

Piankhy's Victory Stela

Learning Objectives

Having completed the activities in this lesson, students should be able to:

- Describe Piankhy (aka Piye) as the king of Kush and the first important pharaoh of Egypt's 25th dynasty.
- Describe King Piankhy as a defender of *maat* (the Egyptian principle which emphasized honor, fairness, truth, righteousness, and justice).
- Identify King Piankhy's Victory Stele/Stela as a primary source of information about him.
- Define a stele (or stela) as an upright stone or wooden slab, built as a memorial to the dead or to commemorate a living person. Information about the person is inscribed on the surface of the slab (in bas-relief, sunken-relief, high-relief, etc), or painted onto the memorial.
- Create a stele that commemorates a person whose actions exemplify *maat*.

wysinger.homestead.com/piyevictorystela.html

Guiding Question

How does the ancient Egyptian principle of *maat* (honor, fairness, justice, harmony) apply today?

Essential Questions

1. Who was King Piankhy? When and where did he live and rule?
2. What does Piankhy's Victory Stele/Stela reveal about his values, beliefs and actions?
3. What basic values are stressed by the Egyptian principle of *maat*?
4. How did King Piankhy's actions show his belief in the principle of *maat*?

Materials Needed

- Aubin, Henry. *Rise of the Golden Cobra*. New York: Annick Press/Firefly Books, 2007.
- Teacher Handout: Questions and Answers
- Student Handout I: King Piankhy Reading Organizer
- Student Handout II: King Piankhy Research Organizer
- Student Handout III: Create your Maat Commemorative Stele

Activator

When you think of the word *justice* what words or images come to your mind? Write down the words, phrases or pictures that you associate with the word *justice*. Compare your answers with a partner.

Procedure

1. Review the following vocabulary before beginning the reading:

audible, conscription, bypass, siege, spellbound, slaughter, resentment, sportsmanship, inevitable, deity)

2. Give each student a copy of Chapter 12, "*Maat*" from *Rise of the Golden Cobra*.
3. Divide the class into groups. Pass out the **Student Handout I: King Piankhy Reading Organizer**.
4. Read the chapter to the students or have them read it.
5. Assign each group one of the 10 questions on the Teacher Handout.
6. Give the students 15 minutes to locate the answer to their question and complete the organizer.
7. Discuss the questions and answers.
8. Pass out **Student Handout II: King Piankhy Research Organizer**
9. After completing the research, pass out **Student Handout III: Create a *Maat* Commemorative Stele**
10. Students should create their own stele commemorating a person whose deeds/actions exemplify the values of *maat* (justice, fairness, or truth, honesty).
11. Students should share their stele with the class, explaining how the images, symbols and words exemplify the principles of *maat*.

Questions and Answers for Teacher: Rise of the Golden Cobra, Chapter 12

1. What instructions does King Piankhy give to the officers of the Second Division?

Answer: "Your mission is to sweep down the valley, trampling the foe but giving help to ordinary people whenever it is needed." (pg. 92)

2. According to Piankhy, what has happened to Egypt?

Answer: "Egypt, Kush's brother, has drifted from Amon's ways. Laws that once gave justice even to peasants are now in tatters." (pg. 94)

3. According to Piankhy, what is needed to bring harmony to Egypt?

Answer: "To bring harmony to Egypt, you must also bring it back to the ways of Amon-back to *maat*." Pg. 94

4. What basic values are stressed by the principle *maat*?

Answer: "*Maat* meant honor, but it also meant more than that. It meant fairness. Love of truth. Righteousness. Pg. 94

5. What should *maat* mean for farmers? For traders? For sons & daughters? For rulers?

Answer: "For farmers, *maat* meant working hard." Pg.94

For traders? "For traders, it meant not cheating." Pg.94

For sons and daughters? "For sons and daughters, it meant respecting parents." Pg.94

For rulers? "For rulers, it meant governing even-handedly and with justice." Pg.94

6. What happens when a ruler allows injustice?

Answer: "If the ruler allowed injustice, the nation would attract *isfet*, chaos. Pg.94

7. What would happen if an entire nation practiced *maat*?

Answer: "If an entire nation were able to practice *maat*, it would thrive in harmony and in safety." Pg. 94

8. According to Piankhy, what was wrong with North Egypt?

Answer: "North Egypt is now full of greed and injustice." *Maat* is gone, and the empire hastens toward that void like flies to an open wound." Pg. 95

9. According to Piankhy, what does Kush want?

Answer: "This, then is no war of conquest....Kush needs no more land. What we seek is peace through *maat*. We will achieve this in leading by example." Pg. 95

10. What does Piankhy forbid his soldier to do?

Answer: "You will not strip fields of their crops and seize livestock.

- You will pay in gold for what you take. You will not destroy Egypt's cities.
- You will not touch women.
- If it is night and the enemy is asleep, you will not attack.
- If the enemy's soldiers are in another town, you will wait for them to reach the battlefield.
- If the enemy needs a day, you will wait a day. Fight when the enemy is ready. You will take prisoners." Pg. 95-96

Questions for Students: Rise of the Golden Cobra, Chapter 12

1. What instructions does King Piankhy give to the gentlemen of the Second Division?
2. According to Piankhy, what has happened to Egypt?
3. According to Piankhy, what is needed to bring harmony to Egypt?
4. What basic values are stressed by the principle *maat*?
5. What should *maat* mean for farmers? For traders? For sons & daughters? For rulers?
6. What happens when a ruler allows injustice?
7. What would happen if an entire nation practiced *maat*?
8. According to Piankhy, what was wrong with North Egypt?
9. According to Piankhy, what does Kush want?
10. What does Piankhy forbid his soldiers to do?

Your Name _____ Period _____

1. Write your assigned question in below.
2. Write and cite the statement from the Rise of the Golden Cobra that answers your question.
3. Why is this an example of the principle of *maat* (honor, fairness, truth, righteousness, justice, harmony)?
4. After your class has answered all ten questions, give your own answer to this guiding question:

Guiding Question

How do the values embodied in the Egyptian/Kushite principle of *maat* (apply today)?

Directions: Answer the research questions below. Remember to cite your sources.

Websites

"Maat." *The Global Egyptian Museum.* <http://www.globalegyptianmuseum.org/glossary.aspx?id=228> Accessed 10/19/08.

"Piankhy." *NationMaster.com* <http://www.nationmaster.com/encyclopedia/Piankhy> Accessed 10/19/08.

"*The Stela of Piye* (Meriamon-Piankhi (747-716 BC <http://wysinger.homestead.com/piyevictorystela.html> Accessed 10/19/08. (See the first two paragraphs)

1. Who was King Piankhy? When and where did he live and rule?

Source(s):

2. What basic values are stressed by the Egyptian principle of *maat*?

Source(s):

3. What does Piankhy's Victory Stele reveal about his values and beliefs?

Source(s):

4. According to his Victory Stele why did Piankhy invade Egypt?

Source(s):

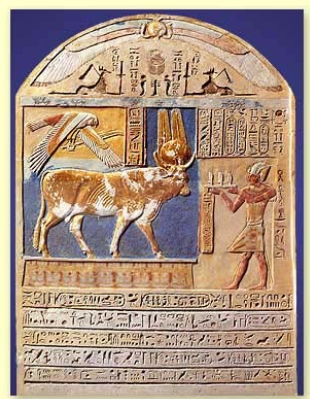
5. How did King Piankhy's actions show his belief in the principle of *maat*?

Source(s):

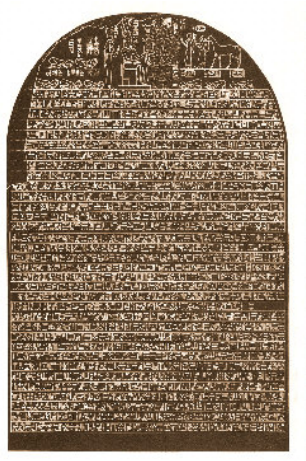
Recommended Resources

Jordan, Randy. *The Stelae of Ancient Egypt* <http://www.touregypt.net/featurestories/stela.htm>

The Stela of Piye (Meriamon-Piankhi (747-716 BC) <http://wysinger.homestead.com/piyevictorystela.html>



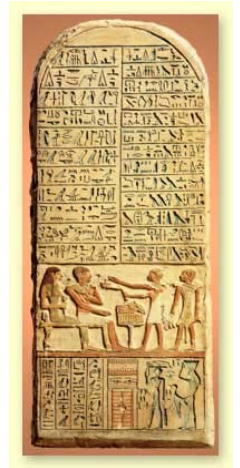
<http://www.touregypt.net/featurest>



<http://wysinger.homestead.com/piyevictorystela.html>



<http://www.touregypt.net/featurest>



<http://www.touregypt.net/featurest>

Making a Stele

Materials

1 sheet of scratch board per student

1 scribing tool- This can be any tool sharp enough to scratch the board and expose the white layer underneath (scissor points, large nail, scratch tool from the art store, metal nail file, or old lettering pen tips in their holders).

1 paper dinner plate

1 pencil per student

1 pair of scissors per student

Step 1

Choose some one that you feel has the qualities of *maat* (honor, fairness, truth, and righteousness). If possible locate an image of the person.

Step 2

Use the recommended websites to see examples of Egyptian and Nubian stelae.

Step 3

Create a paper draft of your stele. Use books and/or the computer to gather images that symbolize their qualities that relate to *maat* (honor, fairness, truth, and righteousness).

Step 4

Center the dinner plate on top of the scratch board. Lightly trace the arc of the plate with your pencil. Cut the top of the scratch board with scissors along the pencil line.

Step 5

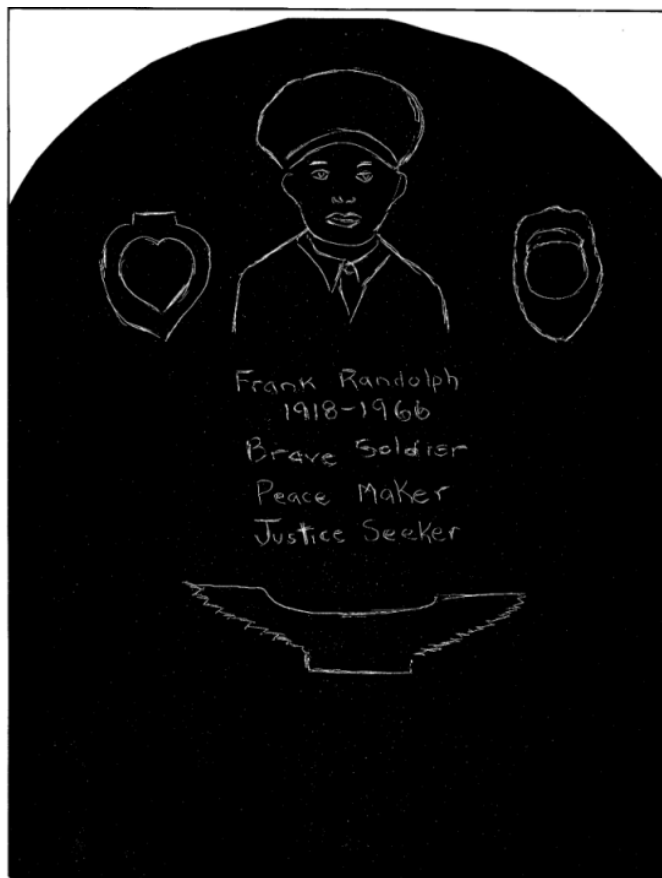
Organize your stele, using your paper draft as a guide. Draw lightly with pencil the images and text on the stele.

Step 6

With your pointed tool, carefully scratch your images and text on the surface of the scratch board exposing the white that is underneath the black layer. This technique is called graffito.

Step 7

Share your stele with the class, explaining how the **images**, **symbols** and **words** exemplify the principles of *maat*.



Created by Brenda Randolph and Bonnie Myhre

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