

DISCUSSION GUIDE



EGYPT

THE GLORIOUS
18TH DYNASTY

THE PROGRAM

Long before baseball caps, basketball jerseys and low rider jeans, what we wore spoke volumes about who we are. In a historical exploration of the artistry and symbolism of African fashion, Queens Historical Society's National Touring Program presents EGYPT: The Glorious 18th Dynasty. In this unique lecture/demonstration which features a magnificent collection of African regalia, volunteers are transformed from 21st Century students into four of Africa's most renown and well dressed rulers, *Queen Hatshepsut, Queen Tiye, Pharaoh Amenhotep III, and Pharaoh Tutankhamun* – "The famed boy ruler". In under one hour, students learn about fashion design, experience another culture and are transported to another time, to another continent, where caps were crowns, robes were regal and handmade sandals were the hottest shoe on the market.

Recommended for elementary and middle school students.

THE COMPANY

Queens Historical Society, an innovator in America's multicultural education explosion has emerged as a leader in presenting programs that assert the rich royal heritage of African Americans. The Society's signature play, "*Queens of the Nile, Now*", written by founder, Sakkara Ingrid Thomas, focuses on the respected role of women by men in ancient African matrilineal societies as an example for boys and girls today. The success of this royal history pageant led to the evolution of QHS' *Crown Jewels Program*. This vibrant repertoire includes performances, art-making, storytelling, demonstrations and school field trip, The Festival of African Royalty at the Pyramid at CSULB. Adaptable for all stages and ages, *QHS' Crown Jewels* presents a fascinating exploration into the depth of beauty that emerges from Africa throughout the centuries, covering three thousand years and over five thousand miles of the continent's history.

18TH DYNASTY QUEENS & KINGS

HATSHEPSUT (Hat-shep-sut) 1500 B.C. – In ancient African societies, women had respect and equal rights. Hatshepsut became the greatest female Pharaoh of Kemet (Egypt) of whom we re informed. She ruled for approximately 33 years. During her reign there were no wars, instead she established trade, built a vast navy and built the Temple of Deir el Bahri, which still stands today.

TIYE (TEE) 1405 B.C. – One of Africa's most remarkable Queens was Tiye, co-ruler of a great royal family in Kemet. She was married to **Amenhotep III**. Their union gave birth to three sons: Smenkhare, Akhenaton and Tutankhamun, "the boy king."

NEFERTITI (Ne-fer-te-te) 1386 B.C. – African women enjoyed a partnership in the building of lasting states and societies. Kemet's Queen Nefertiti and her husband **Pharaoh Akhenaton** ruled one of the most extraordinary monarchs in history. Teaching a doctrine of love and peace they were among the first rulers in history to proclaim to the world the concept of one God.

KingTutOne.com

~Great web link for teachers and students~

SELECTED BIBLIOGRAPHY:

CHILDREN'S TITLES

Jackson, Barbara Dean. *We are the Children of the Great Ancient Africans*. 1986

Kunjufu, Jawanza. *Lessons from History: A Celebration in Blackness*. (Elementary Edition) Chicago: African Images, 1987. A Black history textbook (for grades 4-6).

Sibbet, Ed. Jr., *Ancient Egyptian Design Coloring Book* Dover Publications, Inc., N.Y. 1978 (paperback)

Great Kings & Queens of Africa, Distributor: Anheuser-Busch, Inc., One Busch Place, St. Louis, MO 63118 (portraits)

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SUGGESTIONS FOR PREPARATION

New Vocabulary: Terms that will assist students in their understanding of the program. Ancestors, Migration, Matrilineal, Pharaoh, Dynasty, B.C., Civilization, Archeologist.

MOTIVATION ACTIVITIES:

△ Discuss the meaning of ancestors, identifying on a world map where the ancestors of the diverse ethnic groups in the class originated. Attach strings from points of origin to the state or city, which they currently reside in.

△ Locate select African countries on a map. Determine the physical characteristics of the country. (Tropical rain forest, savannah, ocean ports, rivers to the sea.). Ask students, which types of animals do they think lived in each country.

△ Discuss the meaning of BC and AD. Prepare a large timeline indicating key dates (i.e. Christopher Columbus' North America arrival).

△ Read the selections on Queen Hatshepsut, Queen Tiye and Pharaoh Amenhotep III. Have one student write unknown words on the board as students call them out when they are read. Encourage identification of these words that they do not know the meaning of. Discuss and define unknown words. Use a dictionary. Question students on each passage.

POST-PROGRAM ENRICHMENT:

△ Using the pictures provided, have students portray their image of one of the Queens depicted in the program. Choose student judges to select pictures to be displayed in a school display case. Display the others in class.

△ Have students prepare personal timelines. As a take-home exercise, have them find out the birth dates of their parents, grandparents, great-grandparents. When they return have select students place their finding on a classroom timeline.

△ As a creative writing exercise, have students write a poem or "rap" song about their favorite King or Queen.

Queen Hatshepsut

I am Queen Hatshepsut. I was Pharaoh of Kemet (Egypt) from 1501 BC TO 1479 BC. During my reign there were no wars.¹ I used my mind and skills to develop the empire. I expanded trade, built a fleet navy and sent an expedition south to Punt and brought back myrrh, spices, ebony, eye-paint, leopard skins and baboons.²

I was a great builder. My funerary temple, Del El Bari, still stands today. Some people say that I was the greatest female ruler of all time.

Pharaoh Amen-Hotep III

I am Pharaoh Amen-hotep III. My "Great Chief Wife" was Queen Tiye.³ I became the Pharaoh of Kemet (Egypt) in 1412 BC. Under my leadership, Kemet became the trading centre of the known world, and one of the wealthiest.⁴ I completed several expeditions to Western Asia. The great kings of Babylon, Assyria and the chiefs of Syria were my friends.

SELECTED BIBLIOGRAPHY:

ADULT TITLES

1. Diop, Cheikh Anta. The Cultural Unity of Black Africa. Chicago: Third World Press. 1978
2. Jackson, John G. Introduction to African Civilization. New Jersey: W.W. Norton. 1974
3. Rodgers, Joel A. Africa's Gift to America. New York: Helga M. Rogers.
4. Van Sertima, Ivan (Ed.). Nile Valley Civilizations. New Jersey: Journal of African Civilization. 1985.

1. E.A. Wallis Budge, The Mummy: A Handbook of Egyptian Funerary Archaeology, KPI Ltd., 1987, p. 53
2. Ibid., p. 52
3. Ibid., p. 57
4. Ibid., p. 58



STUDENT MATERIALS
(Line Art)

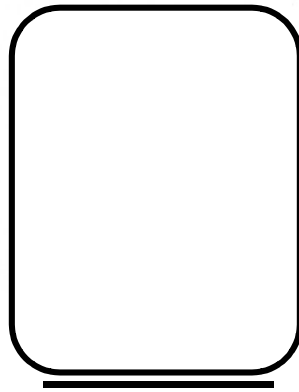
Pharaoh Amenhotep III

Pharaoh Tutankhamun

Queen Hatshepsut



PHARAOH AMENHOTEP III



PHARAOH TUTANKHAMUN



QUEEN HATSHEPSUT