Program Description

When her son tried to ascend to her dead husband's throne, Queen Hatshepsut did the unthinkable and declared herself king. Learn how she overturned Egyptian tradition to become one of the most powerful and successful pharaohs in history. Then examine how ancient and modern prejudices conspired to withhold the credit due this unstoppable ruler.

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.)

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**Lesson Plan**

**Student Objectives**

Students will understand:

- Women have led countries since ancient times.
- We can compare and contrast the rules of various women.

**Materials**

- *Great Egyptians: Hatshepsut: The Queen Who Would Be King* video and VCR, or DVD and DVD player
- Biographical reference works for significant women rulers in history

**Procedures**

1. Inform students that television shows and dramas have been based on the premise that individuals from various eras, most of whom may now be deceased, come together for a meeting. These people would never have met in real life, but audiences are fascinated by what they might have said to one another if indeed they had somehow met. Explain that the students are going to simulate one of those television shows or dramas by holding a panel discussion of women who had been monarchs or heads of state. Students will have a chance to select the women, in addition to Hatshepsut of Egypt, who will make up the panel. Include Hatshepsut (circa 1520-1483 B.C.) on the panel as the first woman known to have ruled a country.

2. Ask students to suggest five or six other significant women leaders or rulers from history. Some examples include:
   - Queen Elizabeth I of England and Ireland (1558-1603)
   - Queen Victoria of the United Kingdom (1837-1901)
   - Prime Minister Indira P. Gandhi of India (1966-1977)
• Prime Minister Golda Meir of Israel (1969-1974)
• President Maria Estella Martínez Cartas de Perón of Argentina (1974-1976)
• Prime Minister Margaret Thatcher of the United Kingdom (1979-1990)
• Prime Minister Benazir Bhutto of Pakistan (1988-1990)

3. Before they learn about these figures, go over the basics of panel discussions:
   • The panel is made up of experts (often five or six) on a preselected topic. (For example, a panel might discuss the high points and low points of the women’s roles as leaders.) The individuals are often chosen because they have some experiences in common and some that are different.
   • The discussion consists mostly of remarks by the members of the panel to questions and comments from a moderator and other members of the panel.
   • The questions can ask for facts or opinions.

4. Ask students what they think are the moderator’s responsibilities. Explain the responsibilities as follows if necessary:
   • Setting up the room or auditorium to make discussion easy and to help the audience hear questions and responses.
   • Explaining why the panel has been brought together.
   • Introducing each member of the panel. (There should be a name tent, or placard, for each panelist to sit behind.)
   • Clearly stating each question, directing it to the panel at large or to one individual, then giving other members of the panel a chance to respond.
   • Calling on panelists who indicate they have questions for one another.
   • Noting for the audience what points panelists seem to agree on and what points they seem to disagree on.
   • Watching the time and eliminating some planned questions if necessary.
   • Opening the floor to questions from the audience.
   • Summing up the discussion and thanking participants and audience members.

5. Next, go over the responsibilities of each member on the panel of women leaders, such as:
   • Becoming very familiar with the details of the woman’s life by doing research in primary and secondary sources.
   • Determining what the woman might have thought about particular issues.
   • Preparing to respond to the overarching topic of the panel—the high points and low points of her time as monarch or head of state.
• Contributing to the discussion by listening actively and indicating that she has questions or comments about what another member has said.
• Giving her copanelists time to respond; that is, not monopolizing the discussion.

6. Having shared your expectations for the panelists and moderator, ask for volunteers or select students to assume the roles of moderator and panelists (including Hatshepsut). You may wish to have two or three students work together as a moderator. Students not assigned to be moderator or panelists will be audience members who ask questions.

7. Give all participants an opportunity to conduct research about the women selected for the panel. The moderator should familiarize himself or herself with all the women rulers. The students playing former leaders should concentrate on learning about the women they are representing but should learn a little about the other leaders as well so that they can engage in meaningful conversation among themselves.

8. Before you begin your panel discussion, ask the audience members to write their questions on index cards and hand them in to the moderator.

9. When you hold your panel discussion, have the moderator begin with a general introduction, then introduce the panelists. The moderator will select questions from the index cards, but encourage audience members to ask follow-up questions if they wish.

Discussion Questions

1. Describe how the famous French Egyptologist, Champollion, figured out that Hatshepsut was a woman. Critique the claim posed by leading Egyptologists that it was Hatshepsut’s consort, Senmut, who was the mastermind of her successful reign.

2. Analyze why it was necessary for Hatshepsut to represent herself in male clothing and wear a beard during ceremonies, even though her subjects knew she was female. Debate whether or not the protocol of the time permitted her to reign with the same authority as that of male Egyptian leaders. What other historical examples can you recall in which women have represented themselves as males, either to disguise themselves or in order not to break with tradition or ceremony?

3. Describe Hatshepsut’s expedition to Punt. How would you go about planning such an expedition?

4. Discuss the qualities that made Hatshepsut a strong person and an outstanding pharaoh.

5. Contrast the leadership styles of Tuthmosis I with Tuthmosis II and Tuthmosis III. What were the consequences of their respective leadership styles?

6. Senmut, a commoner, was so close to Hatshepsut that he was given his own royal sarcophagus. Compare Senmut’s “royal treatment” to that of Diana, Princess of Wales.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.
• 3 points: Students are active in the panel discussion; show strong research skills in preparing or answering questions.
• 2 points: Students participate in the panel discussion; show on-grade research skills in preparing or answering questions.
• 1 point: Students do not participate in the panel discussion; show weak research skills in preparing or answering questions.

Vocabulary

confederation
Definition: 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
Definition: 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
Definition: 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
Definition: A system of writing mainly in pictorial characters.
Context: Champollion uncovered a great mystery by cracking the hieroglyphic code of the Rosetta Stone.

inscribe
Definition: 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
Definition: 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
Definition: An enclosure bounded by the walls of a building.
Context: It was extraordinary for a commoner to have a burial within the precincts of a royal temple.

quarried

Definition: Mined or dug up.

Context: Hatshepsut was confident that the obelisk she wanted to construct could be quarried, moved, and erected.

Academic Standards

Mid-continent Research for Education and Learning (McREL)
McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit http://www.mcrel.org/compendium/browse.asp.

This lesson plan addresses the following national standards:

- Geography — Environment and Society: Understands how physical systems affect human systems.
- Civics — What is Government and What Should it Do?: Understands ideas about civic life, politics, and government.
- Visual Arts: Understands the visual arts in relation to history and cultures.

The National Council for the Social Studies (NCSS)
The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To view the standards online, go to http://www.socialstudies.org/standards/strands/.

This lesson plan addresses the following thematic standards:

- Time, Continuity, and Change

Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- http://school.discovery.com/teachingtools/teachingtools.html