

### Follow-up Activities

- As a military leader, Ramses II led his forces against the Hittites from Asia Minor in the Battle of Kadesh. While historians call the Battle of Kadesh the first in which true military tactics were used, they also say that the evidence on the outcome of the battle is conflicting. Ask students to read and evaluate Ramses II's official account of the skirmish, which led to a 20-year war and a peace treaty that ushered in a period of stability in the ancient Near East, which would last for nearly a century. As a follow-up, ask students to read the peace treaty that ended this bloody conflict. Students should summarize the provisions of this treaty and evaluate its terms. The full text of the peace treaty between Ramses II and Hittite King Hattusili III may be found at the following web site: [touregypt.net/peacetreaty.htm](http://touregypt.net/peacetreaty.htm)
- The Great Pyramid of Giza was considered one of the seven wonders of the ancient world. The first reference to the seven wonders of the ancient world was made by the Greek historian Herodotus and the final list was compiled during the Middle Ages. Ask groups of students to research and create architectural plans, models or sketches of one of the ancient wonders. Quality background information may be found at the following web site: [ce.eng.usf.edu/pharos/wonders/](http://ce.eng.usf.edu/pharos/wonders/)
- Despite the plundering of many archaeological monuments in the region, much is known about the culture of ancient Egypt. Ask students to develop journals describing a typical day in the life of an ancient Egyptian. Student "Day in the Life" journals may include information on family, home furnishings, jewelry, cosmetics, gods and religion. Excellent information and primary sources associated with people of various backgrounds in ancient Egypt may be found at the following web sites: [www.bbc.co.uk/history/ancient/egyptians/human\\_gallery.shtml](http://www.bbc.co.uk/history/ancient/egyptians/human_gallery.shtml) [www.carnegiemuseums.org/cmnh/exhibits/egypt/](http://www.carnegiemuseums.org/cmnh/exhibits/egypt/)
- There are many famous Egyptian statesmen and political leaders who created fantastic cultural monuments throughout the nation. Break students into small groups and ask each group to write an obituary for one of the pharaohs of ancient Egypt, such as Ramses II, Thutmose IV and Hatshepsut. Groups should provide detailed biographical profiles of their leaders that describe their political and cultural achievements. As a follow-up, students may discuss which leader had the greatest historical impact and provide reasons for their assessment.

### Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [oi.uchicago.edu/OI/TVE\\_TPP/TVE\\_TPP.html](http://oi.uchicago.edu/OI/TVE_TPP/TVE_TPP.html)  
The University of Chicago provides the "Thebes Photographic Project": twelve photographs with detailed descriptions about ancient Thebes, with links to other excellent images taken of monuments in ancient Egypt.
- [www.metmuseum.org/Works\\_of\\_Art/introduction.asp?dep=10](http://www.metmuseum.org/Works_of_Art/introduction.asp?dep=10)  
The Metropolitan Museum of Art presents a detailed introduction to the history of the art of ancient Egypt.
- [www.ancientegypt.co.uk/menu.html](http://www.ancientegypt.co.uk/menu.html)  
The British Museum has numerous links to topics on ancient Egypt, such as geography, gods and goddesses, and mummification.

### Suggested Print Resources

- Shaw, Ian. *Exploring Ancient Egypt*. Oxford University Press, New York, NY; 2003.
- Stalcup, Brenda. *Ancient Egyptian Civilization*. Greenhaven Press, San Diego, CA; 2000.
- Wilkinson, Richard H. *The Complete Gods and Goddesses of Ancient Egypt*. Thames & Hudson, New York, NY; 2003.

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# Wonders of the ANCIENT WORLD™

## ANCIENT EGYPT

### Grades 7 & up

**W**onders of the Ancient World transports viewers to ancient civilizations of the Americas, Asia, Africa and Europe and provides a firsthand look at the magnificent achievements and contributions of a wide range of cultures. Through the study of ancient peoples, students will understand the diversity of the human experience—the contrasts between settled and nomadic lifestyles, the characteristics of different religions and belief systems and the development of large cities and powerful empires—which provides a solid basis for the understanding of civilization today.



## Program Overview

Ancient Egyptian civilization began in the third millennium BCE, starting with the legendary King Menes, who founded the rule of the pharaohs—the absolute rulers of Egypt who were worshipped as descendants of the gods. Egyptian civilization is noted for its advanced mathematics, science and architecture, which featured famous temples and monuments as well as the pyramids—the richly stored treasure chambers of the pharaohs. Two thousand years have passed since the end of the Empire of the Pharaohs, and while archaeological finds have provided us with an almost complete picture of ancient Egypt, scientists are still uncovering the mysteries of this remarkable ancient civilization.

## Episode 1: Cliff Temples of Abu Simbel

Abu Simbel is the site of two temples, one of Ramses II and the other of his wife, Nefertari, which were carved out of a sandstone cliff on the banks of the Nile. These temples were covered by sand and unknown to the outside world until their rediscovery by Swiss explorer Johann Burckhardt in 1813. The Ramses temple is dedicated primarily to Amon-Re and Re-Harakhte and features four colossal seated figures of the pharaoh set against the face of the cliff, two on either side of the entrance to the main temple. The Nefertari temple is smaller but is adorned with large statues of the king and queen and is dedicated to the goddess Hathor. During the 1960s, engineers and scientists from around the world helped rescue the temples of Abu Simbel and the monuments at Philae from the threat of submersion during construction of the nearby Aswan High Dam.

## Vocabulary

**pharaoh** — A ruler of ancient Egypt who was worshipped as a god.

**Ramses II** — One of the most famous Egyptian pharaohs who built or completed such monuments as the rock-hewn temple of Abu Simbel, the hall in the Temple of Karnak, and his mortuary temple at Thebes.

**Re** — The Egyptian sun god and creator god. Re was so prominent in Egyptian culture that Egyptian pharaohs called themselves “sons of Re.”

**Osiris** — The Egyptian god of the underworld and vegetation.

**Amon-Re** — The superior creator god, or “King of Gods,” in the New Kingdom of Egypt.

**obelisk** — A tall, four-sided stone pillar that tapers into a pyramid at the top, which served as decoration for the entrances to Egyptian temples.

**cartouche** — A oval panel or tablet form containing the hieroglyphic symbols that signified the title of the pharaoh.

**Battle of Kadesh** — A battle between Egypt and the Hittites over control of Syria around 1275 BCE.

**Nefertari** — The Queen of Egypt and wife of Ramses II.

## Episode 2: Memphis

Memphis was the city and capital of the Old Kingdom of Egypt, located on the west bank of the Nile River and founded by Menes around 2900 BCE. Near the ancient city is the site of the famous pyramid fields from Giza to Dashur, considered one of the seven wonders of the ancient world. Egyptians developed a culture that not only showed a joy of life, but also a preoccupation with the “kingdom of death,” and the richly decorated pyramids helped shelter the Pharaohs in the afterlife. On a plateau overlooking Memphis, the master architect Imhotep built the first step pyramid of Saqqara. This building marked the start of the Pyramid Age, Egypt’s most creative and artistic period. The pyramids have often been targeted by bandits who have destroyed important evidence of Egypt’s ancient culture, and we can only imagine the splendid treasures archaeologists might have unearthed had thieves not stolen them first.

## Vocabulary

**pyramids** — Stone structures with square bases and four triangular sides that were built as tombs in ancient Egypt.

**Old Kingdom** — Known as the “Age of the Pyramids,” or “Old Empire,” a period in ancient Egypt from about 2650 to 2120 BCE.

**necropolis** — From the Greek, meaning “city of the dead,” an elaborate burial place in an ancient city.

**Imhotep** — An Egyptian poet, physician and architect who lived during the Old Kingdom and is known as the first pyramid builder.

**Thutmose IV** — The King of Egypt during the 18<sup>th</sup> dynasty who presided over a lengthy period of peace and prosperity.

## Episode 3: Thebes

Thebes—the city of Amon-Re, “King of Gods,”—was the capital of Egypt during the Middle and New Kingdoms. Featuring the temples and palaces of Karnak and Luxor, and the tombs of the Valleys of the Kings and Queens, which cut into the cliffs on the Nile’s west bank, Thebes represents the height of Egyptian civilization. When the capital was moved during the 12<sup>th</sup> dynasty, Thebes became the religious center of Egypt. The peak for Thebes came during the 18<sup>th</sup> dynasty when it served as a reservoir for the immense wealth obtained from conquered countries surrounding the Egyptian Empire. Despite the decline of Thebes and its later occupation by Assyrian and Roman forces, the temples and tombs that have survived, including the tombs of Tutankhamen and those of the sons of Ramses II, are among the most remarkable in the world, and the site has been a hotbed of activity for archaeologists.

## Vocabulary

**Valley of the Kings** — A valley in Egypt where tombs were built for the pharaohs of the New Kingdom. There is also a Valley of the Queens in Egypt.

**sarcophagus** — A stone container inscribed with symbols and inscriptions that holds a coffin and mummified remains.

**Luxor** — The ancient Egyptian city of Thebes. It features many temples, monuments and tombs, including the famous temple complex of Karnak.

**Hatshepsut** — One of the few women to rule Egypt as pharaoh.

**Sphinx** — One of a number of stone statues based on Egyptian mythology that has the body of a lion and the head of a man, ram or hawk.

**Memnon** — In Greek mythology, the King of Ethiopia who fought with the Trojans against the Greeks in the Trojan War and is said to later have lived in Egypt.

## Follow-up Discussion Questions

- Why did human settlement emerge along the Nile River’s fertile floodplain? List other ancient civilizations that developed along rivers.
- Describe the Egyptian myth involving the sun god Re and Osiris, ruler of the underworld, about the great temples of Abu Simbel. Reflect on these legends and analyze their underlying symbolism.
- Evaluate the leadership style of Ramses II by interpreting his remarks to his work force that, “I shall live as long as the monuments you raise!”
- Why were the Abu Simbel temples relocated at the beginning of the 1960s? Analyze the importance of preserving and protecting ancient monuments across different cultures.
- Trace the legends that describe the building of the legendary pyramid of Pharaoh Khufu. Speculate about the cultural significance of this tomb and others in the Valleys of Kings and Queens for the people of Egypt.
- Explain the mysteries surrounding the building of the ancient pyramids. Speculate about how these ancient monuments might have been built.
- Analyze and interpret the Arab proverb, “What the world fears is time. What time fears is the Pyramids.”
- Ramses was described as a master of propaganda. Offer evidence to support or refute this statement. Compare and contrast his reaction to the Battle of Kadesh to the reactions of modern world leaders who wage military campaigns.