

- 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 Cleopatra VII. 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 selections.
- As a military leader, Ramses II led his forces against the Hittites from Asia Minor in what is now Turkey 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 battle, which led to a 20-year war and a peace treaty that ushered in a long period of stability in the ancient Near East. As an extension, ask students to read the peace treaty that ended this bloody conflict, summarize its provisions and analyze 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:  
[www.touregypt.net/peacetreaty.htm](http://www.touregypt.net/peacetreaty.htm)
- Role-play a meeting between Cleopatra and her advisors discussing how to negotiate an alliance with Julius Caesar and the Roman Empire. What compromises should be made? What will the effects of their decision be? To extend the activity, students may research the assassination of Julius Caesar and discuss its impact on the Roman and Egyptian Empires.

### Suggested Internet Resources

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

- [www.carnegiemuseums.org/cmnh/exhibits/egypt/](http://www.carnegiemuseums.org/cmnh/exhibits/egypt/)  
The Carnegie Museum of Natural History's "Life in Ancient Egypt" is an introduction to its Walton Hall of Ancient Egypt, which contains hundreds of significant artifacts.
- [www.ancientegypt.co.uk/menu.html](http://www.ancientegypt.co.uk/menu.html)  
The British Museum provides excellent information on the mysteries of ancient Egypt, including gods & goddesses, pharaohs and pyramids.
- [www.fordham.edu/halsall/ancient/asbook04.html](http://www.fordham.edu/halsall/ancient/asbook04.html)  
With its "Ancient History Sourcebook," Fordham University provides access to a wealth of primary source material on ancient Egypt.

### Suggested Print Resources

- Baker, Rosalie F. *Ancient Egyptians: People of the Pyramids*. Oxford University Press, New York, NY; 2001.
- Hawass, Zahi. *Secrets from the Sand: My Search for Egypt's Past*. H.N. Abrams, New York, NY; 2003.
- Morgan, Julian. *Cleopatra: Ruling in the Shadow of Rome*. Rosen Pub. Group, New York, NY; 2003.

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#### TEACHER'S GUIDE

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#### TITLES IN THIS SERIES

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- ALEXANDER THE GREAT & THE FALL OF THE PERSIAN EMPIRE
- THE BYZANTINE EMPIRE
- EGYPT: THE END OF THE PHARAOHS
- THE EGYPTIAN EMPIRE
- THE FALL OF ROME
- HANNIBAL & THE FALL OF CARTHAGE
- THE HOLY ROMAN EMPIRE
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## EGYPT: THE END OF THE PHARAOHS

Grades 9–12

In the coastal areas along the Mediterranean Sea emerged the cultures and great powers of the ancient world. Understanding the rise and fall of these early civilizations and empires provides us with unique and valuable historical insight, and is basic for an understanding of civilization today. In *The Fall of Great Empires*, students will learn about the clash of ideas, the legendary struggles for imperial power and the insatiable drive for great wealth that characterized the ancient world. Students will discover how these vast and influential societies declined and left a deep and lasting imprint on the history of Western civilization.



## Program Summary

The cradle of civilization and an important granary on the Nile River, ancient Egypt is still one of the most mysterious empires in world history. The first information about Egypt's splendid past was revealed when its hieroglyphic writing was deciphered 200 years ago. Advanced architects, mathematicians and artists, the ancient Egyptians developed a culture that showed not only a joy of life, but also a preoccupation with the "kingdom of death."

Thousands of years of peace and stability brought prosperity and the construction of monumental buildings such as the pyramids, which served as tombs for the pharaohs and symbols for the ancient Egyptian concept of the state. The pyramids were often plundered by bandits who destroyed important evidence of Egypt's ancient ways.

By 100 BCE, Egypt had long since lost its position as a great power; systematically, the Romans had conquered one land after another. Although Egypt had been permitted by Rome to remain a sovereign state, the rich harvest from the Nile and the aura of 3,000 years of achievement was too important to Caesar, whose diplomatic and romantic alliance with Cleopatra led to his assassination, and ultimately her suicide in 30 BCE. After her death, Emperor Augustus was hailed as the new pharaoh, as Egypt became part of the Roman Empire.

## Time Line

**ca. 3000 BCE** — Menes unites Upper and Lower Egypt.

**ca. 2650–2120 BCE** — The Old Kingdom; the Great Pyramids are built.

**ca. 2050–1650** — The Middle Kingdom; the Pharaoh's power is at its greatest.

**ca. 1550–1070** — The New Kingdom; rule of Hatshepsut, Akhenaton and Tutankhamun; the peak of Egypt's military power and culture, and the beginning of its decline.

**332 BCE** — Alexander the Great occupies Egypt.

**196 BCE** — The Rosetta Stone is carved.

**149–146 BCE** — The Third Punic War; Carthage is destroyed.

**47 BCE** — The destruction of the Library of Alexandria.

**51–30 BCE** — Cleopatra VII reigns; after her death, Egypt is made a province of Rome.

## Vocabulary

**Cleopatra VII** — Known as Egypt's last Pharaoh, as Egypt became a province of Rome after her death in 30 BCE.

**hieroglyphics** — A system of writing used by the ancient Egyptians in which pictures represented words or sounds.

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**Isis** — The Egyptian nature goddess, whose worship gradually extended throughout the Mediterranean world.

**Karnak** — A village in Egypt, partly on the site of ancient Thebes, which features a massive temple complex, including the Great Temple of Amon.

**Cheops** — The ancient Egyptian Pharaoh who commissioned the building of the Great Pyramid at Giza.

**Amenhotep** — The tenth king of the 18<sup>th</sup> dynasty in ancient Egypt. He changed his name to Akhenaton early in his reign, and was noted for his radical break with traditional Egyptian religious customs for a more monotheistic framework.

**Nefertiti** — The queen of Egypt and the wife of Akhenaton; one of the most powerful women of ancient Egypt.

**Ramses II** — The ancient Egyptian pharaoh who ruled for 64 years and built many monuments.

**Aton** — Also known as Aten, the disk of the sun in ancient Egyptian religion and mythology. The worship of Aton is considered to be the first known historical instance of the belief in one god.

**Tutankhamen** — An Egyptian Pharaoh known for the discovery of his intact tomb in 1922.

**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.

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

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

**Assyrians** — An accomplished, warlike people who dominated Mesopotamia after the Sumerians.

**Hittites** — The English term for ancient people who established a kingdom in what is now north-central Turkey through much of the second millennium BCE.

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

**Augustus (Octavian)** — Julius Caesar's adopted son, who became emperor and began the Pax Romana — a period of relative peace that lasted for almost 200 years.

**Gulf of Actium** — The site in ancient Greece of a major naval battle between Mark Antony and Augustus (Octavian). Octavian's victory marks the starting point of the Roman Empire in 27 BCE.

**Roman Empire** — An ancient empire founded in 31 BCE that was centered around the city of Rome. At its peak, the empire included most of Western Europe, North Africa and the Near East. It fell to German invaders in 476 CE.

## Pre-viewing Discussion

- Have students consider the geography of Egypt and its impact on the development of civilization. Refer to a geographical map of North Africa and ask students to point out Egypt's major geographical features.
- For centuries, people have been fascinated by many of the mysterious aspects of Egyptian culture. What were the pyramids? What purpose did they serve in ancient Egypt?
- Some of the oldest known writing has been found in Egypt and dates to around 3300 BCE. Discuss with students the importance of written history in understanding ancient civilizations.

## Follow-up Discussion

- The construction of the pyramids was the first high point of the rule of the pharaohs. What is the most likely scenario for how Egyptians created the seventh Wonder of the World from millions of stone blocks? What do we know today about the labor force involved in building these colossal monuments?
- Why was Akhenaton known as the "heretic Pharaoh"? Describe why he had the statues of the ancient gods pulled down and how this complete overhaul of Egyptian culture affected his subjects and his future as leader.
- What is a theocracy? Describe the effect of the increasing power of the priests in Egyptian society. What was the source of the priests' strength?

## Follow-up Activities

- The Great Pyramid of Giza is 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. As a follow-up, students may debate which sites around the world merit inclusion in a new list of Seven Wonders of the World. Quality background material may be found at the following web site: <http://ce.eng.usf.edu/pharos/wonders/>
- Ask students to find the oldest object their family possesses. Students may interview family members to find out the object's age, where it was bought or made, who first owned it and why it has lasted so long. Was it kept for its practical use or symbolic value? Have them write detailed explanations of what the object can tell others about their families' pasts.

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