



## EXCAVATING AMENMESES'S TOMB

Explore the fascinating world of ancient Egypt and the role that conflict and secrecy played in shaping its history.

## CONVERSATION QUESTION

How did conflict and secrecy influence Egypt's Nineteenth Dynasty?

## TEACHING OBJECTIVES

- Students will learn about the history of ancient Egypt.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will classify series of historical events and developments as examples of change and/or continuity.
- Students will organize applicable evidence into a coherent argument about the past.
- Students will use details from a text to write a fictional narrative.
- Students will create a timeline to sequence historical events.
- Students will use evidence from a text to write an argument.



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.

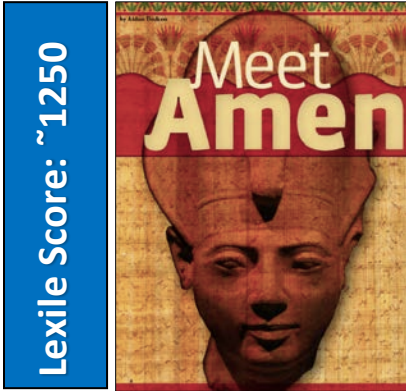
## SELECTIONS

- **Meet Amenmeses**  
Expository Nonfiction, ~1250
- **At the Time**  
Expository Nonfiction, ~1250
- **Tombs in Collision**  
Expository Nonfiction, ~1050

## Meet Amenmeses

pp. 7–9, Expository Nonfiction

Explore the conflicts that defined Amenmeses's rule in ancient Egypt, and perhaps led to his death.



## RESOURCES

- Analyzing Connections

## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the history of ancient Egypt.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will use details from a text to write a fictional narrative.

## KEY VOCABULARY

- **inscriptions (p. 7)** words written on or cut into a surface, such as paper or rock
- **tomb (p. 8)** a building or chamber above or below the ground in which a dead body is kept
- **commissioned (p. 8)** ordered or requested something to be done

## ENGAGE

**Conversation Question:** How did conflict and secrecy influence Egypt's Nineteenth Dynasty?

Define the term *dynasty* for students. Then ask them to share their ideas about the types of conflicts that could occur in a dynasty. Suggest that sometimes dynasties didn't have clear successors, so conflict broke out among members of the dynasty.

## INTRODUCE VOCABULARY

Read aloud the vocabulary words and definitions. Then ask students to make predictions about how these words might be related to the topic of conflicts in dynasties.

## READ & DISCUSS

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

- What does the evidence suggest about why Amenmeses rebelled after losing his position as viceroy of Nubia?
- What events helped Amenmeses expand his political power?
- What evidence is there to support the claim that Amenmeses died as a result of actions taken by his father?

## SKILL FOCUS: Analyze Connections

**INSTRUCT:** Explain to students that historical events typically do not occur in isolation from other events. Thus, historians look at other events and developments to see how they help explain why a specific event occurred. Explain that the article contains references to numerous individual events in ancient Egypt that make more sense when viewed in relation to each other.

**ASSESS:** Distribute the *Analyze Connections* organizer to students. Have students work in small groups to review the article and record five individual events from the article in the left column of their organizer. For each of these events, have them list at least one other event that helps them understand why the initial event occurred. When groups have completed the organizer, invite them to share their connections.

## EXTEND

**English Language Arts** The article mentions that sacred texts were removed from Amenmeses's tomb. Have students use details from the text to write a short fictional story describing what might happen to Amenmeses in the afterlife without these texts to guide him.

### Analyzing Connections

History may seem like a never-ending chain of individual events. In truth, history is much more like a complex web of events that are related to one another. “Meet Amenmeses” describes many individual events, such as Amenmeses’s rebellion. List each individual event in the left column of the chart. In the right column, list other events from the article that seem related to these events and note how the events are connected.

Individual Events	Related Events

## At the Time

### pp. 11–13, Expository Nonfiction

Learn about many conflicts that determined the different leaders of Egypt's Nineteenth Dynasty.



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the history of ancient Egypt.
- Students will classify series of historical events and developments as examples of change and/or continuity.
- Students will create a timeline to sequence historical events.

## KEY VOCABULARY

- **assassination (p. 12)** the act of killing a prominent person, usually for political reasons
- **power-struggle (p. 12)** a situation in which two or more people or groups compete for control over something
- **heir (p. 12)** a person who is in line to succeed a predecessor

## ENGAGE

**Conversation Question:** How did conflict and secrecy influence Egypt's Nineteenth Dynasty?

Ask students why they think Egypt had so many different dynasties. What might have caused the end of one dynasty and the beginning of another? Then tell students they will learn about the role of conflict in the events surrounding the end of the Nineteenth Dynasty.

## INTRODUCE VOCABULARY

Together, review the vocabulary words and read them and their definitions aloud. Then challenge students to use all three vocabulary words in a sentence about ancient Egypt. Ask volunteers to share their sentences. Then remind students to look for these words as they read.

## READ & DISCUSS

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

- How did the Nineteenth Dynasty begin?
- How did having many sons create conflict within dynasties?
- What evidence is there that dynastic conflict weakened the Egyptian state during the Nineteenth Dynasty?

## SKILL FOCUS: Classify Developments

**INSTRUCT:** Explain to students that historical events can represent either the continuation of a society's ways of doing things or mark a change in how a society functions. Use the following examples to ensure students understand the concepts of change and continuity:

- **Change:** Tutankhamun dies, ending the Eighteenth Dynasty.
- **Continuity:** Tutankhamun succeeds his father to the Egyptian throne.

**ASSESS:** Have students work in pairs to list ten events mentioned in the article. Instruct pairs to label each event as an example of historical change or continuity and write a sentence to explain their reasoning. Invite students to share their ideas with the rest of the class.

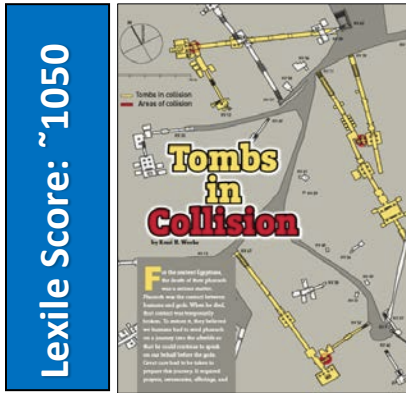
## EXTEND

**Social Studies** Use details from the article to create a timeline beginning at the end of the Eighteenth Dynasty and ending at the beginning of the Twentieth Dynasty. Ensure students record an entry on the timeline for each ruler mentioned in the article. Note that students may have to estimate some dates based on details in the text.

## Tombs in Collision

pp. 27–29, Expository Nonfiction

Learn how secrecy surrounding the location of royal tombs was responsible for disturbing the dead!



## OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about the history of ancient Egypt.
- Students will organize applicable evidence into a coherent argument about the past.
- Students will use evidence from a text to create a graph.

## KEY VOCABULARY

- **collisions (p. 29)** instances of one moving object crashing into another object
- **masterplan (p. 29)** a detailed plan for doing something
- **Valley of the Kings (p. 29)** a narrow valley in east-central Egypt containing the tombs of pharaohs from the 18th, 19th, and 20th dynasties

## ENGAGE

**Conversation Question:** How did conflicts and secrecy influence Egypt's Nineteenth Dynasty?

Ask students to imagine a culture burying their dead in tombs carved into the side of a mountain. Ask students to discuss problems this culture might face in trying to bury their dead in this way.

## INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then write the sentences below on the board and have students use the vocabulary words to complete them. Ask volunteers to share responses. Then remind students to look for the vocabulary words as they read.

- Because workers did not have a \_\_\_\_\_, \_\_\_\_\_ with other tombs during construction were inevitable.
- If there had been a \_\_\_\_\_ for the \_\_\_\_\_, builders might have been able to avoid \_\_\_\_\_.

## READ & DISCUSS

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

- How many known collisions have tomb builders made with other tombs?
- What do Egyptologists believe led to the collisions that occurred in the Valley of the Kings?
- What evidence is there to support the Egyptologists' claim?

## SKILL FOCUS: Organize Evidence

**INSTRUCT:** Tell students they will be using evidence from the text to construct an argument about why collisions sometimes occurred when digging tombs in the Valley of the Kings. Point out that evidence may include, but is not limited to, descriptions of the tombs, maps of the tombs, and other facts. Explain that hypotheses do not count as evidence.

**ASSESS:** Have each student come up with an argument about why tomb builders sometimes collided with other tombs in the Valley of the Kings. Explain that arguments must include at least three pieces of supporting evidence from the text. After all the students have written their arguments, hold a short class debate on why collisions occurred, inviting students to share the evidence supporting their arguments.

## EXTEND

**Math** Have students use the map scale on page 27 to calculate the length of the shaded tombs shown on the map. Challenge them to discover the length of the longest of these tombs.