I pledge that I have neither given nor received unpermitted aid while working on this packet. All work is entirely my own or cited properly.

<table>
<thead>
<tr>
<th></th>
<th>Dodge</th>
<th>Edwards</th>
<th>Martin</th>
<th>Miller</th>
</tr>
</thead>
</table>
| Remind App Code | Pd3: @bdae3kf
Pd4: @f946efh
Pd5: @ce82k4 |             |           |           |
| Google Classroom Code | Pd3: u7fbj5g
Pd4: fv6bilo
Pd5: 2x4kwnb | Honors: flp7xju | General: uv6cxll
Honors:6qn22ct: | 3fd3fdl |

Sources:
https://sheg.stanford.edu/

Student Message:
Greetings Students! We hope you are all staying safe and well. We miss you very much, and hope to see you soon. In this packet you will be exploring the great world of Egypt. You probably remember learning about the Great Pyramids earlier in your school career. In this packet you are going to be exploring who built the Great Pyramids. This packet will test your knowledge on argumentative writing skills.

- **What is argumentative writing?** Well, it’s not just stating your opinion. Argumentative writing is when you take a stand on an issue, and then you use evidence to back up what you are saying. However, you must also explain how this evidence supports your claim.

  - Important vocabulary:
    - **Claim/thesis** – your position or stance that you take on a topic
    - **Evidence** - information from the text that supports your claim, usually a word for word quote
    - **Analysis** - your own explanation (in your own words) of how the evidence supports the claim.

- The learning outcomes of your journey through this packet will allow you to:
  - CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - CCSS.ELA-LITERACY.W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - CCSS.ELA-LITERACY.RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
ASSIGNMENT 1 -- Directions: For each vocabulary word used in a sentence:

1. “Infer” a meaning based upon context clues.
2. Look the word up to verify the meaning.
3. Use each word correctly in a sentence.

<table>
<thead>
<tr>
<th>Word</th>
<th>Context Clues</th>
<th>Inferred Meaning</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modest</td>
<td>The series of modest nine-foot-deep shafts held a dozen skeletons of pyramid builders.</td>
<td>Ex. bashful or shy</td>
<td>Ex. limited, or small</td>
<td>Ex. “It is wise to eat modest amounts of food.”</td>
</tr>
<tr>
<td>Bestowed</td>
<td>those who died during construction were bestowed the honor of being buried in the tombs near the sacred pyramids of their pharaohs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compelling</td>
<td>One of the most compelling pieces of evidence we have is on ancient stone monuments in places that they didn’t mean to be shown.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hieroglyphs</td>
<td>The divisions are identified by single hieroglyphs with names that mean things like endurance, perfection, and strong.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment 2: Read the following text and complete the chart that follows.

Document A: Herodotus

The following is an excerpt from The Histories written by the Greek historian Herodotus in 440 BCE. Herodotus spent much of his life traveling to collect information for his book. He based his history book on the stories that the people in the places he visited reported to him.

They said that Egypt until the time of King Rhampsinitus was altogether well-governed and prospered greatly, but that Kheops, who was the next king, brought the people to utter misery. For first he closed all the temples, so that no one could sacrifice there; and next, he compelled all the Egyptians to work for him. To some, he assigned the task of dragging stones from the quarries in the Arabian mountains to the Nile; and after the stones were ferried across the river in boats, he organized others to receive and drag them to the mountains called Libyan. They worked in gangs of a hundred thousand men, each gang for three months. For ten years the people wore themselves out building the road over which the stones were dragged, work which was in my opinion not much lighter at all than the building of the pyramid (for the road is nearly a mile long and twenty yards wide, and elevated at its highest to a height of sixteen yards, and it is all of stone polished and carved with figures). The aforesaid ten years went to the building of this road and of the underground chambers in the hill where the pyramids stand; these, the king meant to be burial-places for himself, and surrounded them with water, bringing in a channel from the Nile. The pyramid itself was twenty years in the making. Its base is square, each side eight hundred feet long, and its height is the same; the whole is of stone polished and most exactly fitted; there is no block of less than thirty feet in length.

This pyramid was made like stairs, which some call steps and others, tiers. When this, its first form, was completed, the workmen used short wooden logs as levers to raise the rest of the stone; they heaved up the blocks from the ground onto the first tier of steps; when the stone had been raised, it was set on another lever that stood on the first tier, and the lever again used to lift it from this tier to the next. It may be that there was a new lever on each tier of steps, or perhaps there was only one lever, quite portable, which they carried up to each tier in turn; I leave this uncertain, as both possibilities were mentioned. But this is certain, that the upper part of the pyramid
was finished off first, then the next below it, and last of all the base and the lowest part. There are writings on the pyramid in Egyptian characters indicating how much was spent on radishes and onions and garlic for the workmen; and I am sure that, when he read me the writing, the interpreter said that sixteen hundred talents of silver had been paid. Now if that is so, how much must have been spent on the iron with which they worked, and the workmen’s food and clothing, considering that the time aforesaid was spent in building, while hewing and carrying the stone and digging out the underground parts was, as I suppose, a business of long duration.


Document B: Textbook

This is an excerpt from a high school history textbook Our World Through the Ages published in 1959.

At Giza stands the Great Pyramid. It has stood there for five thousand years. It covers thirteen acres and stands nearly five hundred feet high. It contains over two million blocks, most of which weigh about two tons. One hundred thousand lash-driven men poured out their sweat and blood for twenty years to complete this resting place which King Khufu considered fit for his royal remains.


Document C: News Article on Zahi Hawass

Dr. Zahi Hawass is an Egyptian archaeologist. He has spent decades excavating and analyzing areas around the pyramids. Below is an excerpt from an article that appeared in many newspapers and magazines around the world reporting some of Hawass’s recent findings. Egypt displayed on Monday newly discovered tombs more than 4,000 years old and said they belonged to people who worked on the Great Pyramids of Giza, putting the discovery forth as more evidence that slaves did not build the ancient monuments.

The series of modest nine-foot-deep shafts held a dozen skeletons of pyramid builders, perfectly preserved by dry desert sand along with jars that once contained beer and bread meant for the workers’ afterlife.
Egypt's archaeology chief Zahi Hawass said that discovery and the latest finds last week show that the workers were paid laborers, rather than the slaves of popular imagination.

Hawass said the builders came from poor Egyptian families from the north and the south, and were respected for their work – so much so that those who died during construction were bestowed the honor of being buried in the tombs near the sacred pyramids of their pharaohs.

Their proximity to the pyramids and the manner of burial in preparation for the afterlife backs this theory, Hawass said. "No way would they have been buried so honorably if they were slaves," he said.


---

**Document D: Interview with Mark Lehrner (Modified)**

Dr. Mark Lehrner is another leading archaeologist and has worked along with Zahi Hawass for several years. Below is an excerpt from an interview Lehrner gave in 1997 to the PBS show NOVA.

**Question:** You've made reference to inscriptions at Giza that indicate who built the Pyramids. What do the inscriptions say?

**Lehrner's answer:** One of the most compelling pieces of evidence we have [of who built the pyramids] is graffiti on ancient stone monuments in places that they didn't mean to be shown. For example, above the King’s chamber in the Great Pyramid, and in many monuments of the Old Kingdom—temples, other pyramids. Well, the graffiti gives us a picture of organization where a gang of workmen was organized into two crews, and the crews were subdivided into five phyles. Phyles is the Greek word for tribe.

The phyles are subdivided into divisions, and the divisions are identified by single hieroglyphs with names that mean things like endurance, perfection, strong. Okay, so how do we know this? You come to a block of stone above the King’s chamber. First of all, you see this cartouche of a King and then some scrawls all in red paint after it. That’s the gang name. And in the Old Kingdom in the time of the Pyramids of Giza, the gangs were named after kings. So, for example, we have a name . . . above the King’s chamber in the Great Pyramid, “the Friends of Khufu Gang.” This doesn’t sound like slavery, does it?


---

**Document E: Mark Shiffman**

Dr. Mark Shiffman is a professor of Classical Studies at Villanova University and teaches courses on the ancient world. The following excerpt is from a comment he wrote online in response to claims that slaves built the pyramids.
In other words, the workers (or at least some of them) were well fed and not worked to death and got respectable tombs... 

So a certain proportion (maybe 25%?) of the workers were Egyptians of high status, a large number of Egyptian peasants were ordered to come do the hard labor, and we don't know how many slaves may have been employed in the work. Given the prevalence of slavery in the powerful nations of the ancient world, it would be surprising if there were not a significant number, and none of the evidence rules this out. On the other hand, there seems so far to be no direct archaeological evidence for the presence of slaves; but since they are not often honored with tombs, they can be hard to trace.

Two things are worth noting in assessing the “no slaves” claim and the evidence. One is that no one bothers to tell us in the broadcast sources how many tombs specifically belonging to workers have been found and what proportion of the workforce they might represent. One would have to ask that direct question of a knowledgeable scholar or consult the Egyptology technical literature.


**Assignment 3:** Complete the organizer below. Use evidence from the previous sources to answer the question: Did slaves build the pyramids?

<table>
<thead>
<tr>
<th>Document</th>
<th>Did slaves build the pyramids?</th>
<th>What evidence does the source use to support the claim?</th>
<th>Do you find this evidence convincing? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doc A: Herodotus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Doc B: Textbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doc C: Hawass</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment 4: Final Claim

In the space below complete an outline of an essay that answers the following question:

*Did slaves build the Great Pyramid at Giza?*

Make sure to discuss evidence from at least two of the documents to support your claim.

1st: Pick your claim (Thesis Starter)
- Slaves built the Great Pyramids at Giza
- Slaves did not build the Great Pyramids at Giza.

*For example: School uniforms should be required.*

2nd: Build upon your claim by choosing “reasons” or topics to prove your point

*For example: low cost, decreased number in bullying, provides equality*
3rd: Put it all together into a statement

For example: School uniforms should be required because of low cost, decreased number in bullying, and because it provides a sense of equality.

4th: Pick a piece of evidence from one of the documents that supports your point

For example: Four out of five parents state that they have saved money on the cost of clothes.

5th: Write an analysis sentence or two based on that piece of evidence.

For example: This statement demonstrates that school uniforms are essential because parents show that money is being saved. Many parents have multiple children, so school uniforms are helping with family budgets.

6th: Pick another piece of evidence from a different document that supports your point
7th: Write an analysis sentence or two based on that piece of evidence.

8th: Write a conclusion sentence summing up your claim
For example: Finally, school uniforms are essential to wear as the positive benefits outweigh the negatives.