History, Stage 4 depth study 2 – The Mediterranean world (Egypt)

This resource has been designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific. Specifically targeted teaching activities to support critical and creative thinking in the history classroom have been embedded throughout – they are highlighted by the light blue cloud icon. 

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## Key inquiry questions

* How do we know about the ancient past?
* Why and where did the earliest societies develop?
* What emerged as the defining characteristics of ancient societies?
* What have been the legacies of ancient societies?

## Outcomes

A student:

* **HT4-2** describes major periods of historical time and sequences events, people and societies from the pas
* **HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies
* **HT4-6** uses evidence from sources to support historical narratives and explanations
* **HT4-9** uses a range of historical terms and concepts when communicating an understanding of the past
* **HT4-10** selects and uses appropriate oral, written, visual and digital forms to communicate about the past.

## Historical concepts

* continuity and change – some aspects of a society, event of a development changes over time or remains the same
* cause and effect – events, decisions and developments in the past that produce later experiences
* empathetic understanding – the ability to understand another’s point of view, way of life and decisions made in a different period of time or society
* significance – the importance of an event, development, group or individual and their impact on their times or later period
* contestability – how the historians may dispute a particular interpretation of an historical source, historical event or issue

## Historical skills

* comprehension – chronology, terms, concepts
	+ read and understand historical texts
	+ sequence historical events and periods
	+ use historical terms and concepts
* analysis and use of sources
	+ identify the origin and purpose of primary and secondary sources
	+ locate, select and use information from a range of primary sources as evidence
	+ draw conclusions about the usefulness of sources
* perspectives and interpretations
	+ identify and describe different perspectives of participants in a particular historical context
* empathetic understanding
	+ interpret history through the actions, attitudes and motives of people in a particular historical context
* research
	+ ask a range of questions about the past to inform an historical inquiry
	+ identify and locate a range of relevant sources, using ICT and other methods
	+ use a range of communication forms and technologies
* explanation and communication
	+ develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
	+ select and use a range of communication (oral, graphic, written and digital) to communicate effectively about the past

## Key terminology

#### afterlife, ancient, archaeology, beliefs, civilisation, conflict, consequences, contact, diplomacy, Egypt, empire, geography, law, mummification, Nile River, religion, significance, source, tomb, values.

Outcomes and other elements of syllabus references in this document are from [the [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10)](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020.

## Learning sequence 1

### Content

The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH002, ACDSEH003, ACDSEH004)

Students:

* describe the geographical setting and natural features of the ancient society
* explain how the geographical setting and natural features influenced the development of the society

**Teacher note** – provide students with a detailed map of ancient Egypt and its surrounds (including its neighbours and rivers/seas), highlighting focus points, e.g., the River Nile, Memphis, Luxor, The Valley of the Kings, Aswan, the Delta, the Mediterranean Sea, the Red Sea, the desert. Conduct a mapping exercise where students colour in the desert, the fertile areas of ancient Egypt, and key locations in and around Egypt. Lead a discussion about these key features of ancient Egypt, as well as, the importance of the Nile River and the impact the geographical and natural features had on the development of the Egyptian civilisation. Provide students with an image of the cycle of River Nile floods. This website has an example: <https://historicaleve.com/farming-in-ancient-egypt/>.

### Geography of ancient Egypt

* **Critical and creative thinking** **activity - the explanation game.** Working in groups of 3-4, examine the map of ancient Egypt in detail:
	+ Taking turns, each of you will point out an interesting feature of the map, e.g., “I notice that . . . That’s interesting. Why is that?” Your group will try to answer your question or propose possible explanations and reasons.
	+ As you all share your ideas, the first person will follow up their original question by asking, “What makes you think so?” The rest of your group will try to build an explanation.
	+ Each person in the group should have at least two rounds of posing a question.
	+ Each person in your group should record the group conversation as a table with four columns representing the key structures of the conversation:

|  |  |  |  |
| --- | --- | --- | --- |
| Initial observation  | Question from initial observation | Various explanations/hypotheses | Reasons/justifications |
|  |  |  |  |

* Read this version of [Hymn to the Nile](https://sourcebooks.fordham.edu/ancient/hymn-nile.asp) and complete the following source questions:
	+ What did the Nile do for the people?
	+ What happened when the Nile's flood was too low?
	+ What gifts were offered to the Nile River?
	+ What words and actions indicate that the Egyptians thought of the Nile as a god?
* Your teacher will provide you with an image of the flood cycle of the Nile River. Using this image, complete the following source questions:
	+ Which months could be used for work other than farming?
	+ Which months made up the season for sowing seed and ploughing?
	+ Which months made up harvest time?

### Influence of geography on the development of ancient Egypt

**Teacher note** – for the continuum line activity, set up two signs in your classroom: agree and disagree. Display these on opposite sides of the room.

* Watch the following clip, [The Importance of the River Nile in Egypt](https://www.youtube.com/watch?v=aEK6PT7K8OM), (duration 7:11) to help you take notes and complete the questions below.
	+ Explain why Egypt can be considered the “gift” of the Nile.
	+ What did the Nile do for the people of Egypt?
	+ What did the Nile River offer ancient Egyptians?
	+ What indications do we have that the Egyptians considered the Nile River to be a god?
* Using your map of ancient Egypt, as well as your work on the River Nile, write a letter to a friend in Rome from the perspective of an ancient Egyptian. In your letter, describe the geographical setting and natural features of ancient Egypt and how they influenced its development. Refer to specific natural features to highlight your points. Your letter should be about one page in length and should cover the following points:
	+ the River Nile (including the annual flood)
	+ the mountains south of Egypt
	+ the Mediterranean Sea
	+ the desert
	+ the Delta
	+ the fertile areas surrounding the Nile
	+ Egypt’s neighbours.
*  **Critical and creative thinking activity – continuum line.** Consider what you have learned about the River Nile. Consider whether you agree or disagree with the statement  ‘the River Nile was the reason for the existence of the ancient Egyptian civilisation.’
	+ Your teacher has set up two signs in your room: agree and disagree. They will instruct to move to an area based on your thoughts about the importance of the Nile.
	+ When instructed to do so, place yourself along the continuum line based on whether you agree or disagree with the statement. The closer to the sign you stand, the more strongly you agree with it.
	+ Your teacher will ask you to justify why you have stood in your chosen spot. Be prepared to back your answer with evidence or examples.
	+ As you listen to the ideas of your peers, you may choose to move along the continuum line if you are convinced by their arguments.
	+ Write a paragraph response to the statement: ‘The River Nile was the reason for the existence of the ancient Egyptian civilisation.’ Revisit this question at the end of the topic to see if your thinking has changed.

## Learning sequence 2

### Content

Roles of key groups in the ancient society, including the influence of law and religion (ACDSEH032, ACDSEH035, ACDSEH038)

Students:

* outline how the ancient society was organised and governed including the roles of law and religion
* describe the roles of appropriate key groups in the ancient society, e.g., the ruling elite, the nobility, citizens (Greece and Rome), bureaucracy, women and slaves
* describe the everyday life of men, women and children in the ancient society

### Organisation of ancient Egypt

**Teacher note** – create A3 ‘exhibits’ that show images and describe [A day in the life](https://www.pbs.org/empires/egypt/special/lifeas/index.html) of key groups in Ancient Egyptian society. Display each exhibit around the room and have students conduct a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.YUlVvfIgfSM.link) and answer key questions/complete tasks for each of the key groups (Pharaoh, nobleman, craftsmen, priest, soldier, farmer, woman). In a gallery walk, pictures or displays are set up around the room. Students move about the classroom in small groups, responding to questions about the classroom, responding to questions about each item individually or as a group. The questions may be the same for all items, or specific to each one. Gallery walks can be used to draw out links between elements, emphasise distinctions, or track a change through time or space.

For the work on the vizier, provide an extract from the following website, depending on the ability/reading level of your students: [Ancient Egyptian literature](https://archive.org/stream/cu31924081208526#page/n309/mode/2up)

**Pharaoh**

* Explore the following website: [Pharaoh lord of the two lands](http://www.ancientegypt.co.uk/pharaoh/story/main.html), which will provide you information about Ramesses II and a battle with the Nubians
* Click on each scene to learn more about some of roles and responsibilities of an ancient Egyptian pharaoh.
* Write a description of the roles and responsibilities of Ramesses II.

**Women**

* Examine each of the sources of ancient Egyptian women from the Metropolitan Museum of Art to complete the table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Source | Description of source | What is the purpose of this source? | Who might have created this source? | What it tells us about ancient Egyptian women | What it doesn’t tell us about ancient Egyptian women |
| [women at a banquet](https://www.metmuseum.org/art/collection/search/557623) |  |  |  |  |  |
| [woman carrying basket on head](https://www.metmuseum.org/art/collection/search/544210) |  |  |  |  |  |
| [Yuny and his wife, Renenutet](https://www.metmuseum.org/art/collection/search/544740) |  |  |  |  |  |
| [stela of Tetu and Nefertjentet](https://www.metmuseum.org/art/collection/search/545596) |  |  |  |  |  |
| [Djehuty and his mother receiving offerings, Tomb of Djehuty](https://www.metmuseum.org/art/collection/search/557685)  |  |  |  |  |  |
| [female musicians](https://www.metmuseum.org/art/collection/search/557727) |  |  |  |  |  |
| [statuette of Isis and Horus](https://www.metmuseum.org/art/collection/search/548310)  |  |  |  |  |  |
| [women preparing food, Tomb of Djari](https://www.metmuseum.org/art/collection/search/544541)  |  |  |  |  |  |
| [votive stela of Userhat](https://www.metmuseum.org/art/collection/search/544776)  |  |  |  |  |  |
| [sphinx of Hatshepsut](https://www.metmuseum.org/art/collection/search/544442) |  |  |  |  |  |
| [Thutmose I and his mother Seniseneb](https://www.metmuseum.org/art/collection/search/544561)  |  |  |  |  |  |
| [Queen Nefertari playing senet](https://www.metmuseum.org/art/collection/search/548355) |  |  |  |  |  |

What are some common themes you see recurring in the sources?

* What are the limitations of these sources?
* Write a paragraph describing the different roles of women in ancient Egypt.

**Vizier**

* **Read the extract from the Tomb of Rekhmire about being a vizier.**
* **Create a job advertisement for the role of a vizier.**

**Priests**

* Watch the clip about [a day in the life of an ancient Egyptian priest](https://www.nms.ac.uk/explore-our-collections/stories/world-cultures/ancient-egyptian-collection/ancient-egyptian-collection/a-day-in-the-life-of-an-ancient-egyptian-priest/) and read this article about the [role of priests in ancient Egypt](https://historylink101.com/n/egypt_1/religion_role_of_priest.htm).
* Write a timetable for a day in the life of an ancient Egyptian priest.
* Do you think that ancient Egyptians were very religious? Why or why not?

**Nobleman**

Teacher note – provide students with images from the Tomb of Nakht that show a banquet scene, a table or offering scene, musicians at a banquet and a fowling scene. The following websites may be useful: [TT52](https://en.wikipedia.org/wiki/TT52), [Metropolitan Museum of Art: North side of the West Wall of Nakht’s Offering Chapel](https://www.metmuseum.org/art/collection/search/548578), [The Tomb of Nakht on the West Bank of Luxor](http://www.touregypt.net/featurestories/nakht2.htm).

* Examine the sources from the Tomb of Nakht that your teacher will provide.
* Annotate each source.
* Complete a table like the one below for the sources:

|  |  |  |
| --- | --- | --- |
| Source | Description of source | What it tells us about noble people from the New Kingdom |
|  |  |  |

* What evidence is there that noblemen led such a lavish lifestyle? Refer to particular aspects from the Tomb of Nakht to help you.

**Soldier**

* Read the following source, an inscription from the New Kingdom **Tomb of Ahmose, son of Ebana**, a soldier from the early New Kingdom. His tomb can be located in el-Kab. Highlight important information as you read:

The Crew Commander, Ahmose son of Ebana. I speak to you. I let you know what favours came to me. I have been rewarded with gold, with slaves as well. I have been endowed with many fields.

I became a soldier on the ship “The Wild Bull” … I followed the king on foot when he rode about in his chariot… I made a seizure and carried off a hand. When it was reported to the royal herald, the gold of valour was given to me.

*  **Critical and creative thinking activity –** Layers of Inference

Use the layers of inference scaffold below to help you critically examine the source you have just read.

Figure 1 - Layers of inference scaffold



**Scribe**

**Teacher note – provide students with sources of scribes and their instruments. These samples from the Metropolitan of Museum collection are a good starting point:** [Statuette of a scribe](https://www.metmuseum.org/art/collection/search/544521)**;** [Palette inscribed for Smendes, High Priest of Amun](https://www.metmuseum.org/art/collection/search/545113)**..**

* **Your teacher will provide you with some sources. Examine them closely.**
	+ **Describe what you see.**
* **What is your hypothesis or interpretation of what this might be based on what you can see?**
* **Read the following source about scribes from the Papyrus Lansing during the reign of Senusret III. It was written by Nebmare-nakht, the royal scribe and chief overseer of the cattle of Amun:**

**Set your sight on being a scribe . . . you become one whom the king trusts; to make you gain entrance to treasury and granary. To make you receive the ship-load at the gate of the granary. To make you issue the offerings on feast days. You are dressed in fine clothes; you own horses. Your boat is on the river; you are supplied with attendants. You stride about inspecting. A mansion is built in your town. You have a powerful office, given you by the king. Male and female servants are about you. . . You will become a worthy official.**

* **List the advantages of becoming a scribe for ordinary Egyptians.**
* **Combine your knowledge from all of the scribe sources. What new information can you add about scribes?**

**Artisan**

* **Look at this** [source](https://www.metmuseum.org/art/collection/search/547562)**.**
	+ **What is it made from?**
	+ **What do you think it is?**
	+ **What might it have been used for?**
	+ **How might it be used?**
	+ **Who might have used it?**
* Examine [The satire of the trades](http://www.ancientegypt.co.uk/trade/story/main.html), a source about the difficulties of being an artisan in ancient Egypt.
* What were the different types of occupations as an artisan?
* What does the father suggest to his son as an alternative to becoming an artisan?
* If you could provide a counter-argument to Duaf, what would you tell him about the importance of becoming an artisan?

**Farmer**

* Examine the scenes of [Sennedjem and Iineferti in the Fields of Iaru](https://www.metmuseum.org/art/collection/search/548354), from the Tomb of Sennedjem.
* Annotate the source. You may like to consider the following while annotating:
	+ What do you see in the source?
	+ What are the focal points of the source?
	+ Are there symbols in the source? If so, what might they mean?
	+ How can you interpret the source?
	+ What evidence is there to support your interpretation of the source?
* What types of things did the ancient Egyptian farmers harvest?
* Write a paragraph outlining the usual daily tasks of an ancient Egyptian farmer. Use the scene from the Tomb of Sennedjem in your response.
* Watch this animated documentary about [daily life in ancient Egypt](https://www.youtube.com/watch?v=3ZQE4BVUEg4) (duration 23:43).
* Take notes from the documentary under each of the following headings:
	+ social class
	+ work life of an Egyptian farmer
	+ farming in ancient Egypt
	+ houses and architecture
	+ food and drink in ancient Egypt
	+ death and the afterlife
	+ family, fun, games and free time

### Representation of pharaoh

**Teacher note** – prior to this lesson, teach students about the meaning of the word pharaoh. Include in this discussion the idea of the pharaoh as the gods’ representative on Earth.

Project each of the sources below for students. After they have engaged in the [See, Think, Wonder](https://pz.harvard.edu/thinking-routines) routine (see below for explanation), lead the students through a class discussion, drawing their attention to iconography and how these items portrayed pharaoh’s power.

* As a class, brainstorm all the things you think a leader would do.
* Look at the following images of Tutankhamun as a pharaoh:
	+ [life-sized statue of Tutankhamun](http://www.globalegyptianmuseum.org/detail.aspx?id=14816)
	+ [head of Tutankhamun](https://www.worldhistory.org/image/14339/head-of-tutankhamun/)
	+ [King Tut’s coffin to be restored for the first time since it was discovered](https://edition.cnn.com/style/article/king-tut-coffin-restoration-scli-intl/index.html).
*  **Critical and creative thinking –** See, Think, Wonder thinking routine**.**

For each source, make observations following the See, Think, Wonder routine. Complete the following sentence stems individually:

* + I see
	+ I think
	+ I wonder
* In pairs, share and record your responses.
* Your teacher will lead a class discussion about the sources you have looked at. In preparation for the discussion, think about the following questions:
	+ What do you notice about the things Tutankhamun is wearing or holding?
	+ What do you think each of those things represents?
	+ Why would he be wearing or holding each item?
	+ Why do you think pharaoh would have been shown with these items? Consider the literacy levels of the ancient Egyptian society during the 18th Dynasty.
* How do your initial ideas about leadership compare with the roles and responsibilities of an ancient Egyptian pharaoh? Write a few sentences to explain your answer.
* Using the sources and your answers to the above questions, write a paragraph describing the role and power of pharaoh in the 18th Dynasty.

### Religion

**Teacher note** – prepare a presentation (for example PowerPoint, Sway, Prezi) about a range of ancient Egyptian gods (for example Osiris, Horus, Isis, Anubis, Thoth, Hathor, Seth, Bastet, Sakhmet, Amun). Take students through the presentation, ensuring students have a sound understanding of each god, their name and description.

 **Critical and creative thinking –** silent card shuffle

* + You will be working in groups of 3-4. Your teacher will give you a series of images about ancient Egyptian gods. The three different decks of cards will show images of the different gods, the name of each god and a description of each god.
	+ Spread the cards on a flat surface without talking.
	+ Re-arrange the cards to match the image of the god to their name and description.
	+ When your group has completed the task, you may talk to each other and ask your peers to justify why they have placed the cards in that order.
	+ At this stage, you may make changes.
	+ At your teacher’s direction, move to other table groups and make observations of what you see. (Make sure not to touch other groups’ cards).
	+ Now, return to your own table group and discuss and decide as a group if you’d like to make changes to your own choices.
	+ Finally, your teacher will reveal the correct matches of each god, their name and description.
* Using the information from the silent card shuffle activity, answer the following questions:
	+ Which god was the most important in the early New Kingdom period?
	+ Which god presided over mummification?
	+ Which three gods would a soldier have prayed to?
	+ Why did most ancient Egyptian gods have the heads of animals?

## Learning sequence 3

### Content

The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs (ACDSEH033, ACDSEH036, ACDSEH039)

Students:

* explain how the beliefs and values of the ancient society are evident in practices related to at least ONE of the following:
	+ warfare
	+ death and funerary customs

### Mummification

* Read the following [source from Herodotus](https://sourcebooks.fordham.edu/ancient/herodotus-mummies.asp) about the process of mummification
* Research the following about Herodotus:
	+ when he lived
	+ where he lived
	+ his background
	+ his sources
	+ when he visited Egypt.
* Using the information you have compiled about Herodotus, answer the following questions:
	+ How might Herodotus have been influenced in his writing by his background?
	+ Why is it important that we know when Herodotus wrote?
	+ How do Herodotus’ sources for his work on mummification influence what he has written?

 **Critical and creative thinking –** extent barometer

* How reliable is Herodotus’ writing on the ancient Egyptian method/s of mummification? Colour in the extent barometer to demonstrate your ideas. Choose a modality word to make a judgment and write one PEEL paragraph to illustrate your understanding of Herodotus’ reliability.

**Figure 2 – extent barometer**



 **Critical and creative thinking –** mummification picture book

* Create a 10-page picture book to demonstrate the steps of mummification. Each page should have a picture and a sentence or two describing the step shown.

### Tutankhamun's tomb

**Teacher note** – Evenly divide the class into groups and match them to particular areas of Tutankamun’s Tomb (e.g., antechamber, annex, treasury, burial chamber). You will require chalk or masking tape for this activity so students can draw out a plan of the tomb. Locate a space that is large enough to accommodate the dimensions of the tomb. At the conclusion of the activity you should have a fully drawn tomb of Tutankhamen where students can understand the scale and layout of the space. Students could invite special guests (principal, head teacher) to view the tomb.

* Your teacher will assign you to groups and a particular area of Tutankhamun’s tomb to explore.
* For the area of the tomb you have been assigned, research the:
	+ [dimensions of the space](http://www.griffith.ox.ac.uk/gri/4tuttomb_plan.html) you have been assigned
	+ purpose and function of the space
	+ artefacts that were found in that space
	+ significance of those artefacts.
* As a class, draw out the space you have been assigned.
* Each space should be measured and drawn on the concrete with consideration of how other rooms need to adjoin their own.
* Once your group has drawn their space dimensions on the ground you are to ‘decorate’ the space with objects that would have been found in your space.
* Choose 3 objects and explain their significance.

#### Weighing of the Heart scene

**Teacher note** – This routine encourages students to look carefully at details. It challenges them to develop verbal descriptions that are elaborate, nuanced, and imaginative. It also encourages them to distinguish between observations and interpretations by asking them to withhold their ideas about the artwork – their interpretations – until the end of the routine. This in turn strengthens students’ ability to reason carefully because it gives them practice making sustained observations before jumping into judgment. Provide each student with a vignette of the Weighing of the heart scene.

 **Critical and creative thinking –** the elaboration game

* Examine the [Weighing of the Heart scene](https://www.britishmuseum.org/collection/object/Y_EA9901-3) from the Book of the Dead of Hunefer. Work in groups to observe and describe several different sections of the vignette. Follow the procedure below:
	+ one person identifies a specific section of the artwork and describes what he or she sees
	+ another person elaborates on the first person’s observations by adding more detail about the section
	+ a third person elaborates further by adding yet more detail, and a fourth person adds yet more
	+ after four people have described a section in detail, another person identifies a new section of the artwork and the process starts over.
* Now watch the [Last judgment of Hunefer](https://www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap/ancient-egypt-ap/v/judgement-in-the-presence-of-osiris-hunefer-s-book-of-the-dead) (duration 7:39), to see if your group made accurate observations of the vignette.
* Using the clip you’ve just watched, annotate your copy of the Weighing of the heart scene.

## Lesson sequence 4

#### Content

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (ACDSEH034, ACDSEH037, ACDSEH040)

Students:

* identify contacts and conflicts of peoples within the ancient world
* describe significant contacts with other societies through trade, warfare and conquest
* explain the consequences of these contacts with other societies, e.g., developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy
* explain the legacy of the chosen ancient society

### Contacts and conflicts and their consequences

**Teacher note** – provide students with a range of sources (up to ten) showing contact and conflict with other peoples, for example pharaoh smiting enemy, pharaoh receiving tribute from foreigners, voyage to Punt. The following websites may be useful for locating these sources: [The Egyptian Museum](https://egymonuments.gov.eg/en/museums/egyptian-museum); [Archaeology](https://www.archaeology.org/issues/).

* Construct a table like the one below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | Trade/warfare/ conquest/ other contact | Description of source | What does this source tell us about ancient Egyptian contact with other peoples? | What doesn’t this source tell us? What is left out of the source? |
|  |  |  |  |  |

* Examine each source and complete the table about contact and conflicts.
* Using the information from your table, in groups, discuss the consequences of the contacts the Egyptians had with other peoples. Think about what Egypt might have gained or lost from the contact.
* Explain the consequences of ancient Egyptian contact with other societies. In your response, consider developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy

### Legacies

**Teacher note** – Provide students with a template for making a paper cube. [Five ways to use cubing](https://www.fortheteachers.org/friday-five-cubing/) has a free template.

* Using a [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?cache_id=7be76) as part of a class discussion, brainstorm the legacies of the ancient Egyptians.

 **Critical and creative thinking –** research cube

* Research the legacies of the ancient Egyptians.
* Your teacher will provide you with a template of a cube. Choose the 6 legacies you think are the most important and write the legacy and on the cube.
* Exchange your cube with a partner. Take turns rolling the cube. When your partner throws the cube and it lands on a legacy on your cube, tell them one interesting fact about that legacy. Continue rolling the cubes until all twelve legacies have been explained.
* In a paragraph, justify why you chose those six legacies. In your response, consider the following questions:
	+ What benefits did they bring the ancient Egyptians?
	+ What benefits do they bring us today?

## Learning Sequence 6

#### Content

The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus (ACDSEH129, ACDSEH130, ACDSEH131)

Students:

* using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world
* assess the role and significance of the individual chosen

### Significant individual

**Teacher note** – students are to conduct some research about a significant ancient Egyptian, for example, Mentuhotep II, Hatshepsut, Thutmose III, Akhenaten, Rameses II.

In this task, students will be writing an obituary to demonstrate they understand and make a judgement about the significance of their character. Locate some samples of obituaries online to show students as an example. The [NBC News website](https://www.nbcnews.com/better/lifestyle/how-write-perfect-obituary-according-professional-writers-ncna1055996) has some tips for successfully writing an obituary; you may wish to take your class through the tips.

The task on a significant individual has been expanded to create a summative assessment task at the end of this resource. This can be adapted or contextualized to suit your specific needs.

* This task requires you to research a significant ancient Egyptian and assess their motives and actions in the form of an obituary. Follow the steps below:
	+ choose a significant ancient Egyptian to investigate, for example, Mentuhotep II, Hatshepsut, Thutmose III, Akhenaten, Ramesses II
	+ conduct research about your chosen individual
	+ locate three primary sources that demonstrate your chosen individual’s contribution to ancient Egyptian civilisation
	+ using research and sources, select three events to demonstrate the individual’s contribution to society
	+ make a judgment of the motives and actions of your chosen individual.

## Assessment task

**Teacher note** – When using this task, ensure it is placed on the school template and follows all assessment requirements.

### Outcomes

* **HT4-2** describes and assesses the motives and actions of past individuals and groups in the context of past societies
* **HT4-6** uses evidence from sources to support historical narratives and explanations
* **HT4-10** selects and uses appropriate oral, written, visual and digital forms to communicate about the past

### Syllabus content

The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Ramesses II, Pericles, Julius Caesar or Augustus.

Students:

* using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world
* assess the role and significance of the individual chosen

### Task

* For this task, you will be undertaking research about a significant individual from ancient Egypt to determine how significant they were. You will do this in the form of an obituary. Your teacher will show you how to write an obituary. Follow the steps below to complete your task:
	+ Choose a significant ancient Egyptian to investigate. Choose from the following: Mentuhotep II, Hatshepsut, Thutmose III, Akhenaten or Rameses II.
	+ Conduct research about your chosen individual.
	+ Locate three primary sources that demonstrate your chosen individual’s contribution to ancient Egyptian civilisation.
	+ Using research and sources, select three events to demonstrate the individual’s motives and actions.
	+ Make a judgment of the motives and actions of your chosen individual.

## Marking criteria

|  |  |
| --- | --- |
| Criteria  | Grade  |
| * Provides a well-developed and reasoned judgement about the motives and actions of the chosen individual about the significance of the individual chosen
* Supports response using relevant sources to clearly assess the significance of the individual chosen
* Communicates detailed ideas and information logically
 | A  |
| * Provides a reasoned judgment about the motives and actions of the chosen individual significance
* Refers to sources to assess the of the individual chosen
* Communicates ideas and information coherently
 | B  |
| * Demonstrates some judgment about the motives and actions of the chosen individual
* May refer to sources to explain the significance of the individual chosen
* Communicates ideas and information
 | C  |
| * Demonstrates some knowledge about the motives and/or actions of the chosen individual
* May refer to sources to describe the significance of the individual chosen
* Communication is limited
 | D  |
| * Makes general statements about the individual chosen
 | E  |