

Lesson Plans: SS 06 WHis LPQ2 029 Great Pharaohs & Queens of Egypt

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Grade Level : Grade 6

Subject : Social Studies - Middle

Standards/Assessed
Benchmarks: Florida STATE FL Social Studies Standard (2008)
Florida Sunshine State Standards

Grade 6

World History

2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

SS.6.W.2.5 Summarize important achievements of Egyptian civilization.

SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.

Description/Abstract
of Lesson: Students will: identify important African kings and queens and discuss their major contributions, compare and contrast the major duties and roles of the ancient and present day tribal chiefs, understand and appreciate African

Essential Question-
Scope & Sequence: **How did empires change and grow over time**

Technology
Connections and
Teacher Materials:

Technology
Connections and
Student Materials:

Duration : 3 Days

Vocabulary: **archaeologist** A scientist who studies ancient peoples by analyzing the things they left behind. *Context:* Some archaeologists say there is evidence that Nefertiti may have ruled as pharaoh. **mummy** A body preserved after death by natural or artificial means. *Context:* Mummies have been found in many areas of the world, including South America and Asia. **pharaoh** a ruler of ancient Egypt *Context:* The pharaoh was seen as a direct link between the gods and the people. **sacrilege** The disrespectful treatment of something others consider holy or sacred *Context:* Many of the priests in ancient Egypt saw Akhenaten's decision to worship only Aten as sacrilege **confederation** A group of states or nations, united for a common purpose. *Context:* Tuthmosis I, Hatshepsut's father, led his troops deeper into Nubia than any other pharaoh had ever gone and defeated a confederation of Nubian tribes. **expedition** A journey or excursion undertaken for a specific purpose. *Context:* The expedition to Punt was no easy matter and only a prosperous, well-governed country could pull it off. **flaunt** To make a gaudy, ostentatious, or conspicuous display. *Context:* Along the Nile, the nobility constructed temples to the crocodile god. It was in these temples that the rich and famous of Egypt could flaunt their wealth. **hieroglyphics** A system of writing mainly in pictorial characters. *Context:* Champollion uncovered a great mystery by cracking the hieroglyphic code of the Rosetta Stone. **inscribe** To write, engrave, or print characters upon. *Context:* The treasurer was so impressed with what he saw of Hatshepsut in Nubia that he inscribed it on a rock. **pacifist** One who opposes violence as a means of settling disputes. *Context:* Some Egyptologists have suggested that Hatshepsut was a pacifist, but there is evidence that she may have led her own military expeditions. **precinct** An enclosure bounded by the walls of a building.

Steps to Deliver
Initial Instruction: Africa had many great Kings and Queens. These lessons focus on the Great Kings & Queens of Africa. Students will discuss the great kings and queens as well as their contributions to their civilization and to history. Students will read and interpret various secondary sources and use them to reenact Great Kings & Queens of Africa in a presentation. The students will use writing process to write a 3 - 4 page report, and answer question about the King/Queen they picked by researching their topic and comparing and contrasting with the roles of contemporary African chiefs. They will also

view videotapes, filmstrips, and slides about the kings and queens. Students will be quizzed and tested on African kings and queens. Day # 1

- Students should be given a blank tic-tac-toe history sheet. Each student will then select any 9 Great Kings or Queens from list provided and place a one name in each of the 9 squares

RAMSES II	CANDACE	MAKEDA
TENKAMENIN	CLEOPATRA VII	THUTMOSE III
HATSHEPSUT	AMINA	NEFERTARI

AKHENATON -The Creator of Monotheism **HANNIBAL** - RULER OF CARTHAGE (247-183 B.C.) **JA JA** -KING OF THE OPOBO (1821-1891) **MANSA KANKAN MUSSA** -KING OF MALI (1306-1332) **SHAKA** - KING OF THE ZULUS (1818-1828) **TAHARKA** - KING OF NUBIA (710-664 B. C.) **TENKAMENIN** -KING OF GHANA (1037-1075) **THUTMOSE III** - PHARAOH OF KEMET (1504-1450 B.C.) **TUTANKAMUN** - BOY PHARAOH OF KEMET **RAMSES II** -THE GREAT **AMINA** -QUEEN of ZARIA (1588-1589) **CANDACE** -EMPRESS OF ETHIOPIA (332 B.C.) **CLEOPATRA VII** -QUEEN OF KEMET (Ancient Egypt the land of the blacks) (69-30 B.C) **HATSHEPSUT** -QUEEN OF KEMET (Ancient Egypt the land of the blacks) (1503-1482 B.C.) **MAKEDA** -QUEEN OF SHEBA (The symbol of Beauty) (960 B.C.) **NEFERTARI** -QUEEN OF KEMET (the land of the blacks) (1292-1225 B.C) **NANDI** -QUEEN OF ZULULAND (Symbol of a woman of high esteem) (1778-1826) Mother of the great leader Shaka Zulu. **NEFERTITI** -QUEEN OF KEMET (Ancient Egypt the land of the blacks) **NZINGHA**-AMAZON QUEEN OF MATAMBA WEST AFRICA (1582-1663)

- Teacher reads information about the Great King/Queen but do not use their names.
- Students who can identify the person described crosses out the correct name if they have it on their sheet.

Guided Practice with Feedback:

- Discuss and pass out handout with the different Kings & Queens
- For homework, Assign student African Great King and Queen Log
 - students should pick 5 Kings and 5 Queens to discuss in their log (see log sheet)
 - Students will also need to pick one for a synopsis to present in class
 - Write a 3 - 4 page report about his/her King / Queen
 - Write a short synopsis to present in class beginning with "I AM"
- United streaming: *Great Egyptians: Hatshepsut, The Queen Who Would Be King*
 - Assign Video Comprehension Questions
 - What mystery did Champollion unknowingly uncover when he broke the hieroglyphic code? (Champollion unknowingly uncovered recorded proof of King Hatshepsut's reign, the only woman to rule as king of Egypt.)
 - What type of leader was Hatshepsut's father, Tuthmosis I? (Hatshepsut's father, Tuthmosis I, was a tough man and a fearless military leader.)
 - How did Hatshepsut begin to make her mark as ruler of Egypt?

(Hatshepsut began the most incredible building program any pharaoh had ever undertaken. This included the construction of a mortuary temple where her subjects could worship her after her death and two giant obelisks as monuments to her father's greatness.)

- Why did Hatshepsut take the title of pharaoh, and how did she get away with declaring herself so? (Hatshepsut took the title of “king” or pharaoh to keep her power and to prevent her stepson, Tuthmosis III, from assuming the throne. Images showed her wearing a false beard and clothes of a pharaoh. The Egyptian people accepted her as king because she was an able leader and they were prosperous and happy during her rule.)
- How did the trading expedition to Punt help dispel the notion of some Egyptologists that Hatshepsut was not a strong leader? (On Hatshepsut's expedition to Punt, she demonstrated tremendous organization on a bold and dangerous venture. No pharaoh had sent an expedition there for centuries because of the difficulties inherent in such a long journey (the trip was more than 600 miles). Only a prosperous, well-governed country could pull off such a difficult expedition.)
- How was Tuthmosis III able to make bold military moves and become the greatest military pharaoh in Egypt's history? (Tuthmosis III was able to become a great military leader as pharaoh because Hatshepsut had maintained the army while she was king and had given him free reign to develop his skills as a warrior and leader. He also inherited a prosperous, well-governed country. This was a most beneficial arrangement because it kept Tuthmosis occupied so he would not attempt to overthrow Hatshepsut.)
- What evidence uncovered by Egyptologists might suggest that Hatshepsut and Tuthmosis III were not competitors for the throne of Egypt? (Pictures on the walls of the Red Chapel constructed by Hatshepsut show her and Tuthmosis III ruling side-by-side, suggesting that their relationship was mutually beneficial, not competitive.)
- Why was Hatshepsut's name erased from all her monuments? (After Tuthmosis III had reigned for 20 years, Hatshepsut's name was erased from all her monuments because it had been decided that Egypt's historical record could not show that a woman had been king. It was not the traditional way. The establishment felt that divine order had been upset.)

Independent DAY 2

Practice:

- United streaming: *Empires of Early Africa* After watching the video, ask students: Who was Nefertiti? (She was the wife of the Egyptian pharaoh Akhenaten; she may have ruled as pharaoh herself.) Review basic facts about Akhenaten and Nefertiti. Why was their rule so revolutionary and controversial? (They did not worship all the traditional Egyptian gods; instead, they worshiped a single god named Aten.) What was the name of the city they founded? (Akhetaten, now called Amarna)
- Divide the class into groups. Explain that they'll be exploring different types of artifacts from Amarna that reflect different aspects of life in the ancient city.
 - Be sure to explore the entire site, as there are numerous images. Assign each group to study one of the following subject areas:
 - The Worship of Aten
 - The Arts in Amarna
 - Daily Life
 - Women's Lives in Amarna
 - Each group should select and print five images that illustrate their subject. Have each group prepare and present a report on their findings as if they are a team of archaeologists who discovered and analyzed the artifacts. They should present an image for each artifact, explaining where it was found and what it reveals about life in Amarna during Akhenaten's rule.

Differentiated DAY 3

Instruction/Small

Groups:

- United streaming: *Troubled Leadership "King Tut"* Discuss the two rulers featured in the video: the Egyptian King Tutankhamen and the Ottoman Sultan Suleiman.
 - When did each man rule? (Tutankhamen: 1333-23 B.C.; Suleiman: A.D. 1520-66)
 - From which city did each man rule? (Tutankhamen began his reign in Akhetaten—now called Amarna—and then moved back to the traditional royal city of Thebes. Suleiman ruled from Istanbul, previously known as Constantinople and Byzantium.)
 - What were some of the significant events that occurred during each rule?
 - How were their reigns different?
 - How were they alike?
 - Discuss a few of the people who were close to each leader. King Tutankhamen: Akhenaten and Nefertiti, Ay, Ankhesenamen, Suleiman: Ibrahim, Roxalana, Prince Mustafa
- Tell students that their assignment is to write an essay describing the role that one person played in the life and rule of either Tutankhamen or Suleiman. They can write an objective, third-person essay or write from the point of view of the leader. The letter should include the following elements:
 - The person's relationship to the leader.
 - One significant event that reflects this person's role in the leader's life.
 - How the person may have felt about the leader, or how the leader felt about the person.
 - The overall impact or influence the person had on the leader's rule.

Lesson

Closure/Review:

- Assessment Jeopardy (Place students on teams of five) only one person can answer for the team
 - Teams will huddle together to discuss their answer
 - Teams can use any notes or study guides that they have produced
- Teachers should use vocabulary words and specific factual information derived from video guided questions for the Jeopardy "answers". If your school has a smart board use smart board to assess the students, by placing the question on the screen)
- Student teams could write out questions and answers to use in game with credit going to questions that were suitable for use. This will involve the teacher reviewing what makes a good, legitimate question.
- Grading can be cumulative or if teams miss an answer throw out to other teams

**Assessment with
Clear & Compelling
Product Standards:**

- Use the following three-point rubric to evaluate students' work for videos.
 - 3 points: Students were highly engaged in class discussions; demonstrated a clear understanding of Nefertiti, Akhenaten, and their controversial rule; gave a clear and thorough class presentation highlighting five artifacts from Amarna.
 - 2 points: Students participated in class discussions; demonstrated an adequate understanding of Nefertiti, Akhenaten, and their controversial rule; gave a complete class presentation highlighting five artifacts from Amarna.
 - 1 point: Students did not participate in class discussions; demonstrated an incomplete understanding of Nefertiti, Akhenaten, and their controversial rule; gave an incomplete class presentation highlighting less than five artifacts from Amarna.

Creator : Middle SS Content Team

File Attachments: Civil War Amendments Grading.pdf

Great Kings & Queens log sheet.doc

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Great Kings and Queens Fact Sheet.doc

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Date Created : June 04, 2008

Date Modified : November 03, 2011