



EGYPT'S RAMSES III

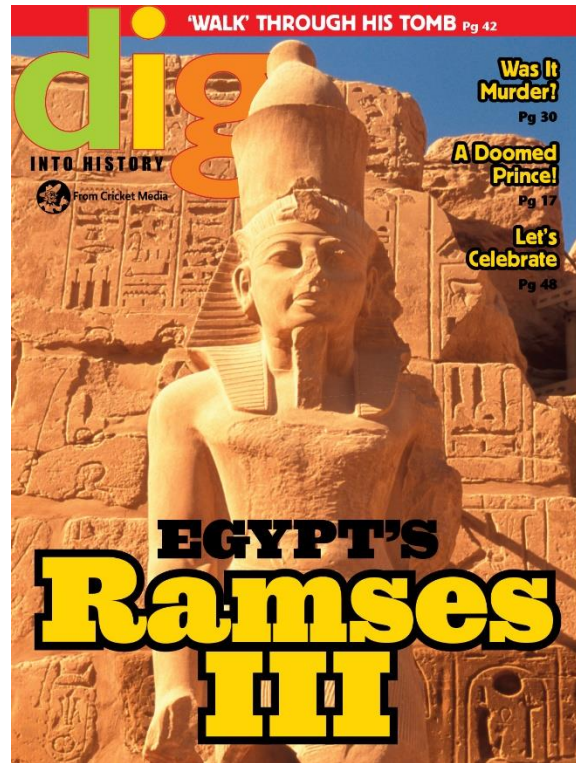
Students will explore how Ramses III and his successors affected the course of Egyptian history during the twentieth dynasty and the issues during that dynasty that contributed to the decline of Ancient Egypt.

CONVERSATION QUESTION

Why is Ramses III considered the last Egyptian pharaoh to wield significant power?

TEACHING OBJECTIVES

- Students will explain how culture influences the way people modify and adapt to their environments
- Students will classify a series of historical events and developments as examples of change and/or continuity
- Students will use evidence to develop a claim about the past
- Students will obtain, evaluate, and communicate information
- Students will analyze causes and effects of historical developments



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- Peace Reigns
Expository Nonfiction, ~1250L
- Problems to the West
Expository Nonfiction, ~1050L
- The Successors
Expository Nonfiction, ~950L

Peace Reigns

pp. 2–5, Expository Nonfiction

This article explains the role Ramses III played in reestablishing ancient Egypt as a powerful kingdom, including important economic as well as architectural accomplishments. Use it to teach students about cultural influences.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will explain how culture influences the way people modify and adapt their environments
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **pharaoh (p. 3)** the highest-ranking ruler in ancient Egypt
- **dynasty (p. 3)** a succession of people from the same family who play an important role in politics
- **excavations (p. 5)** acts of digging up objects that have been buried
- **funerary (p. 5)** relating to a funeral or a ceremony for the dead

ENGAGE

Conversation Question: Why is Ramses III considered the last Egyptian pharaoh to wield significant power?

Tell students to imagine a scenario in which the United States has been growing strong for many years and then rapidly starts to go into significant decline. Ask students to share their ideas about what the next leader would have to do to restore the people’s faith in the country and its leadership.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to write a sentence about ancient Egypt using at least two words from the vocabulary list. Invite students to share their sentences.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- What was Ramses III’s primary goal when he came into power?
- Why was Egypt falling into a state of decline at the time Ramses III became pharaoh?
- What did Ramses III do to ensure he retained power?

CONCEPT FOCUS: EXPLAIN CULTURAL INFLUENCE

INSTRUCT: Explain to students that cultural factors such as religion and the desire for certain goods may cause people to modify and adapt their environments. Have students work in small groups to discuss the contributions of Ramses III to ancient Egyptian society. Then ask groups to draw conclusions about how Ramses III’s actions caused people to modify and adapt the environment in ancient Egypt.

ASSESS: Have students choose one example of how Ramses III’s actions caused people to modify and adapt the environment in ancient Egypt and write a one-paragraph summary of it.

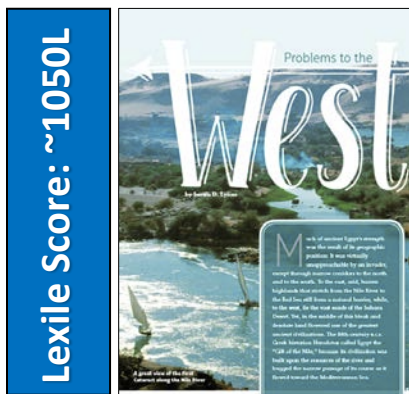
EXTEND

Science Many ancient societies modified the environment around them for cultural reasons. Have students pick an ancient society and conduct research to discover at least two examples of how it modified its environment. Ask students to draw and label an illustration of each example. Invite students to share their work with the class.

Problems to the West

pp. 9–11, Expository Nonfiction

This article explains how Ramses III solidified Egypt's control of empires to the south, yet was unable to completely prevent peoples to the west from eventually gaining control of Egypt. Use it to teach students how to classify historical events.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will classify a series of historical events and developments as examples of change and/or continuity
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **fortification (p. 10)** a defensive wall or other structure built to strengthen a place against attack
- **parapet (p. 10)** a low protective wall along the edge of a roof, bridge, or balcony
- **spoils (p. 11)** goods stolen or taken forcibly from a person or place
- **immigration (p. 11)** the action of coming to live permanently in a country

ENGAGE

Conversation Question: Why is Ramses III considered the last Egyptian pharaoh to wield significant power?

Explain that ancient Egypt during the time of the nineteenth dynasty—before Ramses III came into power—was far wealthier than most of the surrounding areas. As a result, outsiders wanted to settle in Egypt. Ask students to brainstorm ideas about how Ramses III might have responded to an increase in outsiders attempting to come into Egypt.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to use these words to help them predict the answers to the questions in the Read & Discuss section below.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for a class discussion:

- How did ancient Egypt reestablish control over trade in the region?
- How did Ramses III protect his country against invasion?
- Why did Libyans present a threat to Ramses III and the rest of Egyptian society?

CONCEPT FOCUS: CLASSIFY HISTORICAL EVENTS

INSTRUCT: Explain that some historical events initiated changes in how things were done while other events reinforced existing patterns and methods. Have students work in groups to classify important historical events mentioned in the article as examples of either historical change, historical continuity, or both.

ASSESS: Have groups create an annotated timeline with at least three historical developments from the article that represent examples of historical change or historical continuity. Have students annotate their timelines using facts and details from the article.

EXTEND

Science & Technology Explain that ancient societies mainly developed near major river systems, such as the Nile River in Africa, because rivers provided a source of water to practice agriculture. Ask students to pick one of four ancient societies (Egypt, China, India, or Mesopotamia) and research how its people developed and used technologies to help control water for use in agriculture. Then have students give a short multimedia presentation of their findings to the class.

The Successors

p. 32, Expository Nonfiction

This article explains why Egypt grew weaker following the death of Ramses III. Use it to teach students how to develop and evaluate a claim.



ENGAGE

Conversation Question: Why is Ramses III considered the last Egyptian pharaoh to wield significant power?

Before reading the article, ask students to hypothesize the types of issues that could have caused ancient Egypt to fall into decline around the time of Ramses III's reign. Guide them to understand that issues such as food shortages, economic problems, and threats from outside peoples are typical causes of decline among societies.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then have students decide which words from the vocabulary list should be used to complete them.

- The poor _____ and other troubles at home, including a rash of tomb robberies, drew the pharaoh's attention away from foreign affairs.
- To the west, _____ Libyan tribes, emboldened by the disintegration of their once mighty neighbor, launched regular raids deep within Egypt.

RESOURCES

- Develop a Claim Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will use evidence to develop a claim about the past
- Students will analyze causes and effects of historical developments

KEY VOCABULARY

- **yields** (p. 32) the volume or number of crops harvested in any given growing season
- **plundering** (p. 32) the act of stealing goods from a place or person
- **central government** (p. 32) the part of government in charge of affairs that affect the entire nation
- **splintered** (p. 32) broken into separate smaller units

READ & DISCUSS

After students have read this article, use these prompts for a class discussion:

- How was the decline of ancient Egypt affected by naturally occurring phenomena?
- Why did attacks and raids on Egypt increase?
- What led to the splintering of the Egyptian central government?

CONCEPT FOCUS: DEVELOP A CLAIM

INSTRUCT: Explain that a claim is a statement that can be supported or refuted with reasons and evidence. Then tell students that they will use information from the article to develop a claim about the past. Distribute the *Develop a Claim* organizer and have students work in small groups to complete it. Remind students to be as detailed as possible when completing the organizer.

ASSESS: Have students engage in a discussion with a partner in which they explain their position on the claim from the *Develop a Claim* organizer and present evidence to support this position. Explain that you will be checking on students to assess their progress.

EXTEND

Social Studies Ask students to research examples of ancient civilizations that experienced rapid decline and learn the reasons for it. Then have students share their findings with the rest of the class. Finally, invite students to draw conclusions about common contributors to social decline.

Develop a Claim

CLAIM: Egyptian society declined during the twentieth dynasty due to a combination of geographic and political reasons.

Follow the steps below to develop this claim.

1. Identify and record evidence, or facts from the article that support, question, or deny the claim.
2. Determine the conclusions this evidence supports.
3. Decide whether your evidence, when used together, helps you to support, question, or deny the claim.
Then write your position on the claim.

Evidence that <u>supports</u> the claim	Evidence that <u>questions</u> the claim	Evidence that <u>denies</u> the claim

What conclusion does the evidence support?	What is your position on the CLAIM?
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