RAMSES THE GREAT

DIFFERENTIATED CLOSE READING UNIT

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2 Different Reading Levels

The easier passage has a ■ in the bottom left corner.

The more difficult passage has a ▲ in the bottom left corner.

Ramses the Great: Egyptian Pharaoh

Ramses II was a ruler of Egypt during the 13th century BC. Many people think he was the most powerful pharaoh of the Egyptian Empire of all time. For this reason, he is often called Ramses the Great. He was a great warrior and popular ruler. Ramses II led a long life filled with many accomplishments.

Ramses II was born around 1333 BC. He was the son of Setnakht and Queen Tuyu. He went with his father on military campaigns and was just 14 years old when his father made him heir apparent. Ramses II became the third ruler of the Nineteenth Dynasty of Egypt.

As the new ruler of Egypt, Ramses the Great began to work on expanding the empire. He set up better trade routes and began to conquer new territories. He also introduced new technologies and innovations that would benefit the people of Egypt. Ramses II is credited with the construction of many of the great monuments and temples that still stand today.

In another great military campaign, Ramses II led his army to a victory over the Hittites. This battle, known as the Battle of Kadesh, was a major victory for the Egyptians and solidified their position as a dominant force in the region. As a result, Ramses II became even more popular among the people of Egypt.

In his personal life, Ramses II was a man of many accomplishments. He had several marriages, but he was particularly close to his first wife, Nefertari. Their relationship was one of mutual respect and affection. Ramses II was known for his wisdom and his ability to make difficult decisions.

In his later years, Ramses II became less involved in military affairs and focused more on his family and personal life. He died at the age of 90, having reigned for over 60 years. His legacy endured long after his death, and he is remembered as one of the greatest pharaohs in Egyptian history.
Reference Chart, Annotating Guide, Close Reading Directions

CLOSE READING STEPS

1st Reading: Student reads the passage the first time. As they read, they underline words or phrases that they think they do not understand. They circle powerful words or phrases that make them think of a question. They mark out something that surprises them. Draw an arrow where you make a personal connection to certain words or ideas. Write your important thoughts in the margins.

2nd Reading: Teacher (or partner) reads the passage a second time while students follow along. Have students complete Task 2: Vocabulary. This allows students to extend their understanding of unfamiliar words and/or the passage, leading to a deeper comprehension of the text.

3rd Reading: Students read the passage a third time. They respond in writing, citing text evidence when answering questions. Additionally, students complete Task 3: Reread and Summarize. These final tasks require students to use text evidence to write and supported summary.

Annotating Marks

- Circle powerful words or phrases that make you think of a question.
- Underline words or phrases that you do not understand.
- Mark out something that surprises you.
- Write an exclamation mark next to something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

ABOUT THIS PACKET

The first part of this packet includes 5 reading passages and one week's worth of reading activities for each passage. The Close Reading Passage, included in this packet for each passage, provides a 5 different reading levels, so that you may choose the level that is on your students level. Each level contains 2 versions of the passage, one for the text, the other for the notes. All questions support the text, this makes it easy for you to provide reading passages on each level of student's level. The packet also includes a review of the entire passage, after the student has completed the passage. Each passage is designed for a 5-day timeframe, following this schedule. Each passage is designed for a 5-day timeframe, following this schedule.
5 Days of Close Reading Activities for GREATER Reading Comprehension

NO PREP! Print and Go!
Task 1 - Read & Annotate
RAMSES THE GREAT: EGYPTIAN PHARAOH

First Reading Questions:

1. What is this passage mostly about?
   Ramses II was a powerful, respected pharaoh.

2. By what other name is Ramses II known?
   He is also called Ramses the Great.

3. When was Ramses II the ruler of Egypt?
   He was the ruler of Egypt during the 13th century BC.

4. What group of people had been attacking and stealing cargoes from ships, known as the Sheridan sea pirates?

5. What was the Battle of Kadesh?
   It was the largest battle fought.

6. Who was Ramses the Great's favorite wife?
   Ramses the Great's favorite wife was Queen Nefertari.

Task 3 - Reread & Dig Deeper

Text Evidence Questions: Some answers will vary.

1. What is the main idea of the passage?
   Ramses II is thought to be the most powerful pharaoh of the Egyptian Empire.

2. List three details that support the main idea.
   a) He defeated the Sheridan pirates, making trade routes safer.
   b) He personally led an attack on the Hittites during the Battle of Kadesh.
   c) He took back lands and properties from the Hittites.

3. Provide two facts about Ramses the Great's early life.
   a) He was born around 1303 BC (2167-2118 BC) and Queen Tuya.
   b) He was just 14 years old when he became a prince.

4. Cite three events that led up to the attack on the sea pirates.
   a) Ramses II took control of a few ships at the mouth of the Nile.
   b) Ramses II launched an attack on the pirates from both sides.

5. Name two pieces of text evidence that show that the Battle of Kadesh was a successful military campaign.
   a) There were 5,000 to 6,000 chariots in the battle.
   b) Ramses II led an attack to drive back the Hittites.

6. When Ramses the Great died, why do you think people feared the world would end?
   Answers will vary, but might include something about him having ruled so well for so many years.