

## Guided Reading Week 2 - Instructions

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This document contains the Guided Reading for week two of your isolation period. There are two pieces to read and for each piece there will be two days of work to complete. Remember in school, Guided Reading is only 25 to 30 minutes. So make sure this is as much as you do at home!

In week 2, your two texts are:

- Ancient Egypt – Cleopatra
- Ancient Egypt – Life in Ancient Egypt

For each text, there are the pages to read, some questions and the answers.

**You don't need to print these sheets out if you don't need to. Feel free to write answers for the second day of work (outlined in Day 2 below) on each reading piece on any piece of paper.**

For each text, use the following guidance as to what you need to do.

### Day 1 - Reading the text and identifying features

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Read the text carefully. We would suggest reading it twice through to be sure you have understood it.

If there are any words you are not sure of, ask the adult you are with if they can help you, look in a dictionary (if you have one) or use an online dictionary such as Kids WordSmyth (<https://kids.wordsmyth.net/we/>).

Once you have read it through, use your knowledge of features of a text to answer the following questions.

1. Find and copy the heading.
2. Find and copy all of the sub-headings
3. Is there an introduction? If yes, find and copy the first five words.
4. Are there any pictures with captions? If yes, how many?
5. Are there any diagrams? If yes, how many?
6. Are there fact boxes or boxes with extra information? If yes, how many?

### Day 2 - Re-read the text and answer comprehension questions

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To complete the day 2 task, you don't need to print these sheets out if you don't need to. Feel free to write answers for the second day of work on each reading piece on any piece of paper. Ideas for how to do this are below.

Re-read the text, to remind yourself about what you read about the previous day.

Answer the questions that follow it. All you need to do is simply answer the questions.

#### Ways you can answer questions without needing to print out the work

You can just do these on a sheet of paper as best as you can.

If you have to pick an answer from three options, simply write the correct answer.

If you have to match up statements, you could simply write what needs to go together as an answer.

# Cleopatra

## Queen of Egypt



Cleopatra VII was the last ruler of ancient Egypt before it was taken over by the Roman Empire. She ruled for around 21 years in the city of Alexandria.

### Who Was Cleopatra? ◆

#### What Was Cleopatra like as a Leader?

Cleopatra is often described as an intelligent and successful leader. She spoke lots of different languages. One of these languages was ancient Egyptian, which is thought to have made her popular with the local people.



During a bad **drought**, Cleopatra is thought to have offered stored grain to people in the city. This meant that everyone had something to eat and that nobody went hungry. She also studied scrolls from the library of Alexandria, which included work from some of the world's greatest **scholars**.



#### Did You Know...? ◆

Ptolemy XIII tried lots of different ways to get back into Alexandria, including pumping raw sewage into the water supply!

Cleopatra was thought to have been born around 69 BC. Although she was born in Egypt, her family were Greek. When her father died, she took over as the ruler of Egypt. However, women were not allowed to rule on their own at the time. Therefore, Cleopatra's younger brother called Ptolemy XIII ruled alongside her.

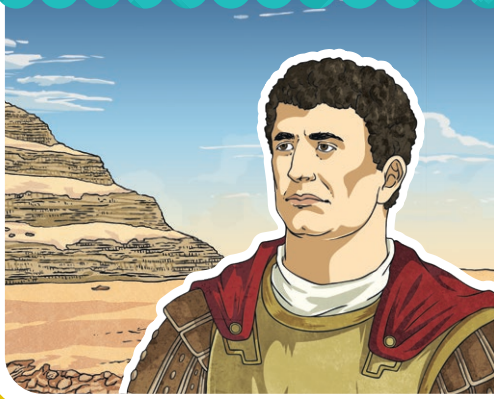


### Cleopatra and Julius Caesar ◆

When Ptolemy XIII decided that he no longer wanted to rule alongside his sister, he had her thrown out of Alexandria. At the same time, he had angered a Roman general named Julius Caesar. Caesar travelled to Alexandria and demanded to speak to Ptolemy XIII.

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Cleopatra had heard what had happened and wanted to speak to Caesar before her brother could. However, she was banned from entering Alexandria. So, Cleopatra wrapped herself in a duvet and had herself sent to Caesar. He was amazed by her intelligence and offered to help her get back into Alexandria and overthrow her brother. This was successful and Cleopatra was once again the ruler of Egypt.



Cleopatra and Mark Antony ◆

After her relationship with Caesar had ended, Cleopatra started getting letters from another Roman general named Mark Antony. He thought that making friends with the ruler of Egypt would help him to take control over Rome. Eventually, he moved to Egypt and he and Cleopatra had three children together.

Glossary ◆

**drought:** A long time without rainfall that leads to a shortage in water.

**scholars:** People who are highly educated or specialists in a particular area of study.

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However, Mark Antony began talking about his children one day being in charge of countries within the Roman Empire. This angered some people in Rome and they named Mark Antony and Cleopatra as enemies of the empire.

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Not long after, Egypt was taken over and became a part of the Roman Empire, bringing an end to Cleopatra's rule.



# Questions

1. According to the text, how long did Cleopatra rule for? Tick one.

- around 21 years
- exactly 21 years
- around 30 years
- exactly 30 years

2. When Cleopatra first became the ruler of Egypt, who ruled alongside her? Tick one.

- her father
- her sister
- her brother
- her son

3. Number the events from 1-4 to show the order that they happened in.

- Cleopatra and her brother became rulers of Egypt.
- Cleopatra met Mark Antony.
- Cleopatra was born around 69 BC.
- Cleopatra met Julius Caesar.

4. Draw **four** lines and complete each sentence.

Cleopatra...

Ptolemy XIII...

Julius Caesar...

Mark Antony...

was amazed by Cleopatra's intelligence.

studied scrolls from the library of Alexandria.

moved to Egypt and had three children with Cleopatra.

had Cleopatra thrown out of Alexandria.

5. In which section would you find information about Cleopatra being thrown out of Alexandria by her brother?

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6. Look at the section called **What Was Cleopatra like as a Leader?**  
Find and copy one word which shows that **lots of people liked Cleopatra.**

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7. Using 20 words or fewer, summarise the information in the section **Who Was Cleopatra?**

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8. Lots of books, plays and films have been written about the life of Cleopatra.  
Explain why people might find her so interesting.

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# Answers

1. According to the text, how long did Cleopatra rule for? Tick one.

- around 21 years**
- exactly 21 years
- around 30 years
- exactly 30 years

2. When Cleopatra first became the ruler of Egypt, who ruled alongside her? Tick one.

- her father
- her sister
- her brother**
- her son

3. Number the events from 1-4 to show the order that they happened in.

- 2** Cleopatra and her brother became rulers of Egypt.
- 3** Cleopatra met Mark Antony.
- 1** Cleopatra was born around 69 BC.
- 4** Cleopatra met Julius Caesar.

4. Draw **four** lines and complete each sentence.

Cleopatra...	was amazed by Cleopatra's intelligence.
Ptolemy XIII...	studied scrolls from the library of Alexandria.
Julius Caesar...	moved to Egypt and had three children with Cleopatra.
Mark Antony...	had Cleopatra thrown out of Alexandria.

5. In which section would you find information about Cleopatra being thrown out of Alexandria by her brother?

**You would find this information in the section 'Cleopatra and Julius Caesar'.**

6. Look at the section called **What Was Cleopatra like as a Leader?**  
Find and copy one word which shows that **lots of people liked Cleopatra.**

**popular**

7. Using 20 words or fewer, summarise the information in the section **Who Was Cleopatra?**

**Pupils' own responses, such as: Cleopatra was a Greek ruler of Egypt who was born around 69 BC and ruled alongside her brother.**

8. Lots of books, plays and films have been written about the life of Cleopatra.  
Explain why people might find her so interesting.

**Pupils' own responses, such as: People might find Cleopatra so interesting because a lot of things happened in her life. She was sent away by her brother but then she became ruler again with the help of two powerful Roman generals. People might also find her interesting because she was the last ruler of ancient Egypt.**

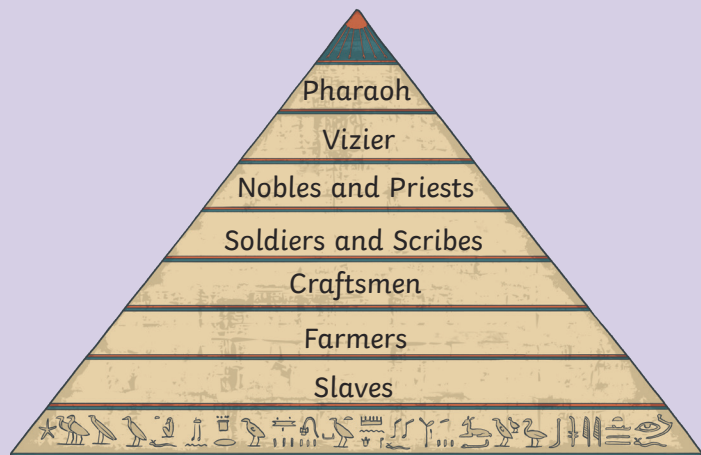
# Life in Ancient Egypt

The ancient Egyptian period began over 5,000 years ago in North Africa. It was a place of beliefs, inventions and a long-lasting legacy.

## Society

Ancient Egyptian culture lasted for over 3,000 years. Many features of society can be found in ancient Egypt. For example, ancient Egyptians were expert farmers and made one of the first calendars as well as a writing system called **hieroglyphics**.

People of ancient Egypt were split into different classes. The pharaoh was at the top of this pyramid.



**Pharaoh**  
God on earth.



**Vizier**  
Pharaoh's second-in-command.



**Nobles and Priests**  
Made laws and performed rituals.



**Soldiers and Scribes**  
Warriors and record-keepers.



**Craftsmen**  
Tradespeople.



**Farmers**  
Farmed the land.



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## Slaves

Worked for others.



### Markets and Merchants

Markets were important for trade. Ancient Egyptians grew lots of grain and used it to trade. Stones named 'debens' weighed the value of items during a trade.

Trading with other people and countries was vital to make sure people had the food and materials they needed to live well. Some popular items for trade included linen, papyrus, grain and various precious metals and stones.

### Did You Know...?

- The ancient Egyptians believed the 2,000 gods and goddesses were linked to many natural forces.
- The afterlife was incredibly important. As such, ancient Egyptians prepared for what would happen after they died.
- Important people's bodies were preserved through mummification. The god Anubis weighed their hearts.



### Transport and the Nile

Due to the hot **climate**, the Nile was critical. Ancient Egyptian life grew around it. The heavy rainfall that came during the monsoon season caused the river to flood. Towns and cities relied on the **fertile** ground that the water created.

In addition to this, the Nile was an important route for people to travel and trade. All over the area, the ancient Egyptians used skiffs (simple sailboats) to trade.

### Glossary:

**climate** – Weather conditions in a place over a period of time.

**fertile** – Land able to produce lots of crops.

**hieroglyphics** – Language using symbols and pictures.

# Questions

1. Which of the following is **not** an item used for trade? Tick **one**.

- linen
- papyrus
- flags
- wheat

2. How long ago did ancient Egyptian civilization begin? Tick **one**.

- 2,000 years ago
- 3,000 years ago
- 4,000 years ago
- over 5,000 years ago

3. List the top three classes in ancient Egyptian society.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. Draw three lines to match the social class to its description.

**Vizier**

**Tradespeople.**

**Craftsmen**

**Pharaoh's second-in-command.**

**Farmers**

**Farmed the land to grow food.**

5. Find and copy a phrase which describes how important the river Nile was to ancient Egyptians.

\_\_\_\_\_

6. Fill in the missing words.

Important people's bodies were preserved through \_\_\_\_\_.

The god \_\_\_\_\_ weighed their \_\_\_\_\_.

7. What system did the ancient Egyptians use for trade in their markets?

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8. Why are some words written in **bold** in the text?

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# Answers

1. Which of the following is **not** an item used for trade? Tick **one**.

- linen
- papyrus
- flags**
- wheat

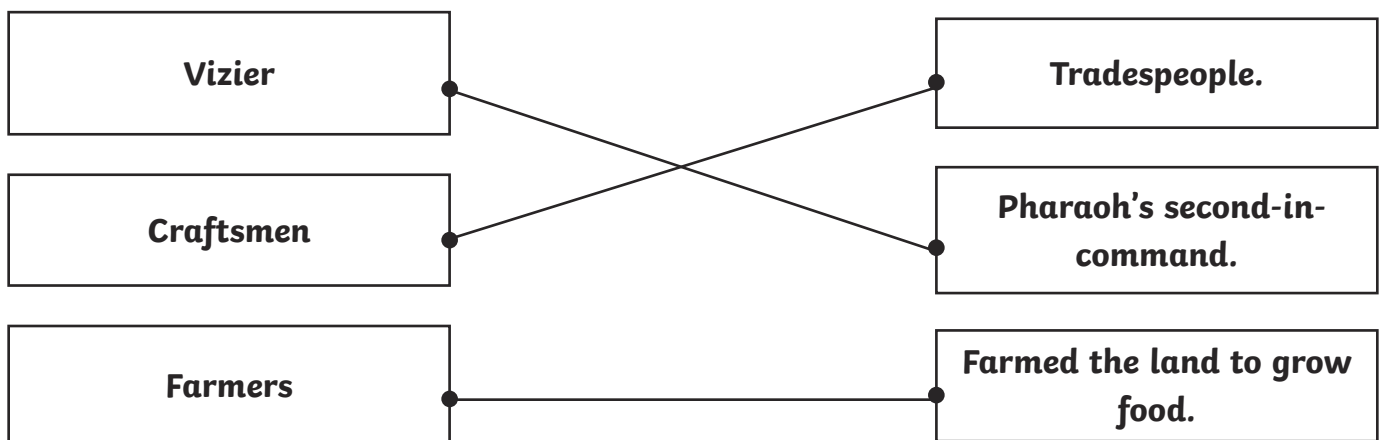
2. How long ago did ancient Egyptian civilization begin? Tick **one**.

- 2,000 years ago
- 3,000 years ago
- 4,000 years ago
- over 5,000 years ago**

3. List the top three classes in ancient Egyptian society.

1. **Pharaoh**
2. **Vizier**
3. **Nobles and Priests**

4. Draw three lines to match the social class to its description.



5. Find and copy a phrase which describes how important the river Nile was to ancient Egyptians.

**Accept any of the following:**

- **the Nile was critical;**
- **ancient Egyptian life grew around it;**
- **towns and cities relied on the fertile ground;**
- **the Nile was an important route for people to travel and trade.**

6. Fill in the missing words.

Important people's bodies were preserved through **mummification**. The god **Anubis** weighed their **hearts**.

7. What system did the ancient Egyptians use for trade in their markets?

**Pupils' own responses, such as: Ancient Egyptians used stone weights called debens. The weight of the stones would represent an item's value.**

8. Why are some words written in **bold** in the text?

**Accept responses which indicate that the meaning of these words can be found in the glossary.**