

Name _____ Date _____

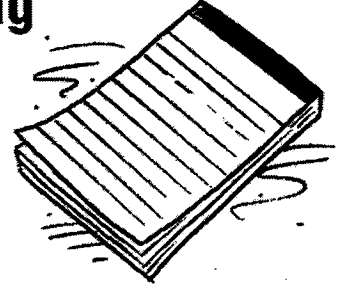


**The Princess Who
Became a King**
Independent Reading

The Princess Who Became a King

Write an Interview

Hatshepsut led an interesting life. Suppose you had the chance to interview her. What would she say? Use text evidence from the passages to write responses to these interview questions.



Read page 557 and the first paragraph of page 558 to answer the interviewer's question.

Interviewer: Some say that your carefree days at the palace ended when you became a teenager. How is this true?

Hatshepsut:

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Lesson 19
READER'S NOTEBOOK

**The Princess Who
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Independent Reading

Read the first and second paragraphs on page 559. Use textual evidence to support your response to this question.

Interviewer: You soon became the Queen Regent. Did it seem as if the gods had intervened in your life?

Hatshepsut:

Read the first and second paragraphs on page 561. Use textual evidence to support your response to this question.

Interviewer: Some say that you were confident, smart, and fearless. Do you agree?

Hatshepsut:

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Greek Roots & Affixes

**The Princess Who
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Vocabulary Strategies: Greek
Roots & Affixes

The words below are formed from Greek roots or affixes. Choose the word from the box that best completes each sentence. Then use the context in which the word is used and what you know about the word parts to determine the meaning.

.....
synthesis recycle biography cyclist
tricycle synchronize sympathy biodiversity
.....

1. The _____ rode for 100 miles and broke a world record. _____
2. Costa Rica is a country with a lot of _____, in that there are many different kinds of plants and animals there. _____
3. We had to _____ our watches so they all told the same time. _____
4. The toddler rode a _____, which was safer because it had three wheels. _____
5. I had _____ for the girl who lost her brand-new kitten. _____
6. It's better for the environment if you _____ paper instead of throwing it in the trash. _____
7. I read a _____ about the poet Emily Dickinson. _____
8. We made a _____ of our ideas by combining them into one summary. _____

Plurals

The Princess Who Became a King
Spelling: Plurals

Basic Read the paragraph. Write the Basic Words that best complete the sentences.

The (1) were falling off the trees as we drove toward the farm. "Are there (2) in the woods?" Jimmy asked. "No," my mother said, "there's nothing dangerous in the woods."

When we arrived, Grandpa gave us a tour. He explained how the (3) of the different crops he grew changed every year. When he showed us the barn, Jimmy and I screamed to see if we could hear (4) of our voices. "Boys! Behave (5) around the animals!" Grandpa said, pointing to a pair of (6). "They're too young for all that noise." Then he took Jimmy and me up to the hayloft. He said we could play there if we were careful. We walked along the edge pretending we were (7) chasing a group of dangerous bandits along high (8).

That night we had roast beef with (9) that came from Grandma's garden, and a salad topped with (10) picked right off the vine. It was delicious!

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Spelling Words

1. echoes
2. halves
3. solos
4. leaves
5. heroes
6. cliffs
7. scarves
8. potatoes
9. pianos
10. volcanoes
11. sheriffs
12. calves
13. tomatoes
14. cellos
15. wolves
16. ratios
17. stereos
18. yourselves
19. studios
20. bookshelves

Challenge

- vetoes
mosquitoes
avocados
wharves
sopranos

Challenge Your class just attended an outdoor concert at the beach. Write a journal entry about your experience. Use three of the Challenge Words. Write on a separate sheet of paper.

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Spelling Word Sort

**The Princess Who
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Spelling: Plurals

Write each Basic Word beside the correct heading.

Add -s	
Add -es	
Change <i>f</i> to <i>v</i> and add -es	

Spelling Words

1. echoes
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4. leaves
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15. wolves
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20. bookshelves

Challenge Add the Challenge Words to your Word Sort.

Challenge

vetoes
mosquitoes
avocados
wharves
sopranos

Name _____ Date _____

Proofreading for Spelling

**The Princess Who
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Spelling: Plurals

Find the misspelled words and circle them. Write them correctly on the lines below.

It's hard to imagine now, but in the late 1800s archaeologists were treated like movie stars are today. Digging in the sands of Egypt, the cliffs of Asia, or beneath tropical volcanoes, these popular heroes traveled in comfort. Their tents were lined with bookshelves. Famous scientists did not make their travels alone—solos were not their style. They often took along their “better halves” and a small army of assistants. Full studios of artists and writers recorded their activities. At home, they were almost royalty. Dinner parties where women wore formal dresses and flowing scarves were common. There were no stereoes at the time, so parties featured live musicians with pianoes, cellos, violins, and other instruments. Can you picture yourself being treated so grandly if you were archaeologists today?

Spelling Words

1. echoes
2. halves
3. solos
4. leaves
5. heroes
6. cliffs
7. scarves
8. potatoes
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19. studios
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- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

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Correct Punctuation

An **appositive** is a word or group of words that follows a noun to identify or explain it. Depending on where the appositive appears in the sentence, it may be set off by one or two commas.

appositive at the end of a sentence

The archeologist Herbert E. Winlock made a discovery, one that changed history.

appositive in the middle of a sentence

He discovered that a woman, Princess Hatshepsut, had become a pharaoh!

Thinking Questions

Which word or phrase tells more about a noun? Which noun does the word or phrase explain?

Activity Underline the appositive. Use commas to correctly punctuate the appositive in each sentence.

1. A courageous woman Hatshepsut reigned during Egypt's eighteenth dynasty.
2. Hatshepsut took good care of her subjects the people of Egypt.
3. Her reign lasting 22 years was successful.
4. All the rulers called pharaohs before her were men.
5. She brought changes most importantly wealth and trade to her people.
6. Her greatest project her burial temple was built by her advisor Senenmut.
7. There is much to learn about Hatshepsut a brave and daring woman.

Commas and Parentheses

Commas set off a **nonrestrictive element** that makes sense as part of the main sentence.

Hatshepsut, unlike Egyptian royal women before her, ruled as a pharaoh.

Parentheses set off a **parenthetical element** that shows a break in thought.

She was a princess before she declared herself pharaoh (king of Egypt).

Thinking Questions

What information can be removed without changing the meaning of the sentence? Does it make sense as part of the main sentence? Does it show a break in thought?

Activity Underline the nonrestrictive or parenthetical element in each sentence. Place commas around a nonrestrictive element. Place parentheses around a parenthetical element.

1. Royal women like royal men played an important role in Egyptian religion.
2. Hatshepsut upon her death was mummified.
3. She was famous throughout the land the kingdom of Egypt.
4. I read an interesting book the topic was mummies.
5. I searched the sources including the bibliography for information.
6. The author writes about her successful reign on page 2 the book's introduction.
7. These books which I returned are not historically accurate.
8. Professionals scholars and archaeologists debate the date of her death.

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Grammar: Punctuation

Dashes

Dashes are used to set off parenthetical elements that explain a word or phrase. Depending on where the parenthetical expression appears in the sentence, it may be set off by one or two dashes.

parenthetical element at the end of a sentence

I watched an interesting show—a documentary about King Tutankhamen.

parenthetical element in the middle of a sentence

King Tutankhamen—he is known as “the boy king”—was a young boy when he became a pharaoh.

Thinking Question

Which part of the sentence shows a change in thought?

Activity Determine whether each sentence contains a parenthetical element. If it does, rewrite the sentence to include dashes. Write *no dash* on the line if none is needed.

1. Our class went to the museum to see the Egyptian exhibit.

2. The exhibit five rooms filled with artifacts was very large.

3. The pharaoh's thrones he had three in all were beautiful.

4. We saw the pharaoh's sandals in one of the rooms.

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Subject-Verb Agreement

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Grammar: Spiral Review

Mattie has a book about the pharaohs.
We were searching the shelves in the nonfiction section of the library.
Lucy and Eric chose books about mummies.
Either my sister or Eric is taking the photographs.
There are beautiful <u>photographs</u> of the pyramids in Eric's book.
Neither my friends nor I have found any books about King Tut.

1-5. Underline the correct verb in parentheses to complete each sentence.

1. My classmates and I (is, are) studying ancient Egypt.
2. One of the ancient Egyptian obelisks still (stand, stands) today.
3. Their design and construction (remain, remains) a marvel to historians.
4. Either Karen or Pedro (has, have) registered for the course.
5. Neither the students nor the teacher (know, knows) the answer.

6-10. This note has five errors in subject-verb agreement. Use proofreading marks to correct the note.

To: My party advisor

I am celebrating my thirtieth birthday. My husband, the prince, and I has high expectations. People from all over the kingdom is coming for the party. There are a lot to do before then. First, either you or your assistants has the job of decorating the palace. The prince and I wants our palace to look exceptionally beautiful.

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Connect to Writing

**The Princess Who
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Grammar: Connect to Writing

Good writers keep their writing interesting by writing longer sentences that include appositives and nonrestrictive and parenthetical elements.

appositives make writing clearer

I went to the library, the one by my house, to check out books on ancient Egypt.

nonrestrictive and parenthetical elements explain

The books, all of which are about the 18th dynasty, provide great information.

The archaeologists' photographs (from the 1920s) are fascinating.

The pyramids—burial chambers for the pharaohs—are mysterious.

1–3. Add appositives to explain nouns more clearly.

1. We approached the sarcophagus.

2. The lecturer talked about ancient Egypt.

3. They used small shovels and brushes.

4–5. Add nonrestrictive or parenthetical elements to explain information in each sentence.

4. The mummy was on the examination table.

5. We saw the pyramids on Saturday morning.

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Focus Trait: Organization

Introductions

An introduction lets the reader know what your topic is and why it is important. It gives readers a glimpse of what they will be reading about in your report. A well-written introduction will have the reader wanting to read more.

The following sentences of an introductory paragraph are out of order. On the lines below, write the paragraph so that the sentences follow logical order.

One of the areas in which she succeeded was warfare.
She also gained much wealth for Egypt.
Hatshepsut was different from other female rulers of Egypt.
With that prosperity, she was able to initiate many building projects, which are examples of some of the greatest architecture in Egyptian history.
Yet even though she triumphed in war, Hatshepsut brought about a peaceful era.
Unlike these others, she reigned for a very long time and enjoyed great success.
