

QUEENS OF EGYPT

Mark It on the Map

Refer students to the map on page 25 as a resource to consult as they read.

Introduction

Read aloud “Message From the Editors.” Discuss with students their knowledge of Egyptian queens such as Hatshepsut, Nefertiti, and Cleopatra. Refer students to page 29 in *Egypt: Old and New*, which contains information on Queen Hatshepsut. Read that information aloud as a preview to this issue.

Questions for Discussion

- ➔ What were some of Hatshepsut’s achievements as queen? What did she do to convince others that she had the right to rule? Why did Thutmose III destroy her monuments?
- ➔ What rights did Egyptian women have in Nefertiti’s time?
- ➔ How did the new religion established by Nefertiti and her husband, Amenhotep IV, differ from the old one?
- ➔ Why did this religious reformation fail? Why is there so little information in Egyptian records about Nefertiti and Amenhotep?
- ➔ Why did ancient Egyptians preserve boats in their tombs? What made the process of putting together the boat of Pharaoh Khufu so complicated?
- ➔ Why is Isis an important goddess? Who were Osiris, Seth, and Horus?
- ➔ How did Ptolemy I come to be pharaoh? How did Arsinoe II gain control of Egypt?
- ➔ What were some of Arsinoe II’s major achievements?
- ➔ What did scholars, scientists, and poets do at the Great Library of Alexandria? How might the modern version of this library be similar?
- ➔ What were Cleopatra’s two main goals as queen? What kept her from achieving them?
- ➔ What did each of these women contribute to Egyptian life: Queen Tiy, el-Khansa, Huda Sha’arawi, Aziza Hussein, and Jehan Sadat.
- ➔ What was the Rosetta stone, and how was it deciphered?
- ➔ Why was the Aswan High Dam built? (Find it on the map on page 25.) What are its positive and negative aspects? Refer back to *Egypt: Old and New* (page 24) and class reports on how the temple of Abu Simbel was saved when Lake Nasser was created.

Writing Workout

Students may complete one or more of the following activities:

- ➔ Write a conversation between Hatshepsut and Cleopatra about the difficulties of maintaining power over a large empire.
- ➔ What might Nefertiti’s royal city dedicated to the Aten (“Giver of Life”) have looked like?
- ➔ Imagine that you are an archaeologist working in the desert in Egypt. You discover an unknown royal tomb. Write about the treasures you find there.
- ➔ In what ways were Arsinoe and Cleopatra alike? Write a comparison of the two queens.

Viewpoints

Ask students why Egyptian civilization dominated the ancient world. Have them look for clues in the various articles and discuss this question as a class.

Vocabulary

sphinx	archaeologist*
artifact	obelisk
heretic	emulate
protectorate	deface
scarab	commemorative
hieroglyph	pantheon
papyrus	debris
antiquity	cornucopia
sibling	feminist
facade	

* also spelled “archeologist”

Then and Now

Have students think of some modern women who are or have been political leaders, such as Margaret Thatcher of England, Indira Gandhi of India, Golda Meir of Israel, and Corazon Aquino of the Philippines. Ask them what problems these women might have had in achieving and maintaining their positions of power.

Get Into Art

Students may complete one or more of the following activities:

- Carve a scarab. (See the directions on pages 15–16.)
- Look at the examples of Egyptian hieroglyphs in this issue (see pages 6, 7, 12, 13, and 16) or refer to the book *Fun With Hieroglyphs*, mentioned on page 48. Make up a hieroglyph for each letter in your name and surround it with picture symbols of your interests.
- Design an Egyptian costume for a male or female pharaoh.
- Draw a picture of what Seth might have looked like.

Time Line

Refer students to the time line on pages 26–27 as a summary of this issue. Make the time line the center of a bulletin board on Egypt to which students add illustrations and facts.

A Fun Way to Learn

Use the puzzle on page 9 to help students review the article on Hatshepsut. Use the puzzle on page 39 to do the same for Cleopatra.

The Drama of Myth

Have students form a cooperative group to reread the story of Isis beginning on page 21 and create a “readers’ theater” drama from it. One or more group members can be narrators, and others can take the parts in the dialogues.

Science and Technology

- Have some students do research on pyramids and how they were constructed. Refer them to the book *Inside Story: An Egyptian Pyramid*, mentioned on page 48. The group should report to the class, using diagrams and other visual aids.
- Create a wall chart of the ancient Egyptians’ most important achievements in science, astronomy, mathematics, medicine, agriculture, and technology. (See page 48 for a book source.) Keep adding to this as students read the issues in this theme pack.

Egyptian Women’s Hall of Fame

Choose women from ancient and modern Egypt and have students speak as these women and tell what they accomplished.

Class Project

Have students consult a magazine index in the library to find articles on monuments in Egypt or elsewhere that are being preserved. Then have them briefly report on modern threats to famous historical monuments.

Follow These Footsteps

Senmut
Queen Ti
Hag Ahmed Youssef Moustafa
Ptolemy I
Julius Caesar
el-Khansa
Aziza Hussein
Hosni Mubarak

Thutmose III
Amun-Rê
Arsinoe II
Aristotle
Mark Antony
Huda Sha'arawi
Jehan Sadat
Nefertiti

Aten
Alexander the Great
Cleopatra VII
Jean-François Champollion
Gamal Abdel Nasser
Anwar Sadat