

Hatshepsut: From queen to king

Lesson Map: <http://esriaustralia.com.au/education/SpatialActivity91>

Note to teachers: This learning resource and lesson plan has been created to include an overview of several aspects of Hatshepsut and her kingship. Teachers may choose to engage with the entire resource or aspects specific to their teaching needs. For example, teachers may use this StoryMap to explore how Hatshepsut legitimised her rule or may choose to use the entire Story Map. As a result, no activity time for this resource is provided.

Engage

Historical context: What was New Kingdom Egypt and what was expected of a New Kingdom pharaoh?

- ➔ Click on the map URL above to open the StoryMap. The title page will be displayed. Scroll down to the section titled *Historical Context: New Kingdom Egypt* to begin.
- ➔ This Story Map also has a navigation panel at the top of the page, which allows users to quickly jump to specific aspects of the Story Map.
- ➔ Read the information. Take notes if required and stop to discuss if necessary.
- ? In your own words, explain what was expected of a New Kingdom pharaoh ruling over Egypt. *[A New Kingdom pharaoh was expected to maintain Ma'at by adding to the strength, wealth, grandeur, and prosperity of Egypt.]*
- ➔ Scroll down to the section titled *Hatshepsut's rise to power: A woman in a man's world*. Read the information and take notes if required. Stop to discuss as necessary.

Explore

Why was it important that Hatshepsut legitimize her rule and how did she go about this?

- ➔ Scroll down to the major heading titled *Hatshepsut legitimizes her rule*. Read the information. Take notes if required and stop to discuss as necessary.
- Read the Inscription of Hatshepsut's 'divine birth' at Deir el-Bahri and answer the questions.

Download student worksheet [here](#).

Time

See **Note to teachers** for information

Activity

Investigate Hatshepsut and her kingship.

Learning Outcome

Students will be able to:

- Understand and comprehend various aspects Hatshepsut's rule
- Analyse and evaluate primary and secondary sources
- Synthesise evidence from sources to justify responses

ACARA Curriculum Link

[Year 7 History: The Mediterranean World](#)

[ACDSEH032](#) | [ACDSEH129](#) | [ACHHS206](#) | [ACHHS209](#) | [ACHHS210](#) | [ACHHS211](#) | [ACHHS212](#) | [ACHHS213](#)

[Senior Ancient History](#)

Teacher Feedback:

To share your feedback on this, or any Spatial Activity, please contact education@esriaustralia.com.au

- ? Who is Queen Ahmose in relation to Thutmose I and Hatshepsut? [*Queen Ahmose is Thutmose I's principal wife and Hatshepsut's mother.*]
- ? In this inscription, what did the relations between Amun and Queen Ahmose result in? What does this imply about Hatshepsut's relationship with Amun and the gods? [*According to the inscription, the relations between Amun and Queen Ahmose resulted in Queen Ahmose becoming pregnant. Hatshepsut's inscription therefore implies that Hatshepsut is divine: a daughter of Egypt's most important god.*]
- ? How does Amun explicitly support Hatshepsut's right to rule? Use **specific evidence** from the inscription to support your response. [*In the inscription, Amun explicitly supports Hatshepsut's right to rule by proclaiming that, "She shall exercise the excellent kingship in this whole land. My soul is hers, my bounty is hers, my crown is hers, that she may rule the two Lands, that she may lead all the living..."*]
- ? How would this support carry weight with the Egyptian people? In your response, consider how this would affect the higher classes of society (nobility and powerful rival families) and the lower classes of society (working classes)? [*Commissioning inscriptions that recorded Hatshepsut's divine birth would have resulted in the lower classes of society accepting her rule more completely as they would have perceived this to be the will of Amun and the gods. It would also reduce the chances of another noble or powerful family from attempting to take control of the throne and install a new ruling power as they would suffer resistance from the religious priesthoods and Egyptian society.*]
- Scroll down to the major heading titled *Masculine representation of self*. Read the information. Take notes if required and stop to discuss as necessary.
- **Engage with the source images (statues of Hatshepsut) and answer the questions.**
- ? Identify at least three feminine characteristics from the statue depicting Hatshepsut earlier in her reign (left image). [*Slimmer waistline; less pronounced cheekbones; evidence of breasts, feminine posture (seated); slimmer arms and shoulders.*]
- ? Identify at least three ways that Hatshepsut represented herself as more masculine in statues that were commissioned later in her reign (right image). [*More robust shoulders and arms; full ceremonial beard, masculine posture (standing); muscular chest; stronger cheekbones.*]
- ? Explain why Hatshepsut made changes to her physical appearance as it was depicted on statues, busts and reliefs. How would this reinforce the concept of Ma'at? [*Hatshepsut made changes to her physical appearance to reinforce the notion that she was a full king of Egypt – a pharaoh – despite being a female. This would have reinforced Ma'at as she sought to portray her image by a traditional means, similar*

to the pharaohs that went before her, rather than completely upset the status quo.]

- ? (Optional) Perform a google search and find other statues that reflect Hatshepsut's masculine representation. [*Hint: the Met Museum has a collection of images of Hatshepsut's busts and statues.*]

Explain

What achievements characterise Hatshepsut's pharaonic rule of Egypt?

- Scroll down to the major heading titled *Achievements*. Read the information and take notes if required. Stop to discuss as necessary.
- Scroll down to the heading titled *Building projects*. Read through the information in this slideshow-like section. Take notes if required. Stop to discuss as necessary.
- ? How does the construction of Hatshepsut's mortuary temple at Deir el-Bahri demonstrate Egypt's prosperity and wealth at this time? [*Egypt can be considered to have been very prosperous and wealthy during Hatshepsut's reign and the construction of Hatshepsut's mortuary temple is evidence of this. This mortuary temple would have been very expensive to design and construct as its architecture is detailed and the temple itself has been constructed in a spectacular, yet difficult, position against the cliff faces. A temple like this would have cost a lot in terms of both building materials and labor costs, which reflects Egypt's wealth and prosperity under Hatshepsut's reign.*]
- ? How would the mortuary temple confirm Hatshepsut's greatness to her subjects and temple-goers? [*The mortuary temple was designed for Egyptians to come and worship both the Egyptian gods and Hatshepsut after her death. As this is what it was designed for, Hatshepsut had impressive reliefs and statues erected inside and outside the temple. She also had inscriptions recorded on the walls. These reliefs, statues and inscriptions would have communicated her strength, successes, achievements, and victories to all that came to her temple.*]
- Scroll down to the heading titled *Establishment of new trade relations*. Read through the information in this slideshow-like section. Take notes if required. Stop to discuss as necessary.
- ? Identify and list – as seen in the relief – some of the trade goods that appear to have come back from the Punt expedition. [*As seen in the relief, the Egyptians appear to have brought back myrrh trees and exotic animals like monkeys or chimpanzees. People are also seen to be leading cattle and holding vases and covered trays.*]
- **Observe the relief of Punt and the inscription about the Punt expedition to answer**

the following questions.

- ? Consider the nature of the goods brought back to Egypt. Why do you think these were regarded as highly valuable or exotic items to Egyptian citizens? *[The goods brought back from Punt would have been considered valuable and exotic to the Egyptian people as these goods were not 'native' to – or widely accessible – in Egypt. Some goods – like apes, monkeys and dogs – may have brought a sense of novelty and awe to Egyptians, whilst other items like cosmetics, panther skins and precious metals would have been sought after by Egyptians as a sign of status, wealth and prestige.]*
- ? Other than economic value, what other value did the imported goods have for Egyptian society? How do you think this would have benefitted Hatshepsut's rule? *[Some of the imported goods also had a high religious importance. Ihmut-incense and sonter-incense were important incenses that were burnt when worshipping the gods. It is also likely, that a portion of the imported goods were offered to the gods as a tribute from Hatshepsut. Both actions would have favoured Hatshepsut's rule as she cleverly demonstrated her religious piety to the gods and would have won the favour of the priesthood of Amun.]*
- Scroll down to the heading titled *Military campaigns*. Read through the information in this slideshow-like section. Take notes if required. Stop to discuss as necessary.

Extend

What happened to Hatshepsut?

- Scroll down to the major heading titled *Damnatio Memoriae*. Read through the information and take notes if required. Stop to discuss as necessary.
- ? What motives would pharaohs have for performing damnatio memoriae on their predecessor's images, inscriptions and monuments? *[A pharaoh may be motivated to order damnatio memoriae on a predecessor's works if they were a particularly successful pharaoh. By doing so, his subjects would be less able to compare the current ruler's reign with his predecessor's. This would remove some of the pressures of having to match or outdo a previous ruler's achievements.]*
- Scroll down to the next heading titled *Mummy identified as Hatshepsut*. Read the information and take notes if required. Stop to discuss as necessary.
- ? **Review question (synthesizing evidence).** Recall what it means to be a New Kingdom Pharaoh. To what extent can Hatshepsut be considered a successful New Kingdom Pharaoh? In your response, refer to two (2) pieces of supporting evidence. *[Student responses will vary but should be answered in paragraph structure and*

reference at least two pieces of supporting evidence (either directly or indirectly) from the sources explored in the Story Map.]

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