The Pharaohs of Egypt

2019 ACADEMIC SUPER BOWL

Ruler of the Two Lands
IN LIFE, THE GOD HORUS
IN DEATH, THE GOD OSIRIS

Problems of Egyptian History

- Nearly 5,000 years of history before the Roman conquest in the 1st Century BC
- Records of 33 Egyptian and foreign dynasties with more than 270 known monarchs from 3,100 BC to 30 BC
- Massive collections of archaeological artifacts but few personal narratives
- Abundance of embellished and idealized written records and mythologies but limited historical narratives

Contest’s Historical Content

- History of the Egyptian State
- Egyptian concept of kingship
- Everyday lives of pharaohs
- Civil and military powers of pharaohs
- Functions of the pharaohs’ royal cities
- Significance of the death of pharaohs
**Contest Resources**

- Study Guide
- Reading Guide
- List of Eras, Dynasties, & Kings
- Illustrated Worksheets
- Study Questions

THE CONTENT OF EVERY QUESTION COMES FROM THESE FIVE RESOURCES!

**The Reading Guide**

- Chapter topics
- Time periods
- Vocabulary
- Natural geographic features
  - Bodies of water & regions
- Cultural geographic features
  - Kingdoms & empires
  - Cities, buildings, monuments, tombs
- Non-Egyptian peoples
- Myths, festivals, & rituals
- Deities, & spiritual forces
- Significant historical events
- Significant foreign individuals
- Significant individual Egyptians
  - Kings, queens, & dynasties
  - Royal insignia
  - Government officials
  - Members of the court

**List of Eras, Dynasties, & Kings**

The chronological list includes the dynasties of each era of Egyptian history as well as the most important kings associated with selected dynasty. To answer the contest question, students need to recognize only the selected kings and only the boldfaced dynasties. To make identification of kings easier, questions will often refer to both kings and their dynasties. Dynasties are often identified with their historical era.

**Worksheets**

Worksheets contain photographs of selected Egyptian buildings, monuments, and tombs as well as drawings of selected Egyptian gods, goddesses, and spirits. Students should fill the boxes connected to each picture with very general information about the subjects. Such information is available in textbooks and on the internet. Contest questions on these subjects will require only basic knowledge.
**Study Hints**

Because much of the content is both obscure and difficult …

- Use the Reading Guide to study only one chapter at a time.
- Develop a general chronology of Egyptian history.
- Find references to individuals, concepts, and events in the pictures as well as in the text.
- Develop general narratives and/or summaries of dynasties and time periods.
- Create some kind of “card file” of individuals, concepts, and events.

**Practice Questions**

Each coach has been provided a series of practice questions that may be used in a variety of ways. Students should be aware that the questions, correct answers, and distractors from the sets of practice questions as well as the invitational questions might contain content that will reappear in questions at the area and state competitions.

**Observation**

The last native ruler of Egypt until the 20th Century appears to have been Khababash who ruled as king of a portion of Egypt after he rebelled against which of the following foreign rulers in 338 BC?

A. Arabs  
B. Greeks/Macedonians  
C. Persians  
D. Romans

Answers are usually arranged in alphabetical order.

**The Pharaoh**

by Gary J. Shaw

1. Pharaonic Kingship  
2. The Story of the Two Lands  
3. Becoming Pharaoh  
4. Being Pharaoh  
5. Pharaohs on Campaign  
6. Royal Cities  
7. The Pharaoh in Death  
8. The Last Pharaohs
It’s wonderful to hear that my book was chosen for the Academic Super Bowl. I wrote The Pharaoh in the hope that people of all ages would find it educational and enjoyable – the world of the pharaohs is an exciting one and should be accessible to everyone to explore. I hope the students find it an interesting read and maybe it will even inspire some future archaeologists, historians, and Egyptologists!

Typical Question from Text

Three of the following statements accurately describe the process of the mummification of an Egyptian king. Which statement is false?

A. The brain was removed through the nose, torn and ripped apart by a hooked instrument.
B. The heart and other internal organs were placed in the canopic chest or individual canopic jars.
C. In order to dehydrate the body, it was filled and surrounded by packets of a salt mixture.
D. When fully dehydrated, the body cavity was filled with cloth or sawdust.

The reading guide refers to “mummification and royal funeral” in Chapter 7, The Pharaoh in Death. Page 181 explains that the pharaoh’s heart always remained within the body because it was required for the afterlife judgement when it was weighed.

Questions about Pictures from the Text

The facial details of this sketch of an Egyptian king indicates that he is doing which of the following?

A. Displaying his unification with the royal ka spirit
B. Fasting during the Sed Festival
C. Mourning the death of a relative
D. Participating in a ritual purification

The Reading Guide for Chapter 3, Becoming Pharaoh, refers to “ceremonial dress and grooming.” The question and answer relates to the picture and caption on page 64.
**Map Questions from the Text**

The reading guide refers to Thebes in both the Introduction and Chapter 6: Royal Cities. The map on page 10 shows the location of Thebes.

Which one of these markers points toward the location of Thebes, the home of both the Karnak Temple and the Luxor Temple?

A. Marker A  
B. Marker B  
C. Marker C  
D. Marker D

**Time Periods Are Important**

- The Predynastic Periods  
- Early Dynastic Period  
- The Old Kingdom  
- The First Intermediate Period  
- The Middle Kingdom  
- The Second Intermediate Period  
- The New Kingdom  
- The Third Intermediate Period  
- The Late Period

Students need a basic understanding of the significant time periods of Egyptian history. In studying the time periods, they should recognize:

- General characteristics  
- Similarities and differences  
- Continuities and changes

**Contest questions include very general information about selected monumental buildings and Egyptian deities that is not necessarily available in Garry Shaw’s text, The Pharaoh.**

A simple worksheet with pictures of the buildings and the deities has been provided to all teams. Students should complete the worksheet by recording only very basic information that is readily available from other texts and the internet.

**Typical Question from Research**

This Egyptian god is commonly depicted as a pharaoh wearing the Atef crown with two curling ostrich feathers and carrying the crook and flail. His complexion is often green which is the color associated with which of his divine roles?

A. God of Childbirth  
B. God of Nile  
C. God of Resurrection  
D. God of the Sun

The question and the picture are taken from the worksheet topic “Osiris.” Students should have discovered the symbolism of his green skin.

**Other Sources**
Questions from Chapter 1
Pharaonic Kingship: Evolution & Ideology

During which of the early periods of Egyptian history did the major centers of Lower Egypt coalesce and their material culture slowly spread southward?

A. Naqada I (4000 to 3500 BC)
B. Naqada II (3500 to 3150 BC)
C. Naqada III (3150 to 3000 BC)
D. None of the above. It was the culture of Upper Egypt that coalesced and spread northward.

The reading guide refers to Naqada I, Naqada II, and Naqada III as well as the “predynastic origins of kingship” during the Naqada Period. The reading guide also refers to the key concepts of Upper and Lower Egypt in the Introduction.

Questions from Chapter 2
The Story of the Two Lands

Montuhotep II reunited Upper and Lower Egypt ending the First Intermediate Period and initiating the Middle Kingdom. He was a descendant of which of the following men?

A. The foreign Hyksos kings of Avaris
B. Intef, nomarch of Thebes and overseer of priests, a commoner
C. The long-reigning Pepi II, the last king of the Old Kingdom
D. The nearly anonymous kings of Herakleopolis Magna

The Reading Guide refers to Montuhotep II as well as the formation of the Middle Kingdom which are both described in Chapter 2, The Story of the Two Lands.

The Reading Guide also refers to the 17th Century invasion of the Hyksos in the Second Intermediate Period.

Questions from Chapter 3
Becoming Pharaoh

During the 18th Dynasty, the first of the New Kingdom, the office of royal tutor acquired greater prominence than in previous dynasties. Though why this happened is unclear, Garry Shaw writes that tutors enjoyed increased prestige as many of the kings were away from their palaces doing which of the following?

A. Defending Egypt from Hyksos and Libyan invaders
B. Directing the construction of the pyramids at Giza
C. Leading their armies into Nubia and Syria-Palestine
D. Suppressing insurrections and rebellions

The Reading Guide refers to “wet nurses and tutors of the royal nursery” in Chapter 3, Becoming Pharaoh. Page 53 describes the 18th Dynasty as a time of “empire building” in which kings, who spent much time with their armies in Nubia and Syria-Palestine, left trusted tutors in charge of their sons.

The Reading Guide refers to the one-page insert entitled “Queens as Kings” in Chapter 4, Being Pharaoh, which describes the similarities of most female kings as well as the unique characteristics of Hatshepsut. She is also listed in the Reading Guide as one of the significant individuals in the chapter.

Questions from Chapter 4
Being Pharaoh

Compared to other female kings in the history of Egypt, Hatshepsut’s reign as a female king was an unusual event for which of the following reasons?

A. She ruled during a period of relative stability.
B. She seized power from the incompetent men of her own family.
C. She took power during a dynastic succession crisis.
D. She was the first woman to assume the titles and roles of king.

The Reading Guide refers to the one-page insert entitled “Queens as Kings” in Chapter 4, Being Pharaoh, which describes the similarities of most female kings as well as the unique characteristics of Hatshepsut. She is also listed in the Reading Guide as one of the significant individuals in the chapter.
Questions from Chapter 5
Pharaohs on Campaign

Why is the battle of Kadesh (c. 1274 BC) such a significant event in Ancient Egyptian history?

A. Archaeologists have recovered large numbers of weapons and other artifacts from the battlefield.
B. The battle is one of the best documented military events in all of Egyptian history.
C. Egypt’s defeat at Kadesh undermined Egypt’s defenses and encouraged Assyrian aggression.
D. Ramesses II’s death at Kadesh created a succession crisis that ended the Amarna Period.

The Reading Guide refers to the two-page inset in Chapter 5, Pharaohs on Campaign, describing the Battle of Kadesh as well as Ramesses II and the Kingdom of the Hittites. The text stresses that temple carvings and two written accounts provide detailed information about the battle including details of the survival of Ramesses.

Questions from Chapter 6
Royal Cities

The ancient royal city of Akhetaten was occupied for only a very short period of time. Its construction and abandonment were related to which of the following historical events?

A. Occupation by foreign invaders
B. Radical religious reforms
C. Rise and fall of royal dynasties
D. Water resources

In Chapter 6, Royal Cities, the Reading Guide refers to the city of Akhetaten and its Great Temple to the Aten as well as the failed religious reforms of King Akhenaten who built them. The Reading Guide for The Introduction also refers to the city of Akhetaten.

Questions from Chapter 7
The Pharaoh in Death

During the New Kingdom, the most important funeral ritual during a king’s funeral was the “opening of the mouth.” Which of the following statements accurately describes that ritual?

A. Enabled the king to breathe, see, hear, eat, and speak in the afterlife
B. Performed by the sem or high priest of the god Ptah
C. Staged at king’s funerary temple before the body was taken to the Valley of the Dead
D. All of the above.

“The opening of the mouth” is listed in the Reading Guide for Chapter 7, The Pharaoh in Death. A more general reference refers to “mummification and royal funeral.”

Questions from Chapter 8
The Last Pharaohs

One of the following Roman emperors sent his soldiers to plunder Alexandria and slaughter many of its inhabitants in 215 AD. One besieged Alexandria and took it by force in 298 AD and initiated the “great persecution” which resulted in the deaths of thousands of Egyptian Christians. Which emperor toured Egypt in 130/31 AD, founded the city of Antinoopolis, and was noted for his love of Egyptian traditions and art?

A. Caracalla  B. Hadrian  C. Diocletian  D. Septimius Severus

The question is taken from Chapter 8, The Last Pharaohs. The Reading Guide refers to “Roman Egypt” and includes a list of Roman emperors including Diocletian, Hadrian, and Septimius Severus.
A Few Hints

- Several questions relate to:
  - Akhenaten, Hatshepsut, Thutmose III, Tutankhamun, & Alexander the Great.
  - The 3rd and 4th Dynasties and the Great Pyramids.
  - The 18th Dynasty, especially the Amarna Period.
  - The Ptolemaic Dynasty.
  - Nubia & the Nubian 25th Dynasty.
  - Ramesses II and the Battle of Kadesh.

- At least one practice or competition question relates to every king listed on the chart of Eras, Dynasties, & Kings.

- Competition questions include 36 pictures.

- Questions in every competition include one map.