

Troubled Leadership

Teacher's Guide

Grade Level: 6–8

Curriculum Focus: World History

Lesson Duration: Two class periods

Program Description

King Tut: Unraveling the Boy King's Death—Investigates new clues into the sudden and mysterious demise of Tutankhamen, the young pharaoh famous for his golden mask. *Suleiman: Breaking With Convention*—Examines the sultan's unconventional decision to allow conquered subjects to keep their religion, and the political rivalry that forced this ruler of the Ottoman Empire into seclusion.

Onscreen Questions

- How did King Tut's age affect his ability to rule?
 - How did King Tut's chief advisor take advantage of his position?
 - Why did Suleiman allow the people he conquered to continue practicing their religions?
 - How did Suleiman's closest advisors affect his reign?
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Lesson Plan

Student Objectives

- Demonstrate basic knowledge of Tutankhamen and Suleiman.
- Discuss how each leader was influenced by people close to him.
- Write an essay about the role that one person played in the leader's life and rule.

Materials

- *Troubled Leadership* video and VCR, or DVD and DVD player
- Resources about Tutankhamen and Suleiman
- Computer with Internet access

Procedures

1. After watching *Troubled Leadership*, 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?
2. Discuss a few of the people who were close to each leader.
 - King Tutankhamen: Akhenaten and Nefertiti, Ay, Ankhesenamun
 - Suleiman: Ibrahim, Roxalana, Prince Mustafa
3. 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.
4. Provide resources about King Tutankhamen and Suleiman the Magnificent.
5. Have students share their completed essays with the class.
6. Discuss how the impact these advisors had on the end of each man's reign.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- 3 points: Students were active in class discussions; demonstrated a strong understanding of the reigns of Tutankhamen and Suleiman the Magnificent; wrote a clear, engaging essay that included all the requested information.
- 2 points: Students participated in class discussions; demonstrated a satisfactory understanding of the reigns of Tutankhamen and Suleiman the Magnificent; wrote a competent essay that included most of the requested information.
- 1 point: Students did not participate in class discussions; demonstrated a weak understanding of the reigns of Tutankhamen and Suleiman the Magnificent; wrote an incomplete or vague essay that included little of the requested information.



Vocabulary

cartouche

Definition: An oval shape enclosing the hieroglyphic symbols that represent the name of an ancient Egyptian king or queen.

Context: A ring with the cartouches of Ay and Ankhesenamun has led some Egyptologists to believe the two married after Tutankhamun's death.

janissary

Definition: A soldier of an elite corps of Turkish troops organized in the 14th century and abolished in 1826.

Context: The janissaries formed Europe's first standing army.

pharaoh

Definition: A ruler in ancient Egypt; sometimes called a king.

Context: The pharaoh was seen as a divine link between the gods and the people.

sultan

Definition: A king or sovereign, especially of a Muslim state.

Context: In the Ottoman Empire, few sultans reigned more than 20 years.

vizier

Definition: A high executive officer or official; usually the most important position after the ruler

Context: Shortly after Tutankhamun became king, Ay became vizier of Egypt.

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:

- World History: Era 2 – Understands the major characteristics of civilization and the development of civilizations in Mesopotamia, Egypt, and the Indus Valley.
- World History: Era 6 – Understands how large territorial empires dominated much of Eurasia between the 16th and 18th centuries.
- Historical Understanding: Understands the historical perspective.



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:

- Culture
 - Time, Continuity, and Change
 - Power, Authority, and Governance
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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>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into four parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and *Post-viewing questions*, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.



Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Tutankhamun: A Boy King (King Tut: Unraveling the Boy King's Death Part 1)(12 min.)

Ancient Egyptians worked very hard to ensure that their pharaohs would be remembered throughout history – all except for the young king Tutankhamun, that is. Explore King Tut's life and reign.

II. Solving the Mystery of King Tut's Death (King Tut: Unraveling the Boy King's Death Part 2)(13 min.)

Journey back in time to solve the mystery surrounding King Tut's death and the subsequent removal of his name and memory from the Egyptian Hall of the Ancients.

III. A Prosperous Empire (Suleiman: Breaking with Convention Part 1) (16 min.)

Under Suleiman's rule, the Ottoman Empire grew wealthy and strong. Discover how Suleiman the Magnificent earned and kept the loyalty of his vast empire for much of his long reign.

IV. Slander in Suleiman's Court (Suleiman: Breaking with Convention Part 2) (10 min.)

After more than 20 years as sultan, Suleiman was eventually undone by his most trusted advisor, his wife Roxalana. Witness the destruction of Suleiman the Magnificent's peaceful and prosperous rule.

CURRICULUM UNITS

1. The Hall of the Ancients

Pre-viewing question

Q: How do we know what happened in ancient Egypt?

A: Answers will vary.

Post-viewing question

Q: Why do you think Tutankhamun's name is missing from the Hall of the Ancients?

A: Answers will vary.

2. Tutankhamun's Youth

Pre-viewing question

Q: What are some reasons that societies and civilizations fall?

A: Answers will vary.



Post-viewing question

Q: How did Akhenaten's rule negatively affect Egypt?

A: Egypt suffered economically and politically because Akhenaten focused on religion. It lost foreign territories, Egyptian ambassadors were no longer respected abroad, and the army fell into a state of disrepair.

3. Becoming a Pharaoh

Pre-viewing question

Q: Have you ever felt responsible for solving a problem that you did not create?

A: Answers will vary.

Post-viewing question

Q: How do you think Tutankhamun felt about his father being blamed for Egypt's demise?

A: Answers will vary.

4. Tutankhamun's Vizier

Pre-viewing question

Q: Who are the most influential people in your life?

A: Answers will vary.

Post-viewing question

Q: What were some of Aye's powers as vizier?

A: As vizier, Aye had a strong influence over Tutankhamun and his decisions. In addition to advising the king and dispensing justice, Aye controlled access to the palace: No one could enter or leave without his knowledge or permission.

5. After Tut's Death

Pre-viewing question

Q: Under what circumstances other than love might you marry someone?

A: Answers will vary.

Post-viewing question

Q: Do you think Aye played a role in Tutankhamun's death? If so, how?

A: Answers will vary.

6. Clues to Tut's Death

Pre-viewing question

Q: How do you think Tut died?

A: Answers will vary.

Post-viewing question

Q: Do you think Aye received adequate punishment for his murderous schemes?

A: Answers will vary.



7. Suleiman Rises to Power

Pre-viewing question

Q: What do you think are the traits of a good ruler?

A: Answers will vary.

Post-viewing question

Q: How did Suleiman's early reign differ from his father's?

A: Suleiman's father, Selim, was a cruel leader. He secured his throne by killing every male relative. He had a quick temper and he was very cruel. Suleiman surrounded himself with poets, painters, and musicians. His rule promised to be fair, peaceful, and dull. His one demand in return for his leniency was loyalty.

8. Ibrahim: Advisor and Friend

Pre-viewing question

Q: Who would you choose as your advisors if you became a ruler?

A: Answers will vary.

Post-viewing question

Q: Do you think Suleiman was right to have freed Roxalana from slavery?

A: Answers will vary.

9. Slavery in the Ottoman Empire

Pre-viewing question

Q: What do you think the life of an Ottoman slave was like?

A: Answers will vary.

Post-viewing question

Q: Why were the slaves in Suleiman's army loyal to the sultan?

A: Unlike the European armies, which were run by nobles regardless of their competency, Suleiman's army was comprised of slaves. In Suleiman's army warriors won promotions due to merit instead of title. A slave might become a general, a position he could only dream of in his native land. This system resulted in extreme loyalty from the soldiers.

10. Suleiman the Lawgiver

Pre-viewing question

Q: How would you rule a group of people who have different values?

A: Answers will vary.

Post-viewing question

Q: Why is Suleiman often called as a lawgiver?

A: Suleiman was concerned with justice and equality and he determined that his subjects – Muslim, Christian, or Jew – would be treated equally and governed by the same laws, which did not offend



priests or burden merchants. The laws governed everything from commerce to wages, down to the proper amount of fruit in a pastry. Dishonest shopkeepers ran the risk of public flogging.

11. Advice and Expansion

Pre-viewing question

Q: Have you ever tried to manipulate someone's actions or behavior?

A: Answers will vary.

Post-viewing question

Q: How did weather and distance prevent Suleiman from further expanding his empire?

A: While the Ottoman Empire had greatly expanded under Suleiman, weather and distance kept him from conquering the rest of the world. His soldiers could fight only when the weather permitted. Refusing to winter his army far from home, Suleiman marched back to Istanbul every autumn. He could conquer only as much land as his soldiers could cross before the leaves turned.

12. The Assassination of Mustafa

Pre-viewing question

Q: Have you ever been the victim of a false rumor?

A: Answers will vary.

Post-viewing question

Q: If you were Mustafa, would you have obeyed your father's orders?

A: Answers will vary.

13. Suleiman's Final Years

Pre-viewing question

Q: How would you like to be remembered?

A: Answers will vary.

Post-viewing question

Q: What were Suleiman's greatest successes?

A: Answers will vary.