

Women of the Ancient World

Egypt: Pharaohs and Physicians

Suggested Responses




Comprehension Questions

1. Egyptians believed that there were gods of both **genders** and that balance was given by the **female** deity Maat, who symbolized cosmic **harmony**.
2. False
3. Weaving; cooking; looking after their children; running the household
4. d) their husband's job.
5. Merit Ptah was a woman who is believed to have been the chief physician to the pharaoh in around 2700 BCE and the first female doctor in the world.
6. Physician; scribe; priestess
7. The term "matrilineal descent" refers to inheritance passed through the female line, or passing property from mother to son, rather than from father to son.
8. If a **pharaoh** died while his son was very young, the boy's **mother** would often rule as **regent**, stepping down once the child was old enough.
9. b) Sobekneferu.
10. True

The extension activities that accompany this video are designed to both consolidate and assess learners' understanding of the content. In addition to this, they contain unique opportunities for teachers to measure learners' capabilities in the following areas:

 **Personal and Social Skills**

Channeling Cleopatra

-  Students' responses will vary. However, they should reflect a recognition of the impact of personal boundaries, intimacy, distribution of power, and social and cultural norms and mores on the ways relationships between Cleopatra and different people in her life are expressed in writings from her point of view. They may contain details such as the following:

1. Students' responses could include ideas such as putting your own face, instead of your brother's, on coins; organizing meetings without your brother; organizing meetings in Egyptian, which your brother does not speak; having your brother killed and replacing him with someone you prefer; having your brother's supporters killed; gaining allies in other countries; and having your brother removed to a remote region for his "safety."
2. Students' responses could include ideas such as: flattering Caesar; discussing possible alliances, rather than war; offering better trade routes or lower taxes on Roman products; offering a relationship; and offering money.
3. Students' responses could include thoughts such as feeling sad about previous relationships, wondering what to do in this situation, deciding whether to go to Rome and be humiliated or to commit suicide, wondering what will happen to your children, and plotting ways to escape.

Transcript – For student and teacher use.