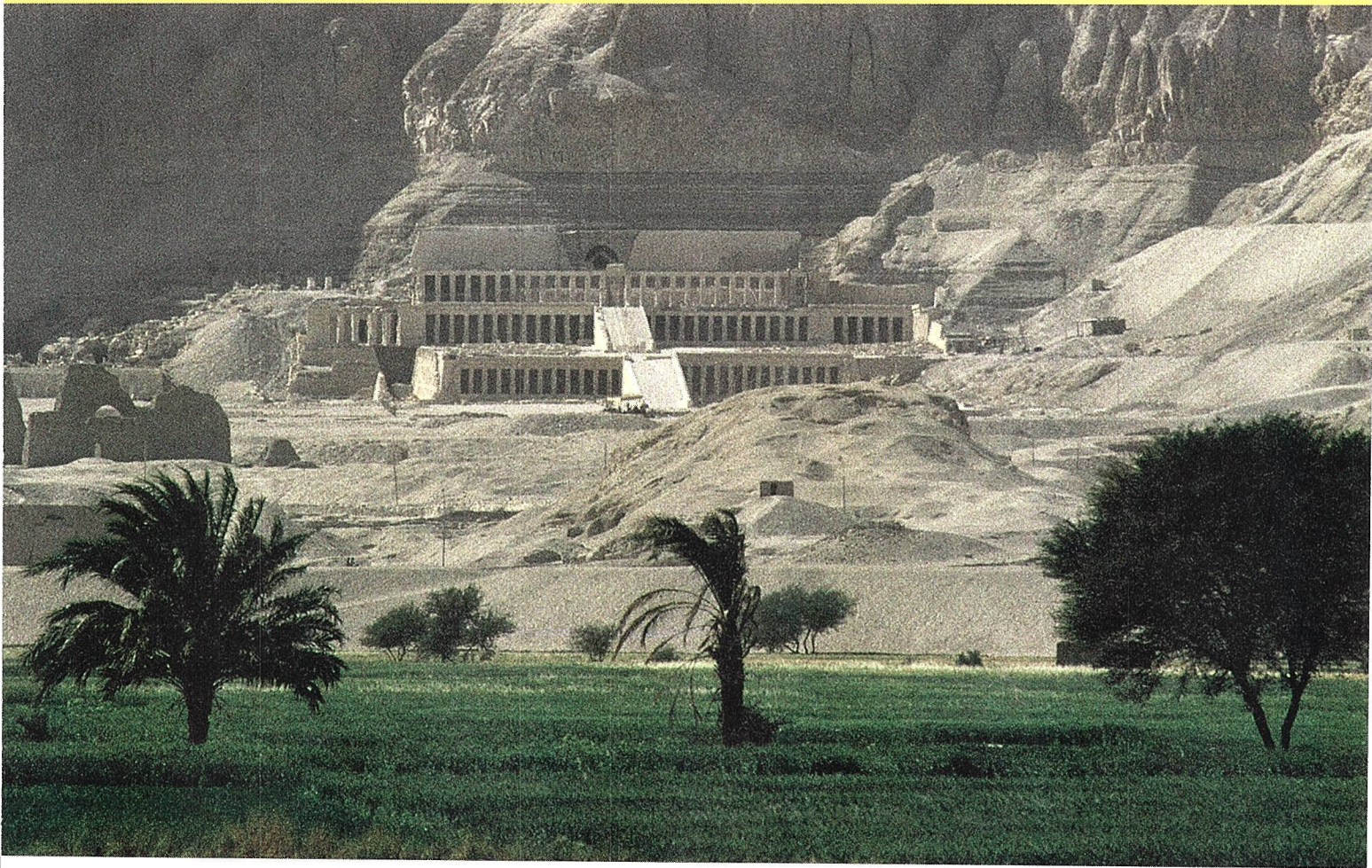
The three Pyramids of Giza are located near the modern capital of Cairo (KY roh). They were built, seven to ten centuries before Hatshepsut's reign, to house the mummies of Egyptian rulers.

Hatshepsut understood the importance of building strong trade relationships with other countries. She sent a mission to the fabled land of Punt, thought to be located in present-day Ethiopia or Somalia. The expedition returned from Punt with valuable goods such as gold, ebony, ivory, and myrrh (mur) trees (used for making incense). Hatshepsut was so proud of the successful mission that she had the entire story of the voyage carved on the walls of her mortuary temple.



This carving from Hatshepsut's temple shows the voyage to Punt. The land of Punt may have been located in one of several places on the Red Sea or on the Arabian Sea south of the Horn of Africa.





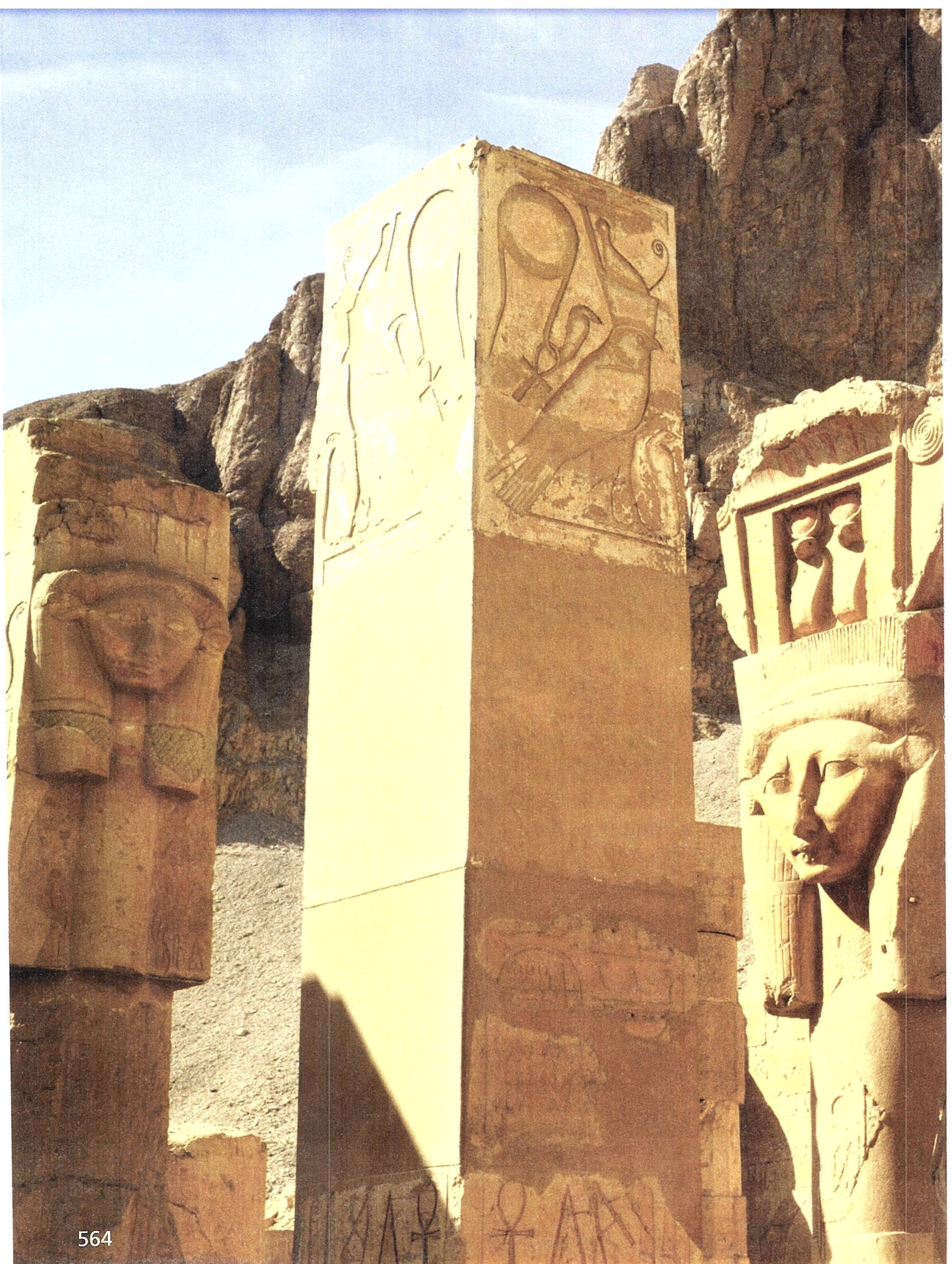
Hatshepsut's splendid mortuary temple at Deir el-Bahri

Hatshepsut asked her loyal and trusted adviser, Senenmut, to plan and build her mortuary temple at Deir el-Bahri. She named it Djeser-Djeseru (JEH sur jeh SEH roo), meaning “Holy of Holies.” Nestled near her father’s burial tomb, it was an elegant building. It was also very different from other styles of architecture at that time, just as Hatshepsut was so different from other women.

Fifteen years into her reign, Hatshepsut again broke with tradition. She celebrated her jubilee. Normally, a jubilee was held thirty years into a successful reign. After the celebration Hatshepsut followed in her father’s footsteps and had two more obelisks built and placed in front of the temple at Karnak. One still stands there today.

ANALYZE THE TEXT

Analyze Historical Characters What examples and anecdotes does the author give to introduce and describe Hatshepsut on pages 561-563?



Hatshepsut may have been in her forties when she died—an old woman in those days. For years, scholars believed that Thutmose III was so angry at his aunt for crowning herself pharaoh that he knocked down her statues. But the time Hatshepsut spent training her nephew to become a successful ruler suggests that she was a loving woman, not a power-hungry one. And Hatshepsut's monuments were destroyed twenty years after her death. If Thutmose III had been angry with Hatshepsut, why did he wait so long to erase her memory? And why didn't he destroy the images and statues that showed her as a princess and a queen?

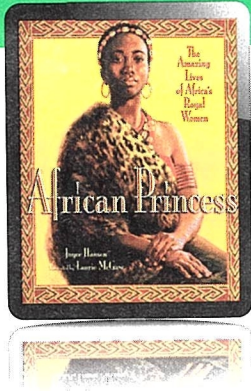
Perhaps Thutmose III was having political problems and his throne was threatened. Maybe he destroyed anything that **depicted** Hatshepsut as pharaoh in order to show that there was a direct line of kings from Thutmose I and II to himself, with no Hatshepsut in between.

We will probably never know who destroyed her statues or why. What we do know is that Pharaoh Hatshepsut can now take her place among the great kings and builders of Egypt.

The mortuary at Deir el-Bahri honors both Hatshepsut and the goddess Hathor, shown here. **Ceremonial** occasions celebrated Hathor as a joyful, loving protector of women.

ANALYZE THE TEXT

Cause and Effect What effects did Hatshepsut's reign have on Egypt's history? How do these effects help you better understand Hatshepsut's importance in history?



Dig Deeper

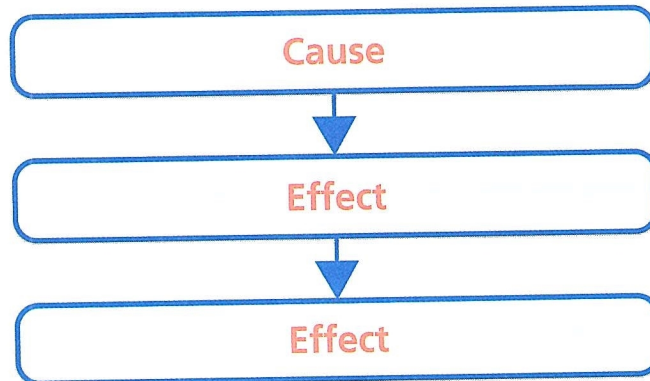
Use Clues to Analyze the Text

Use these pages to learn about Cause and Effect, Analyzing Historical Characters, and Conclusions and Generalizations. Then read "The Princess Who Became a King" again to apply what you learned.

Cause and Effect

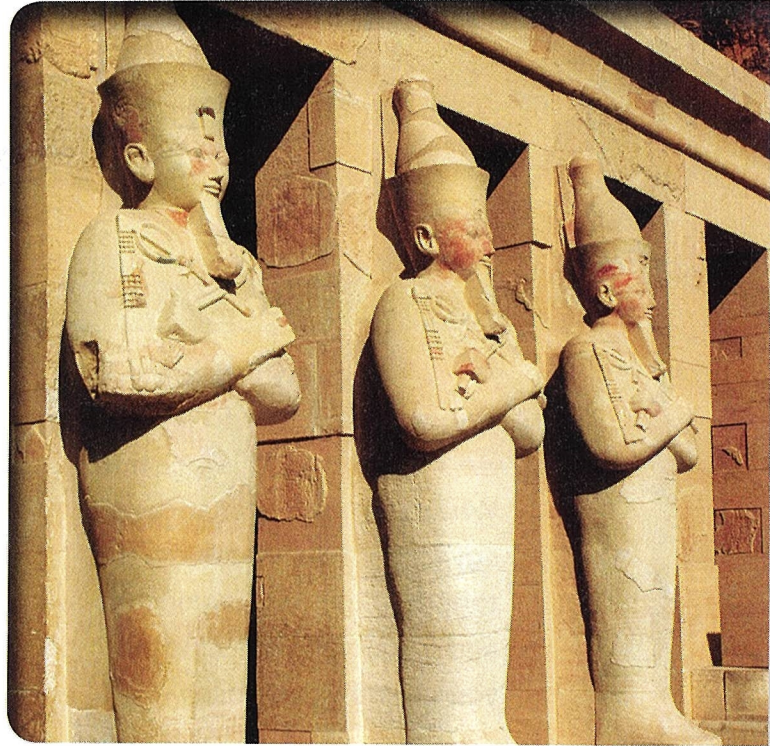
In "The Princess Who Became a King," author Joyce Hansen uses **cause-and-effect** relationships to organize the key events in Hatshepsut's life. To understand the ideas in the text, look for sentences and sections of text that present **causes** and **effects**.

Look back at page 559 in "The Princess Who Became a King." The first paragraph in this section states that Pharaoh Thutmose II died after a short reign. What were the multiple effects that occurred as a result of his death? How does this section of text fit into the overall structure of "The Princess Who Became a King"?



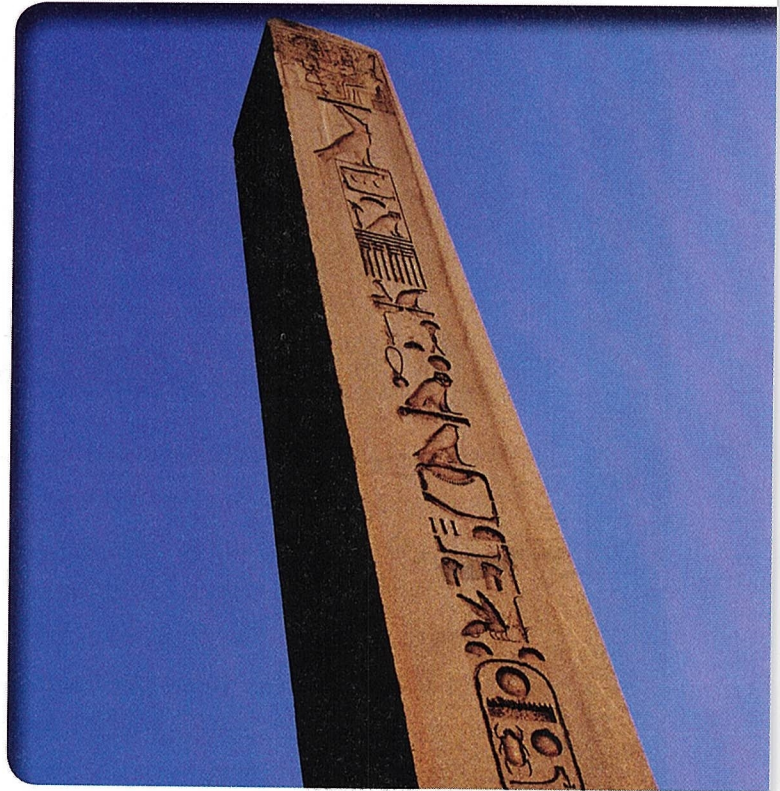
Analyze Historical Characters

Authors introduce and describe **historical characters** in a variety of ways. They may use descriptive language to illustrate, or reveal, a person's physical appearance or personality traits. They may also use examples and anecdotes, which are short stories about events in a person's life. As you reread "The Princess Who Became a King," pay attention to the ways that the historical characters are introduced and described.



Conclusions and Generalizations

When readers **draw conclusions** and **make generalizations**, they use their own experiences as well as text evidence to infer ideas that aren't stated or are generally true. For example, the author points out that Thutmose III did not destroy the images and statues of Hatshepsut as a princess and a queen, and that he waited twenty years to destroy her images as a pharaoh. One conclusion that can be drawn from this evidence is that Thutmose III was not angry with Hatshepsut.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question:

What was life like in ancient Egypt? As you review the text together, use text evidence to ask and respond to questions that help you develop your ideas.



Classroom Conversation

Continue your discussion of “The Princess Who Became a King” by explaining your answers to these questions:

- 1 Why do you think Hatshepsut built two obelisks when she was still Queen Regent?
- 2 What might have been Hatshepsut’s reasons for celebrating her jubilee fifteen years into her reign?
- 3 What might have happened to Hatshepsut’s legacy if she had not built her monuments and statues?

VIEWPOINT

Author’s Perspective With a partner, determine the author’s perspective, or **point of view**, on Hatshepsut. Discuss the following: *What information does Joyce Hansen share about Hatshepsut as a princess, as a queen, and as a pharaoh? Does she have a positive or negative view of Hatshepsut? Use text evidence to support your ideas.*

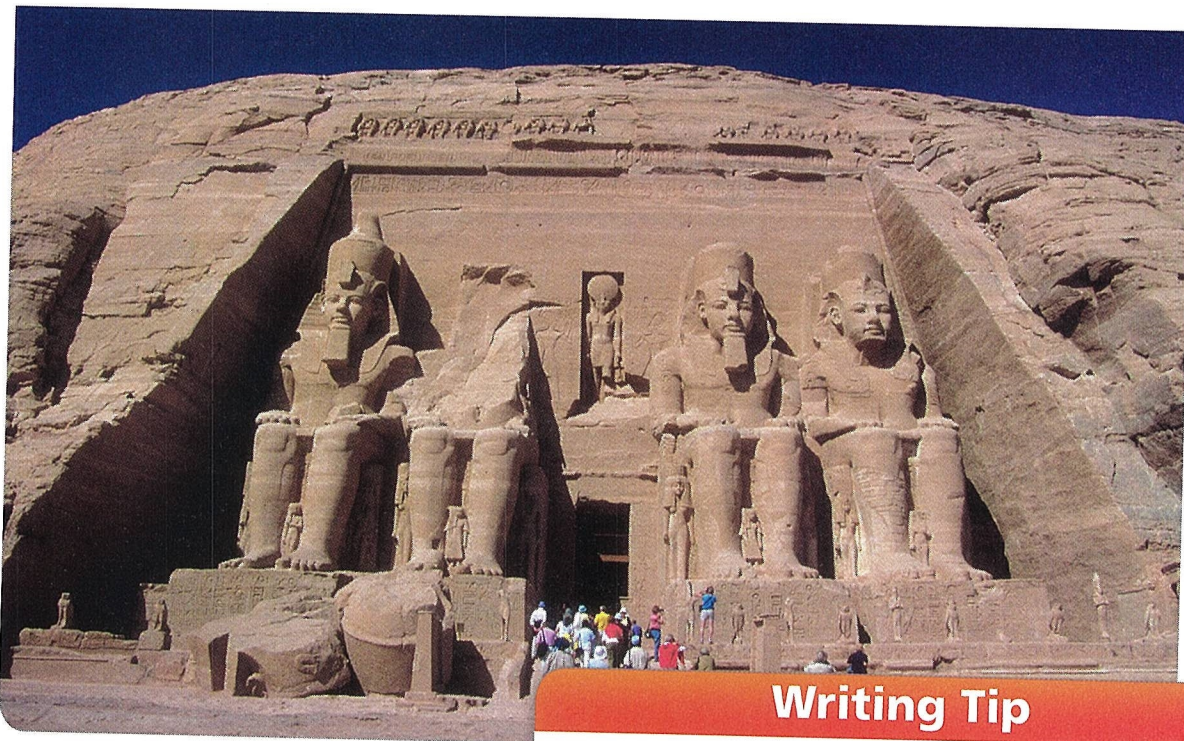


Performance Task

WRITE ABOUT READING



Response Queen Regent Hatshepsut had herself crowned as pharaoh. Do you agree or disagree that she should have declared herself ruler of Egypt? Write a paragraph to explain your claim. Use text evidence to support your argument.

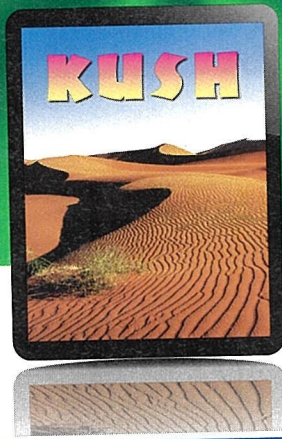


Writing Tip

State your claim at the beginning of your response. Use transition words and phrases to link the evidence supporting your argument.

Lesson 19

INFORMATIONAL TEXT



✓ GENRE

Informational text, such as the article on these Web pages, gives facts and examples about a topic.

✓ TEXT FOCUS

Informational text may include a map, a detailed drawing that shows a place and its surroundings.

File Edit View Favorites



ANCIENT KINGDOMS ► KUSH

GEOGRAPHY

KUSH

LAND AND CLIMATE

Seven thousand years ago, a great society arose along the middle of the Nile River: the kingdom of Kush, also known as Nubia. Kush's civilization was as advanced as that of its neighbor, Egypt.

Hills separated Kush from Egypt and the Red Sea. To the south were the tropical forests of central Africa, but much of Kush had a desert climate. However, the yearly flooding of the Nile River provided fertile soil for animals and crops. In ancient times, Kush was actually wetter than Egypt is today. Huge herds of cattle grazed along the river.

Kush and the lands around it are in northeastern Africa. (See also page 571.)



QUEENS AND PHARAOSHS

Kush began as a farming community, but over time, it gained in prosperity. The queens of Kush would emerge as powerful and supportive rulers. They shared the throne, and with the kings, they pondered problems facing the kingdom. A queen was known as a *kandake* (kahn DAH kee), or “strong woman.”

The armies of Egypt wanted the gold and copper found in Kush. They conquered the kingdom during the reign of

Thutmose (thoot MOH suh) I, around 1500 B.C.E. Then, after hundreds of years, Egypt’s power began to decline. During the 700s B.C.E., the Kushite king Piankhi (PYAHNG kee) conquered Egypt. He began a line of Kushite pharaohs who used many Egyptian ceremonial rituals. Later, forced out of Egypt by the Assyrians, the Kushite kings erected a capital farther south, in Meroë (MEHR oh ee).





TRADE AND CULTURE

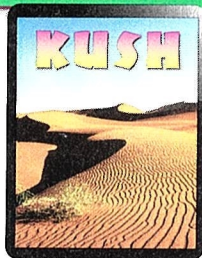
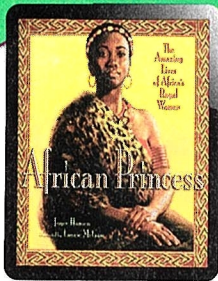
The kingdom of Kush carried on a busy trade in gold, ebony, and ivory. Traders on a mission to Egypt could exchange fabric, jewelry, and metal objects for Egyptian goods, such as glass. Kushites also melted down fragments of iron ore to make tools and weapons. Kush's achievements in art, technology, and trade helped it stay in power for nearly a thousand years.

Kushites borrowed many customs from Egypt. They

accepted Egyptian ideas of divine figures, worshipping the god Amun. They also adapted what they took to create their own culture. At first, the people of Kush carved Egyptian hieroglyphics into the stone of their buildings. By the Meroitic period, they had begun to change the hieroglyphs to create different symbols and a cursive script that depicted their language. This script reduced the large number of Egyptian symbols to twenty-three signs—an alphabet.



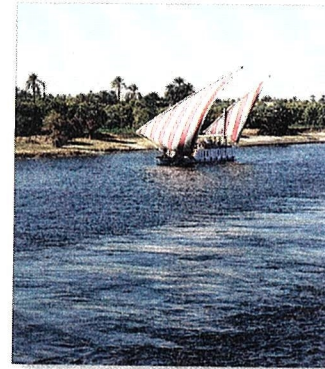
Meroitic cursive script



Compare Texts

TEXT TO TEXT

Compare Informational Texts With a partner, compare and contrast how the authors of “The Princess Who Became a King” and “Kush” present the topic of life in ancient Egypt. How are the kingdoms of Kush and Egypt described? What can you learn from each text that you can’t learn from the other? Work together to discuss and write your answers. Use evidence from the text to support your ideas.



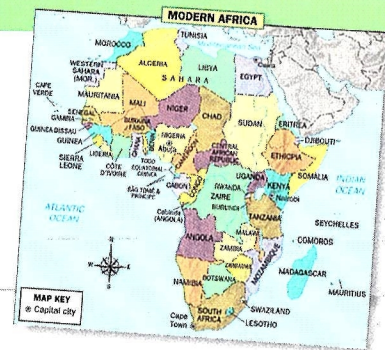
TEXT TO SELF

Describe a Decision Hatshepsut made many important decisions while she ruled Egypt. Think of a time when it was your responsibility to be in charge. Describe a decision that you made and what resulted from that decision.



TEXT TO WORLD

Map Past onto Present With a partner, look at a map of present-day Africa. Identify the countries that now lie along the Nile River, including those in the region once known as Kush.



Grammar

What Are Nonrestrictive Elements? What Are Parenthetical Elements?

In a sentence, a **nonrestrictive element** is a phrase or clause that gives nonessential information. If the phrase or clause is removed, the basic meaning of the sentence does not change. A nonrestrictive element is set off by commas. A **parenthetical element** is an expression that explains a word or phrase in the sentence. Parentheses or dashes are used to set off a parenthetical element.

Punctuating Nonrestrictive and Parenthetical Elements

nonrestrictive element

Ancient Egyptians built monuments, such as obelisks, and temples.

parenthetical element

Hatshepsut built massive obelisks (almost 100 feet tall) at Karnak.

parenthetical element with dash

Temple entrances were marked by obelisks—tall, four-sided monuments.

Try This!

Copy each sentence. Use commas, parentheses, or dashes to punctuate the information in bold type.

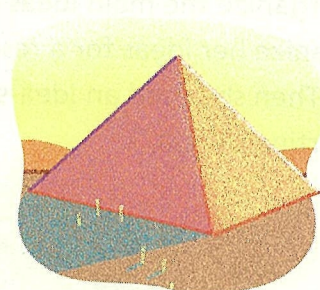
- 1 The statues **many of which were broken** lay in a pit.
- 2 The statues were of a pharaoh **a king of Egypt**.
- 3 The pharaoh wore a beard **which was a symbol of power** and a crown.
- 4 Hatshepsut **a female pharaoh** had the statues of herself built.

When you write, look for ways to vary your sentences to make them more interesting. Determine where you can add phrases or clauses to include or clarify information. Use commas, parentheses, and dashes correctly to punctuate nonrestrictive and parenthetical expressions.

Separate Sentences



Hatshepsut's temple, which was built to celebrate her reign, is grand.



It is in the Valley of the Kings (the same place as her father's tomb).

Combined Sentence



Her burial tomb—a splendid temple dedicated to the gods—still stands today.

Connect Grammar to Writing

As you revise your research report next week, be sure you vary your sentences. Also be sure to fully explain or clarify information. Place commas, parentheses, and dashes correctly to help your readers understand the information in your report.

- ▶ Writing as a Process: Plan and Draft
- ▶ Writing Informative Texts: Organize Your Information



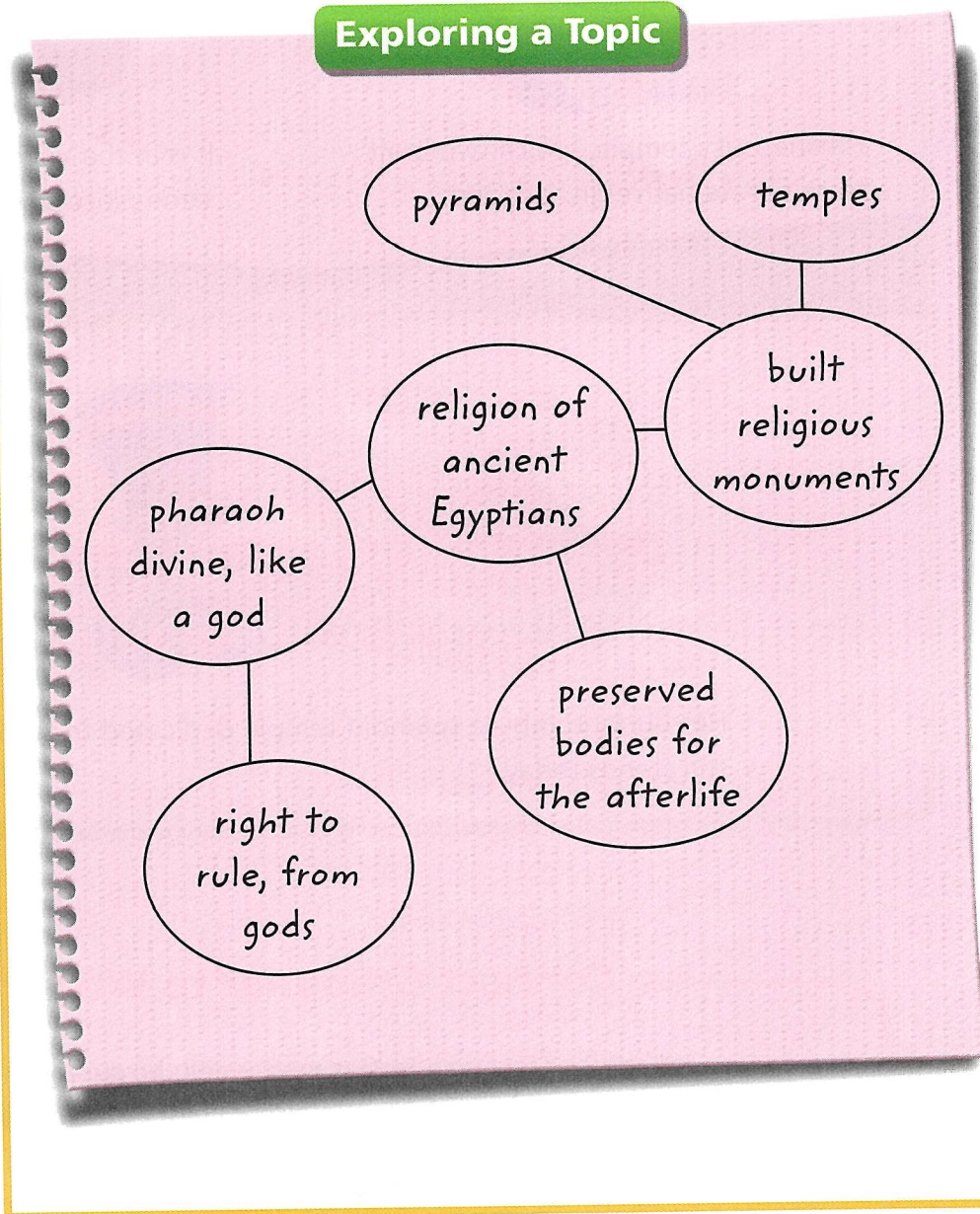
Reading-Writing Workshop: Prewrite

Informative Writing

✓ Organization When you write a **research report**, you write to inform readers about a topic. A research report includes an introduction, a body, and a conclusion. Each paragraph in the body of a research report should give a main idea about the topic. Using a graphic organizer can help you organize the main ideas and details that you want to include.

To organize her ideas for a research report, McKenna first clustered her facts. Then she used an idea-support map to identify the main ideas and supporting details.

Exploring a Topic



Writing Process Checklist

▶ Prewrite

- Did I identify my topic?
- Did I identify main ideas about the topic?
- Did I include details to support the main ideas?
- Did I organize my ideas in a logical way?

Draft

Revise

Edit

Publish and Share

Idea-Support Map

The Egyptians believed that the pharaoh was not only a ruler but also a divine being, like a god.

The pharaoh's right to rule came from the gods.

The pharaoh communicated with the gods directly.

The pharaoh was the leader of all the priests.

The Egyptians built monuments and temples to the gods.

Hatshepsut had two obelisks built at the temple of Amun at Karnak.

Many pharaohs built pyramids and tombs so that their bodies could be placed there when they died.

Reading as a Writer

How can McKenna's idea-support map help her develop paragraphs? How might you use an idea-support map for your own research report?

To organize my research report, I began by clustering. This helped me identify the main ideas and supporting details for my idea-support map.

