

Enquiry: How did the civilization of Egypt wax and wane?

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LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p>Children should Select and combine information from different sources</p>	<p>Who built the Great Pyramid at Giza? (Theme: Monumental Building) Group activity (6 groups) ~ read Herodotus's account of the building of the pyramid ~ note key points ~ watch separate video clips from "Building the Great Pyramid" ~ use resource information packs on different themes to gather and pool information on theme ~ each group contributes to class poster</p> <p>Post individual response "I think Herodotus was wrong/right about the building of the pyramid because... "Into class box. See what the class as a whole thinks about Herodotus.</p> <p>Finish by showing the image of the "Solar Barque" of Khufu. Question "What do you think this was for?"</p> <p>Cross Curricular ~ possible follow up option: Geography ~ The role of tourism today in Egypt ~ "The Road to Giza"</p>	<p>Herodotus's account: http://www.gutenberg.org/files/2131/2131-h/2131-h.htm</p> <p>BBC Building the Great Pyramid documentary - some clips available at www.dailymotion.com/video/x2mt187 and www.youtube.com/watch?v=PTTj7AUBz_E&list=PLEAC12AFE7DF69649</p> <p>Themes to research (taken from the following websites)</p> <ul style="list-style-type: none"> The galleries http://www.aeraweb.org/projects/lost-city/ The Royal Administrative Bureau http://www.aeraweb.org/projects/lost-city/ Eastern Town and Western town http://www.pbs.org/wgbh/nova/ancient/who-built-the-pyramids.html Feeding the workers http://www.livescience.com/28961-ancient-giza-pyramid-builders-camp-unearthed.html Gangs and Graffiti http://www.pbs.org/wgbh/nova/ancient/lehner-giza.html <p>Solar Barque http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/</p>	<p>Can the children use information from a variety of sources to explain the pyramids came to be built?</p> <p>Can the children evaluate the usefulness of Herodotus as a source?</p>
<p>Children should : Children give reasons for and results of main events in the period</p>	<p>Why did Hatshepsut send an expedition to Punt? (Theme: Trade) Group/Pair~ Investigate water travel in ancient Egypt ~ use table to evaluate what travelling in, why/how/why travelling</p>	<p>Images for water travel: http://egyptsites.wordpress.com/2009/02/25/the-solar-boat-museum/ http://www.phouka.com/tr/egypt/photos/giza/solarBoat-01.html https://www.britishmuseum.org/PDF/Ward.pdf</p>	<p>Can the children create a board game that illustrates why Egyptians traded?</p>

studied	<p>W/C ~ recognise that they used different ships for different purposes W/C teacher led discussion re trade ~ what /where/why (multi-sensory examine trade items e.g. frankincense/ papyrus) Look at account of Hatshepsut's trading expedition to Punt using images from mortuary chapel</p> <p>Group ~ design board game that shows why Egypt traded</p> <p><i>End with letter from Suppiluliuma to Akhenaten about trade</i></p> <p>Cross Curricular ~ possible follow up option: English ~ Story scroll or drama to retell the story of the shipwrecked sailor c 2200BC</p>	<p>http://www.touregypt.net/featurestories/aboard.htm http://www.pbs.org/wgbh/nova/ancient/punt-ship.html</p> <p>teacher information re Hatshepsut: http://digital.library.upenn.edu/women/edwards/pharaohs/pharaohs-8.html</p> <p>Interactive images on: http://www.pbs.org/wgbh/nova/ancient/expedition-punt.html</p> <p>letter at : http://www.touregypt.net/amarna11.htm</p>	
<p>Children should: Understand that the past is represented and interpreted in different ways</p>	<p>What did Akhenaten do that made him so hated? (Theme: Religion) Individual ~ draw God or goddess in stylised forms using traditional colours ~ introduce to class with who god was patron for. W/C teacher led ~ statements as either Amenhotep IV or Akhenaten explaining what he has done Look at how the Aten is presented. Group ~ sorting activity to show result of changes ~ discuss implications for different people of this change ~ priest, artist, everyday family, soldier, princess. Try to consider positives and negatives</p>	<p>Proportions for stylised forms: (http://www.pyramidofman.com/Proportions.htm).</p> <p>Image of Amenhotep IV (http://www.historywiz.com/galleries/akhenaten.htm) Image of Akhenaten (http://www.touregypt.net/featurestories/picture09152003.htm)</p>	<p>Can the children demonstrate that they recognise that there will be different viewpoints of Akhenaten's actions?</p>

	<p>Individual: Give out images of different characters ~ speech bubble thoughts around changes</p> <p><i>End with an image of the back of the Golden throne of Tutankhamun and Ankhesenamun with Aten's rays</i></p> <p>Cross Curricular, possible follow up option: Art ~ close observational drawing using photos of artefacts and buildings. Water colour and line drawing (pen and ink) linked to the work of Sir William Flinders Petrie and Howard Carter</p>	<p>Image: http://www.bbc.co.uk/history/ancient/egyptians/tutankhamun_gallery_02.shtml</p>	
<p>Children should: Describe characteristic features of past societies and identify changes within periods</p>	<p>What happened to Akhenaten's successors? (Theme: Art)</p> <p>W/Class teacher led using images on IWB Compare images of different pharaohs ~ stylized and those particularly of Akhenaten in Amarna style ~ identify differences ~ how could you recognise Akhenaten ~ what are the characteristic features? Compare Nefertiti and Hapshepsut Record comments on IWB</p> <p>Introduce importance of family life with Nefertiti and the princesses. (You may need to confront the issues of nudity here as the princesses are often depicted nude)</p> <p>Show images of royal family from workshop of Tutmose the sculptor and explain his role</p> <p>Show images of line drawings showing Akhenaten/Nefertiti and family</p> <p>What are the characteristics that make these</p>	<p>Sample Images Akhenaten http://en.wikipedia.org/wiki/File:GD-EG-Caire-Mus%C3%A9061.JPG http://www.touregypt.net/featurestories/picture09152003.htm http://www.maat.sofiatopia.org/ichariot.gif</p> <p>Images of other pharaohs (Ramesses II) http://www.superstock.com/stock-photos-images/1566-052681 http://www.myartprints.co.uk/a/egyptian/ramesses-ii-dressed-for-w.html http://www.touregypt.net/images/touregypt/ramesses2anat7.jpg sample image of Nefertiti http://4.bp.blogspot.com/-UjqDDkojNgM/TyIVeMejg6I/AAAAAAAAAB6U/jfN_9RE81f8/s1600/006.jpg sample image of Hatshepsut http://4.bp.blogspot.com/-k6ffzFcxCas/T9t3v7Xitcl/AAAAAAAAAM4/-Fntof40QhQ/s1600/Hatshepsut-300x296.jpg Tutmose See Amarna Project http://www.amarnaproject.com/pages/amarna_the_place/main_city/index.shtml</p> <p>Royal family images ~ google Akhenaten and family ~ choose line drawings or papyrus copies as these are easiest for the children to make sense of, e.g.</p>	<p>Can the children recognise features of Amarna art and suggest why images may have been changed?</p>

	<p>images different? ~ physical contact ~ physical characteristics ~ physical presence of the Aten</p> <p>Pairs activity: Look at images of Tutankhamun and Ankhesenamun (include information in pack on symbolism of flowers and change of name) What do they show? How do we know they date for Amarna?</p> <p>W/C Image of Tut/Ankh on IWM Add statements about what is significant about image ~ screen save result</p> <p><i>End with image of Tutankhamun in war chariot from wooden box in tomb</i></p> <p>Cross Curricular, possible follow up option: Music ~ Trumpets of Tutankhamun ~ look at images of instruments from tomb paintings what sounds might they make. Listen to story of trumpets and sound recording</p>	<p>Can be found online but also look in <i>Akhenaten and Tutankhamun Revolution and Restoration</i> Silverman, D., Wegner, J.W., Wegner, J.H., (2006) University of Pennsylvania, Philadelphia</p> <p>Google Tutankhamun Ankhesenamun Choose images from the Golden Throne, the ivory chest and the Gilded Shrine (again line drawing are useful) e.g. http://4.bp.blogspot.com/_aSOXYgjaCnQ/TRY-dP5o0TI/AAAAAAAAAJs/r422_dOKZSI/s1600/3.jpg</p> <p>http://www.everythingselectric.com/images/back-Tutankhamuns-throne-image-photograph.jpg</p> <p>http://www.touregypt.net/featurestories/chariots.htm</p> <p>http://www.youtube.com/watch?v=zr_olu7chEY story of BBC recording recent article about the theft of trumpets during the Arab Spring http://www.bbc.co.uk/news/world-middle-east-13092827</p>	
<p>Children should : Know that some events have been interpreted in different ways and suggest reasons for this.</p>	<p>Why do we remember Ramesses II? (Theme: Territorial conquest)</p> <p>W/C Images of Ramesses II as warrior on IWB children suggest adjectives to describe him</p> <p>Groups ~ give out extracts from Poem of Pentaur (include info about the Gods/Goddess named in extracts ~ link back to Akenaten session) Children work together to decide what happened</p>	<p>http://www.touregypt.net/images/touregypt/ramesses2anat7.jpg http://www.travellinghistorian.com/ramp3.jpg</p> <p>http://ascendingpassage.com/Abu-Simbel-Rameses-smite-Cherubini.jpg</p>	<p>Can the children give reasons why Ramesses II ensured that only his version of events should be remembered?</p>

	<p>based on the account Ramesses recorded in his temples. ~ What happened at the battle of Kadesh ~ how did Ramesses achieve his aim? W/C ~ Watch video giving account of battle Does this match the account children have? Group ~ What might the Hittite version be like? Group task ~ write short poem in the style of Pentaur but from the point of view of the Hittites</p> <p>Show peace treaty created 16 years after battle ~ written in two languages and the first such treaty known in the region. (Copy displayed in UN) <i>End with image of Abu Simbel Ramesses's great memorial that had to be relocated after building of the Aswan Dam</i></p> <p>Cross Curricular, possible follow up option: PE ~ either create dance to tell story of battle or investigate the skills of the warrior ~ spear/ javelin throwing, running, balancing (on chariot)</p>	<p>http://www.uned.es/geo-1-historia-antigua-universal/EGIPTO%20HISTORIA/RAMSES_II_POEMA_DE_PENTAUR.htm You will need to select extracts as this is quite long. Background information for teacher: http://www.reshafim.org.il/ad/egypt/ramseskadeshcampaign.htm</p> <p>(Search YouTube for 'Ramesses Battle of Kadesh')</p> <p><u>Hittite gods/Goddess</u> Tesbub ~ god of storms, weather and sky, God of thunder, God of battle and victory depicted as a man standing over a mountain with a club or hammer ~ associated with bulls Zababa ~ god of war ~depicted holding and eagle headed staff Sauska ~ goddess of fertility, healing and war ~ depicted as a woman with wings standing with a leopard King of the Hittites ~ Muwatalli</p> <p>Information re peace treaty: http://www.touregypt.net/featurestories/treaty.htm</p> <p>Watch part of this video about the problem and how they decide to solve it (intro lasts about 4 minutes) Monster moves ~ Abu Simbel http://www.youtube.com/watch?v=2SxLufRZr4c</p>	
<p>Children should : Describe features of past societies and begin to make links between them</p>	<p>How did Ptolemy II contribute to trade? (Theme : Technological Developments)</p> <p>W/C teacher led ~ Introduce city of Alexandria ~ founded by Alexander the Great (Greek/Macaronian) ~ Given to his general Ptolemy (first Greek ruler) Consider why Alexandria became capital city ~ proximity to Mediterranean and trade routes. Look at a map of area ~ What are the benefits of location?</p>	<p>Maps of area including city map ~ http://www.forumancientcoins.com/Ancient-Maps/displayimage.php?pos=-139</p>	<p>Can the children show how the Ancient Greek civilization has become fused with that of Egypt?</p>

	<p>Look at a map of city ~ How was it the same and different to other cities of Egypt? Why would it benefit from trade/ (Colour waterways blue on IWB to highlight)</p> <p>What else did the first Ptolemy rulers do to encourage safe trade? Highlight area on map ~ Pharos ? Show image what could this be? (You can show one of the videos here to give children idea of what the Pharos was like)</p> <p>While watching video or looking at images what characteristic features do not seem to fit with "Ancient Egypt"? Which civilization do they fit better with? (Look at names, gods, statues.) Show image of Isis and Isis Pharia ~ how are they different? What else did Alexandria have that encouraged people to settle? Introduce Library and Museion (Museum)</p> <p>Individual ~ research one of the scholars from period of Ptolemy I or II e.g. Euclid, Archimedes, Herophilus, Eratosthenes and Manetho</p> <p>Present research with image of person and key points of their discovery ~ decorate with repeat patterns of both Greek and Egyptian geometric patterns</p> <p><i>End with video of Alexandria during Cleopatra's time</i> Cross Curricular, possible follow up option: DT ~ create models of Pharos in variety of materials Science ~ investigate light and how mirrors are used to refine and expand light</p>	<p>You tube climb up tour of Pharos http://www.youtube.com/watch?v=f1B-XHFb1RQ</p> <p>You tube search for "Seven wonders of the ancient world, Pharos of Alexandria"</p> <p>Isis Pharia https://isiopolis.com/2013/08/31/isis-the-lighthouse-goddess/</p> <p>Image Isis http://upload.wikimedia.org/wikipedia/commons/1/1d/Ankh_isis_nefertari.jpg</p> <p>Search YouTube for 'alexandria during cleopatra's time'</p>	
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<p>Children should:</p> <p>~ Know that some events and people have been interpreted in different ways and suggest possible reasons for this.</p> <p>~ use knowledge and understanding to select and organise information to produce structured work</p>	<p>How did the civilisation of Egypt end? (Theme: Decline)</p> <p>W/C Teacher</p> <p>Give some background information about Cleopatra ~ avoid some of the stereotypes and propaganda produced by the romans ~ show her as Egyptian as well as Ptolemaic.</p> <p>Give simple explanation of Cleopatra's dilemma ~ rising power of Rome and decline of Egypt</p> <p>Groups</p> <p>Give out copies of Plutarch's account of Cleopatra's meeting with Mark Anthony and Shakespeare's (Act 2, Scence2) Adult support and vocabulary cards. Make notes (different versions to different groups)</p> <p>Swap individuals from groups to compare two versions</p> <p>Individual</p> <p>Contribute character to whole class collage of event ~ in Egyptian style</p> <p>Or individual versions of events using watercolour and pen and ink.</p> <p><i>End with timeline showing where all the different people and events fit</i></p> <p>Possible follow up option:</p> <p>Look at the work of archaeologists and how we know about this period so long ago.</p> <p>Look in particular at Sir Williams Flinders Petrie, Amelia Edwards and Howard Carter</p> <p>Fieldwork to British Museum of Petrie Museum</p>	<p>Images of Cleopatra:</p> <p>http://upload.wikimedia.org/wikipedia/commons/8/82/Cleopatra_Isis_Louvre_E27113.jpg</p> <p>http://upload.wikimedia.org/wikipedia/commons/4/49/Denderah3_Cleopatra_Cesarion.jpg</p> <p>Images and background information can also be found on British History website ~ key word "Cleopatra"</p> <p>Both versions can be found here:</p> <p>http://penelope.uchicago.edu/~grout/encyclopaedia_romana/miscellanea/cleopatra/alma-tadema.html</p> <p>Art resource pack to help from "The Art of Ancient Egypt ~ Metropolitan Museum of Art" Teachers Pack</p>	<p>~ Can the children explain what Plutarch and Shakespeare are trying to do with their description of Cleopatra?</p> <p>~ Can the children create an visual image of Cleopatra on her barge in an Egyptian style?</p>
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