

Language Arts: Leadership Through Literacy – Hatshepsut’s Story

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Subject: Language Arts

Grade Level: Elementary (Grade 5)

Duration: 5 days (45 minutes each)

Standards:

- **ELA.5.R.1.3** – Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical or scientific text.
- **ELA.5.C.1.3** – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **ELA.5.C.1.4** – Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.
- **SS.5.A.1.1** – Use primary and secondary sources to understand history.

Objectives:

- Analyze character development through biography and narrative perspective.
- Write creatively and analytically from a historical point of view.
- Reflect on leadership, gender, and courage in historical contexts.
- Use visual and textual expression to synthesize understanding.
- Deliver a spoken response with logical sequencing and descriptive support.

Day 1: The Hidden Queen – Reading Hatshepsut’s Journey

Materials:

- Short biography of Hatshepsut (textbook excerpt or printable PDF)
- Crown, robe, or props for dramatization
- Story map graphic organizer
- “I am...” mirror worksheet
- Mirrors
- Drawing paper and colored pencils

Hook (5 min):

- Show an image or statue of Hatshepsut with a false beard.
- Ask: “Why would a queen choose to dress like a king? What does this tell us about power?”

Mini-Lesson (10 min): Introduce the biography of Hatshepsut and provide historical context. Focus on her rise to power, the decision to be portrayed as male, and her achievements as Pharaoh.

Reading & Story Mapping (20 min):

- Read the biography as a class or in pairs.
- Students complete a story map including major challenges, choices, and outcomes in her life.
- Encourage students to note surprising facts or strong qualities.

Mirror Identity Reflection (10 min): Students use mirrors and the “I am...” worksheet to finish prompts like: “Like Hatshepsut, I am brave enough to...” “I can lead by...”

Art Connection (10 min): Students draw one symbol of Hatshepsut’s power—a crown, a temple, or an obelisk—and label it with a leadership quality.

Assessment:

- **Formative:** Completed story map
 - **Summative:** “I am...” identity reflection + labeled drawing
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Day 2: Voice of the Pharaoh – Expressive Narrative Writing**Materials:**

- Scroll paper or parchment-style templates
- Empathy sentence starter cards
- Writing folders or journals
- Royal seal stamp images or templates

Hook (5 min): Read aloud the prompt: “I, Hatshepsut, was never meant to rule, but I knew Egypt needed a strong leader...”

Mini-Lesson (5 min):

- Discuss first-person point of view and how historical figures can be brought to life through narrative.
- Review narrative structure: setting, conflict, decision, outcome.

Writing Workshop (25 min): Students choose a scenario (e.g., leading a construction project, organizing a trade mission, delivering a speech) and write a journal-style entry from Hatshepsut’s perspective. Use empathy starters to deepen their emotional voice.

Sharing & Author’s Chair (10 min): Select a few students to read in-character as Hatshepsut, using props if desired.

Art Wrap-Up (5 min): Illustrate a royal seal for their story with symbols of strength, vision, or leadership.

Assessment:

- **Formative:** Peer editing checklist for voice, structure, emotion
 - **Summative:** Completed first-person narrative + royal seal illustration
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Day 3: Words of Power – Writing a Pharaoh’s Speech

Materials:

- Speech prompt cards
- Rubric for oral presentation
- Journals or lined writing paper

Hook (5 min): Ask: “If you were Pharaoh, what message would you share with your people? What problems might you try to solve?”

Mini-Lesson (10 min):

- Introduce the elements of a persuasive speech—strong opening, supporting arguments, emotion, and a call to action.
- Share examples of famous historical speeches and identify persuasive techniques.

Writing (20 min):

- Students write a speech in the voice of Hatshepsut.

- Prompts include: announcing a temple construction, addressing trade success, or proclaiming a new law.
- Encourage students to include at least three persuasive points and one rhetorical question.

Pair Share & Feedback (10 min): Students present their speech to a partner using a rubric. Each partner offers feedback on clarity, emotion, and structure.

Reflection (5 min): Exit slip: “The most important part of my speech was ____ because...”

Assessment: Drafted speech + peer feedback rubric + exit slip reflection.

Day 4: Poetry of Power – Creative Expression through Verse

Materials:

- Background instrumental music
- Poetry word/image banks
- Journals or poetry templates
- Spotlight or reading stand (optional)

Hook (5 min):

- Play soft music while students view artistic imagery of ancient temples and queens.
- Ask: “What feelings or colors come to mind when you think about Hatshepsut’s world?”

Mini-Lesson (10 min):

- Introduce poetry forms (free verse, haiku, rhyming couplets).
- Provide a bank of words and images related to Egypt and leadership (e.g., river, stone, wisdom, horizon, crown).

Writing Workshop (20 min): Students write a poem inspired by Hatshepsut’s reign, incorporating metaphors or descriptive language. They may focus on themes of identity, strength, or legacy.

Sharing (10 min): Students choose to present their poem aloud, with the option to use props or stand in the “poet’s spotlight.”

Reflection (5 min): Journal prompt: “What makes poetry powerful?”

Assessment:

- Formative: Final poem.
- Summative: Journal entry.

Day 5: Scrolls of Legacy – Portfolio Presentation

Materials:

- Decorative materials for scrolls (ribbon, labels, borders)
- Student work: story maps, narratives, speeches, poems, seals
- Sticky notes for feedback

Hook (5 min): Ask: “What do you want people in the future to remember about your Pharaoh’s story?”

Mini-Lesson (10 min):

- Show sample scroll designs and explain the structure of a portfolio scroll.
- Discuss the importance of presentation and legacy.

Assembly Time (25 min): Students compile their story map, narrative, speech, poem, and royal seal into a scroll-style portfolio. Encourage creativity with borders, symbols, and illustrated covers.

Gallery Walk (10 min): Class displays scrolls for peers to read and admire. Students leave written compliments or questions on sticky notes.

Closing Circle (5 min): Each student shares one thing they learned about leadership from Hatshepsut.

Assessment: Scroll portfolio with all components; gallery walk participation; reflection statement.