

A Teacher's Guide to Calliope: Hatshepsut Egypt's Female King

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Most Noble of Women pgs. 2-3

Comprehension – Short Answer

1. What were the three relationships (some overlapping) that confirmed Hatshepsut's royal status?
2. What was unusual about Hatshepsut's regency?
3. What made Egyptologists conclude that Thutmose III was a young child or baby when he ascended the throne?

Divine Kingship pgs. 4-6

Creative Writing/Art Extension

As a group, re-write the tale (of Horus, Osiris, Isis, and Seth) for a child between the ages of 6-9. Divide up the story into logical parts and illustrate (with any medium), creating a picture book for children. Then, share your picture book by reading it to younger children.

The Woman Who Would Be King pgs. 7-9

Comprehension – Short Answer

1. When did Hatshepsut begin to turn herself into a pharaoh? How?
2. What changes happened in the seventh year of Thutmose III's reign that were unusual?
3. What story was used to legitimize Hatshepsut's status as a pharaoh?
4. Name some of the positive results of Hatshepsut's reign.
5. How did Hatshepsut and Thutmose III divide the royal responsibilities?
Looking back, is this division regarded as successful by modern Egyptologists?

Symbols of Power pgs. 10-11

Art Extension

Create a banner for one of the royals mentioned in this issue that could have been used at a coronation ceremony. Use at least two of the symbols mentioned in the article.

Drama/Creative Writing Extension – Group/Pair work

Write a script for an Egyptian coronation, based on the information in this article, and read it aloud or act it out.

Egypt on the March pgs. 12-15

Research

Using additional resources choose one of the following weapons and write a short report on its development over time.

Chariot (for war use)

Bow and arrow

Battle-ax

Dagger

Khepesh

Halberd

Spear

Shield

Armor

Eternal Egypt pgs. 16-18

Art Extension

Imagining that you were one of the artists accompanying the expedition to Punt, draw a picture of what you saw there. Or draw a scene from the journey itself. Try to use a style similar to those depicted in the illustrations.

Research/Geography Extension

Using the Internet or other resources, find five facts that could be clues as to the modern-day location of Punt and estimate where you think Punt may have been.

Foreman of the Foremen pgs. 19-21

Creative Extension (select at least one)

1. Imagine you are an editor of a newspaper and write an editorial *in favor of* the relationship between Hatshepsut and Senmut.
2. Imagine you are an editor of a newspaper and write an editorial *against* the relationship between Hatshepsut and Senmut.
3. Draw a political cartoon concerning Hatshepsut and Senmut.
4. Write ten possible "tabloid" or "celebrity magazine" headlines that might have appeared on the covers of such magazines, had they existed.
5. Record possible comments/opinions/thoughts from "people on the street" during that time regarding Hatshepsut and Senmut.

Looking to the Future pgs. 24-27

Comprehension/Detail Questions

1. What was unique about Djoser-Djoseru?
2. Why were the mortuary temples located on the west bank of the Nile?
3. Why was access to the Valley of the Kings so limited?
4. What was a new addition(s) to temples in the New Kingdom?
5. What was the purpose of the barque of Amun's trip to various temples?
6. Why did Hatshepsut have (1) the transport of the two granite obelisks, (2) the expedition to Punt and (3) her divine birth, recorded on the walls of her temple?

Female Sphinxes pgs. 28-29

Short Essays

1. Describe how Egyptian kings traditionally appeared in sculpture and two-dimensional art. Describe how Hatshepsut's depiction by artists evolved and differed from the traditional male depictions.

2. Describe female sphinxes in the Middle and New Kingdoms and then how Hatshepsut was portrayed as a sphinx.

Reversal of Fortune pgs. 30-33

Short Answer - Comprehension

1. How did Thutmose III spend his time while Hatshepsut was ruling on his behalf?
2. What were the successes under the rule of Hatshepsut? Thutmose III?
3. What was Thutmose's decision regarding the Megiddo battle? Was it a wise decision? How do we know about this decision today?
4. Why are Thutmose's achievements commemorated on obelisks and Hatshepsut's are not?

Family Values pg. 34

Creative Writing

Pretend you are a person in one of the roles mentioned (upper-class woman, boy with a father or relative in an official position, etc.) and, in one paragraph, describe an imaginary "day in the life" of your selected Egyptian.

Who's Who? Pgs. 35-37

Extended Research

Search the Internet and find three facts each about the contributions of the three Egyptologists mentioned in the article: Howard Carter, Elizabeth Thomas and Zahi Hawass.

Discussion

Share your facts with your classmates and discuss what was/is the personal focus of the work of each Egyptologist.

Queens Rule pgs. 38-40

Write the queen's name next to the item that corresponds to her narrative.

Meritneith Nitocris Sobeknofru Tawosret Cleopatra VII

Helped stepson rule

Ruled for 3 years, 10 months and 24 days

According to legend, avenged her brother's death

Married her 11-year-old brother

Ruled during an economically difficult time in Egypt

Pyramid tomb not yet discovered

Ruled on behalf of her son, Den

Lost Battle of Actium to the Romans

Modern Women of Achievement pgs. 42-43

Discussion/Essay

Discuss the challenges Sha'arawi, Sadat and Al-Gebaly have faced in their own time and how they confronted these challenges. Besides women's rights, what other causes have these women championed? How did Sha'arawi lay the groundwork for Al-Gebaly's work?

Legacy of a Female Pharaoh pgs. 48-49

Comprehension

Short Answer Questions

1. Explain what the "Aset" was.
2. What happened to Hatshepsut's images after her death?
3. What were the possible political and religious reasons for the attempts to erase evidence of Hatshepsut's leadership?
4. When was the story of Hatshepsut finally confirmed? By whom and how?
5. How long did Hatshepsut rule?