



Resources created by
The School Trip

TEACHER'S RESOURCE PACK

RAMSES THE EXHIBITION





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HISTORY

LOWER KEY STAGE 2

YEARS 3 & 4



HISTORY

HIEROGLYPH MYSTERY WRITING

Hieroglyph Charts

Signs which represent sounds (one letter)

Letters with multiple options



sh

1. Use the hieroglyphic code to translate 'Ramses the Great' into hieroglyphs.

2. What else can you say about Ramses? Create your own hieroglyphic messages about him.



Note: use these hieroglyphs to decorate your interpretations of Abu Simmel or Ramesseum (see Lower Key Stage 2 Design & Technology resource)

HISTORY

PHARAOH TIMELINE CHALLENGE

Here are key dates from Ramses the Great's reign. Your job is to cut them out, and put them in order and onto your timeline on the next page. Remember, he is also referred to as 'Ramses II'.

Handy hint! Remember that 'BCE' means 'Before the Common Era' and the oldest dates are the biggest numbers.



Cut and Paste

Cut these key dates out and paste them onto the timeline on the following page.

1258 BCE

Peace treaty between Egypt and the Hittites

1290 BCE

Seti I takes the throne and Ramses II prepares to take over in future

1213 BCE

Ramses the Great dies

1255 BCE

Nefertari, Ramses the Great's first wife, is believed to have died

1279 BCE

Ramses II becomes Pharaoh, aged about 25

1292 BCE

Ramses I (Ramses II's grandfather) starts the 19th dynasty

1304 BCE

Ramses II is born to Seti I and Queen Tuya

1279 BCE

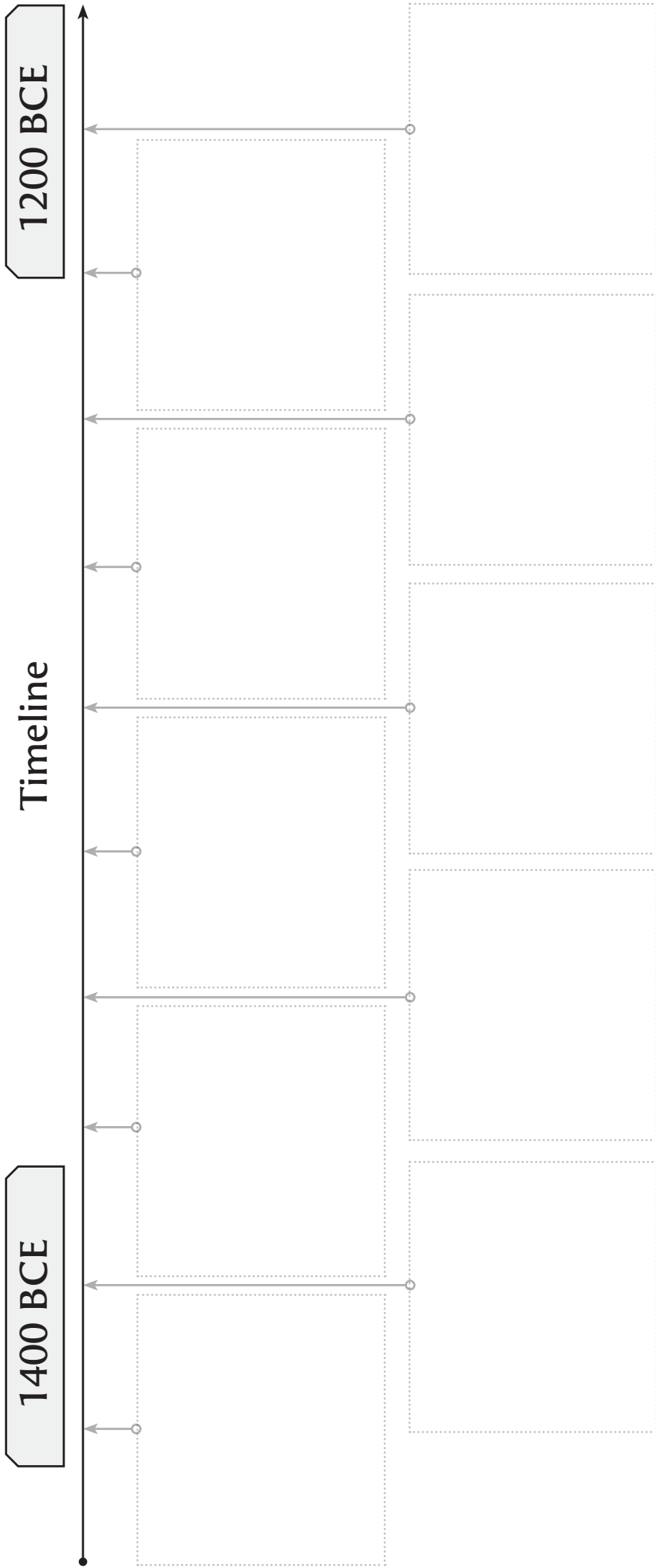
Ramses the Great marries Maathorneferure, a Hittite princess

1292 BCE

War against the Hittites in present-day Syria in the 'Battle of Kadesh'

1260 BCE

Revolt in Nubia is crushed



Questions to consider:

1. What is a dynasty?

2. Is it significant that Ramses the Great married a Hittite princess? Explain.

3. Which event is the most important in Ramses the Great's life? Why?

HISTORY

DAY IN THE LIFE

Egyptian society was hierarchical, which meant that there was an imbalance of power between the most respected people and the least. Below are six different roles that would have existed in Egyptian times.

Priest

Main responsibilities:

- Overseeing burials
- Mummification
- Scribing
- Ensuring the gods were well served and respected

No payment but received redistribution of temple offerings, such as food. They also did not pay taxes.

Soldier

Main responsibilities:

- Defending the Egyptian Empire
- Being loyal to the Pharaoh
- Supporting with building infrastructure (e.g. canals and tombs)

No payment but received 'benefits', including slaves, medals and plots of land.

Farmer

Main responsibilities:

- Growing grain and fruit for all citizens
- Providing materials for clothing (flax) and papyrus
- Using the River Nile to keep the land fertile
- On standby when Egypt was at war
- Paid through exchanging crops or livestock.

Craftsman

Main responsibilities:

Highly skilled people who had specialisms including:

- Stonemasons
- Jewellers
- Painters
- Weavers
- Tailors

Paid in beer and food

Nobleman

Main responsibilities:

- Just below the Pharaoh in seniority
- Held high positions, such as high priests, military generals and powerful scribes
- Upheld laws, took tax payment and managed land
- Lived a luxurious lifestyle

Often lived off inheritance and money received from taxes

Enslaved person

Main responsibilities:

- Had no rights nor payment
- Were used to build and mend buildings under the Pharaoh or nobleman's rule, famously the Pyramids

Often captured from other societies, such as Israel or the Hittite Kingdom.

1. Rank the roles from most to least powerful (1 - 6)

Role:

#1

Role:

#2

Role:

#3

Role:

#4

Role:

#5

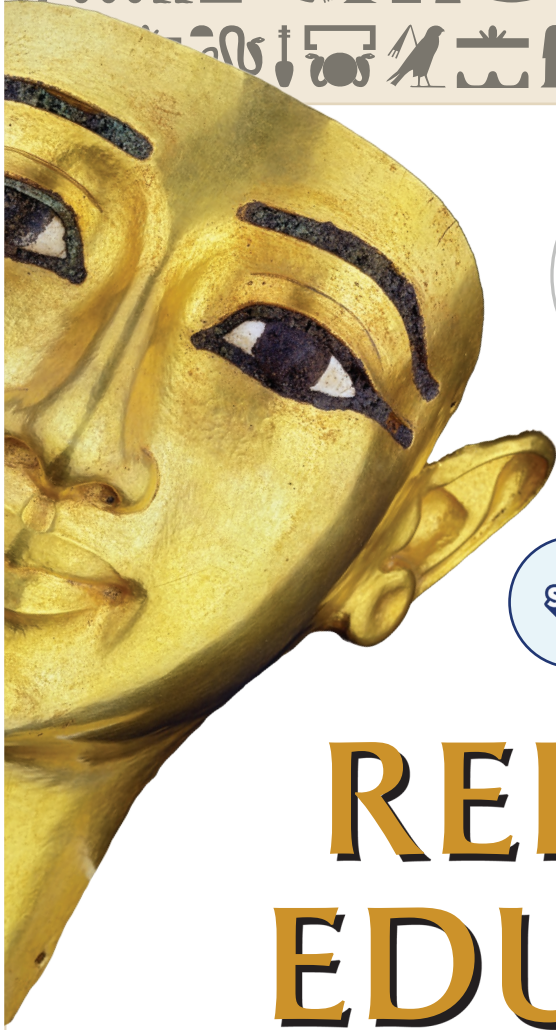
Role:

#6

2. Choose a role then either draw and label a picture or write a short diary entry explaining a day in the life as your chosen role:

A Day in the Life of an Egyptian: _____

3. In groups of 6, act out a market place scene using all of these roles. Think about how people would speak to each other, their body language and how they expect to be treated.



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RELIGIOUS EDUCATION

LOWER KEY STAGE 2

YEARS 3 & 4



RELIGIOUS EDUCATION

OFF TO THE AFTERLIFE

Egyptian society had a complex and strict death and burial ritual, which lasted for 70 days. If all steps were followed properly then a dead person's soul would successfully arrive in the afterlife or the field of reeds.

Death rituals were very important to the Egyptians. Despite the hierarchy, Egyptians still believed that every person should have a path to the afterlife. Poorer people were buried in the desert sand, which was a way to naturally mummify the body. This meant that their soul would still be intact to go to the afterlife.

On the following page are the 10 steps of the Egyptian death ritual for noblemen and Pharaohs.

1. Order the 10 steps correctly and put them onto the table below. You can add a small sketch to show the step, if you like.

#1	#2
#3	#4
#5	#6
#7	#8
#9	#10

Funeral procession

The coffin was pulled by cattle to the burial site and was accompanied by mourners, priests and items to be buried.

Announcement and mourning

A special messenger announced the death to the community. It was expected that family and 'professional mourners' should cry, scream and throw dust on themselves.

"Opening of the mouth" ceremony

Just before entering the tomb, the priests would touch the mummy with special tools that were believed to 'reawaken' the senses when the soul entered the afterlife. This reawakening was believed to allow the soul to speak, eat and drink in the next life.

Organ removal and dehydration

The famous process of mummification:

1. The brain was removed using a hook through the nose.
2. The liver, lungs, intestines and stomach were removed using a small incision in the body's left hand side.
3. These four organs were dried and treated before being placed in four separate canopic jars, believed to be guarded by the four sons of Horus.
4. The heart was left inside the body, as Egyptians believed it was the centre of intelligence and emotions.
5. The body was covered in natron for 40 days, which removed all moisture and dried it out.

Sealing

The mummy was placed in a specially dug area, the sarcophagus, inside the burial chamber. Here, it was left with food, furniture and shabti dolls (servants) to assist the soul and gods in the afterlife. After this, the tomb was sealed.

Purification and embalming

In a special purification tent called an ibu, the body was washed with water from the Nile and palm wine.

Decoration and wrapping

A 'death mask' was placed over the head of the mummy so that its soul could be recognised when it entered the afterlife. Then the mummy was placed in a coffin. The more powerful and important you were, the more elaborate and highly decorated your death mask was.

Stuffing and first wrapping

After 40 days of mummification, the body was washed again and then stuffed with sawdust or linen (cloth). This was to ensure it kept a 'lifelike' shape.

Final wrapping and amulets

Priests carefully wrapped the body in linen, whilst also placing special amulets (protective objects) in between the layers, in order to protect the body from evil powers.

Post-burial offerings

Family members and priests would return to the tomb with food and drink offerings for the gods to ensure that the soul (Ka) was nourished.

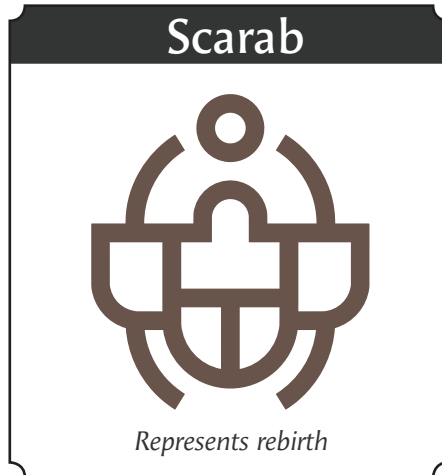
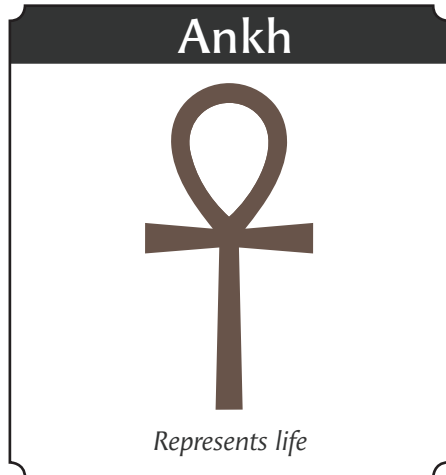
2. Write a paragraph comparing the Egyptian death ritual to other religions that you have studied, for example reincarnation in Hinduism or heaven and hell in Christianity.

3. Which do you think is the most important stage of the Egyptian burial process? Explain your choice:

4. Are there any similarities with other religions? Compare and contrast.

SYMBOLS AND ME

Ancient Egyptians used a lot of symbols to represent ideas and beliefs that were important to them. Here are some examples:



1. Why do you think these beliefs were important to the Egyptians?

2. Why do you think they chose those symbols to represent each idea?

3. What are your own personal values and beliefs? Which is most important to you and why?

4. Draw your own symbol, taking inspiration from the Egyptians. Think about the image, size, colour and pattern.



5. Write a short paragraph to explain how your symbol relates to your belief.



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ENGLISH

LOWER KEY STAGE 2

YEARS 3 & 4



PHARAOH PERSUASION

I, Ramses the Great, have been victorious once more! I have led my powerful army to glory, winning the gruesome Battle of Kadesh. Victory is a gift from the gods but I am not done with winning yet!

Ramses is elated after storming to victory at the infamous Battle of Kadesh. He has proved his might and his power; however, he needs more soldiers in case of future battles.

You are his scribe. He has asked you to write a short speech to the people of his Pharaohdom, persuading more people to join his military campaigns to make Egypt the most revered, feared and glorious civilisation in the world!

Here are some examples using the **PERSUADER** technique to help you.

Personal pronouns My loyal, fearless citizens...

Emotive vocabulary I am awestruck by my army's capabilities...

Repetition We must protect our nation, we must protect our reputation!

Superlative Egypt is the most formidable empire, the greatest to exist!

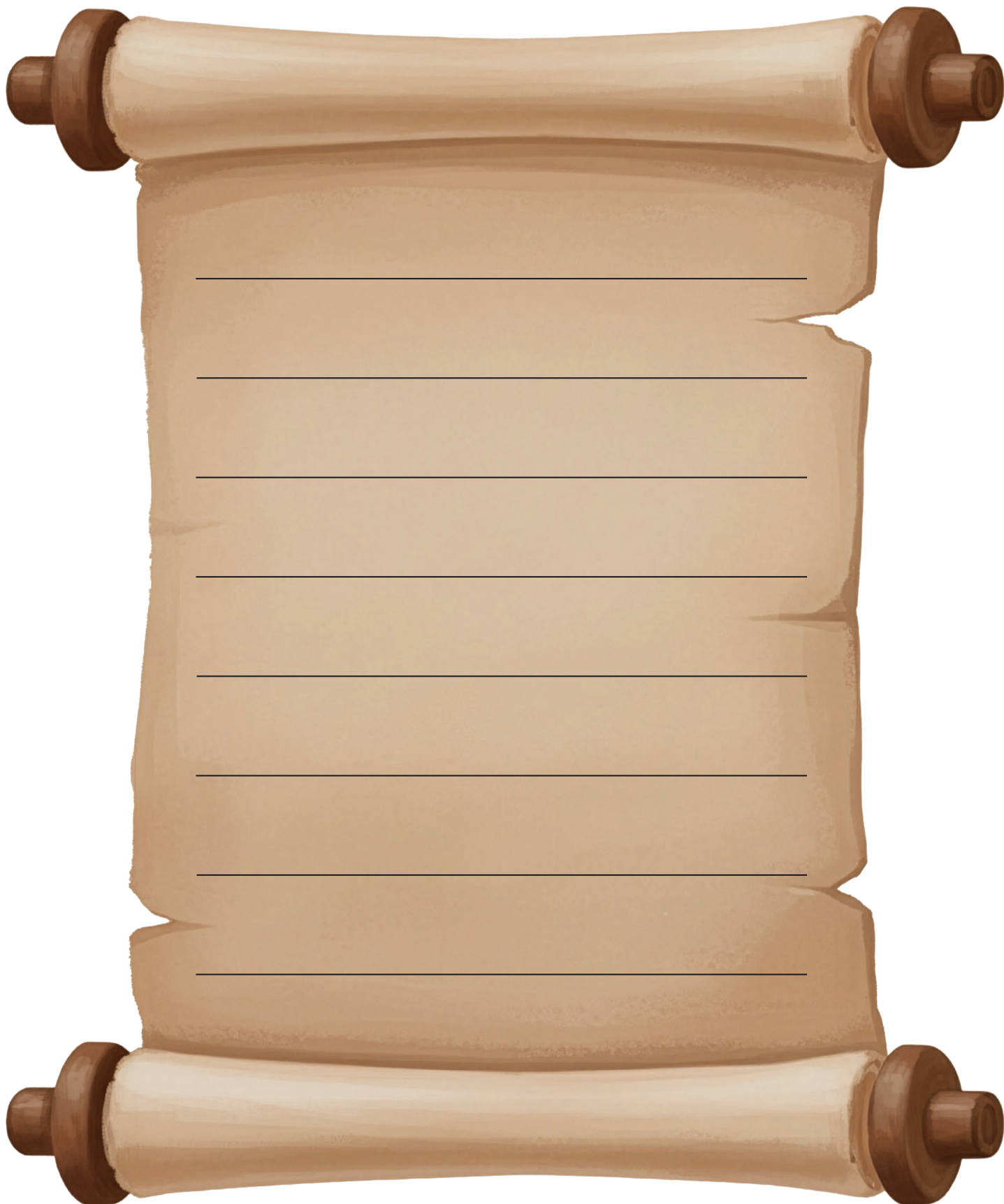
Use of flattery You are the hardest workers, with enviable strength.

Alliteration Enigmatic Egyptians, you are the secret to our lasting reign.

Exaggeration My Egyptian army is the best to have ever existed and none will ever exist quite like it.

Rule of three We have fought, we have won, we have established our power!

7. Write a short speech to the people of his Pharaohdom, persuading more people to join his military campaigns to make Egypt the most revered, feared and glorious civilisation in the world!



BATTLEGROUND



In the 13th Century BCE (around 3000 years ago), Ramses the Great led his army in the Battle of Kadesh, against the Hittite King Muwatalli II. It took place in present-day Syria. The goal was to free the city Kadesh from the Hittites and reclaim it as part of the Egyptian empire. One of the largest chariot battles in history took place. The Egyptians had better chariots but the Hittites had more soldiers and chariots; however, no clear victory was won.

Both sides claimed themselves victorious and Ramses even had the famous battle sculpted onto temples. Around 15 years later, Muwatalli died and so the Egyptians and Hittites met peacefully to write the world's first ever peace treaty (agreement) to ensure that no more fighting would occur between the two sides.

Now that the peace treaty has been signed, the Ramses Review newspaper has been given exclusive access to interview high-ranking military generals from both the Egyptian and Hittite armies to gather their views about the Battle of Kadesh 15 years ago and the significance of this peace treaty.

1. In threes, one of you will be the journalist asking the questions and two of you will be the military generals answering the questions. Write your questions and answers on the following page.

Question 1: _____

Egyptian Answer: _____

Hittite Answer: _____

Question 2: _____

Egyptian Answer: _____

Hittite Answer: _____

Question 3: _____

Egyptian Answer: _____

Hittite Answer: _____

2. Once you have finished your interview, write a newspaper article declaring the news about this peace treaty. Remember to include key points from your interviews!

RAMSES REVIEW

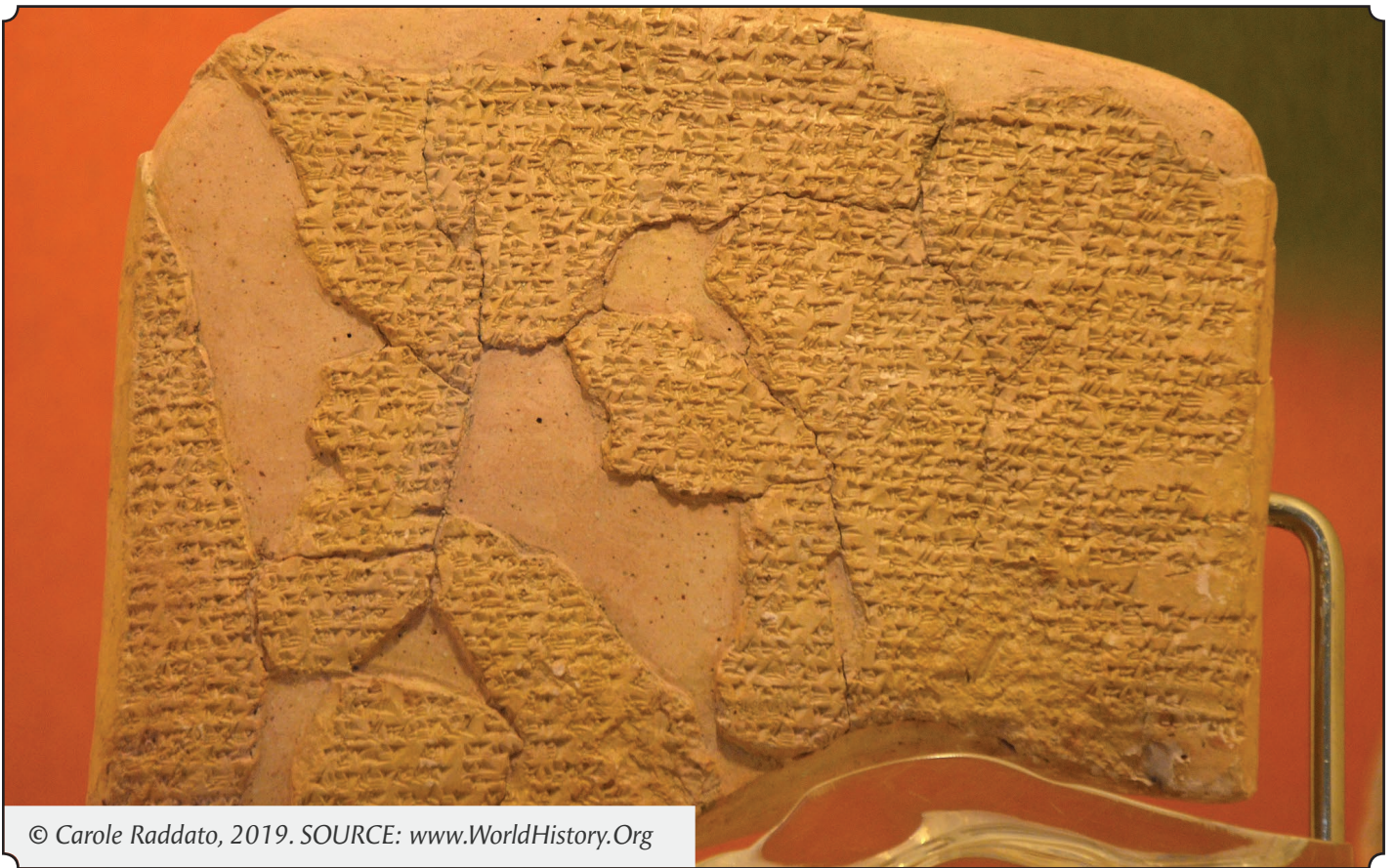
DATE:

JOURNALIST:

EXCLUSIVE! EGYPTIAN-HITTITE PEACE TREATY: FIRST VIEWS

Yesterday, on the 3rd day of the 3rd month of Shomu (harvest season), history was made in our great nation. Peace has come at last between our noble people, the Egyptians, and our neighbours, the Hittites.

PEACEMAKERS



© Carole Raddato, 2019. SOURCE: www.WorldHistory.Org

In the 13th Century BCE (around 3000 years ago), Ramses the Great led his army in the Battle of Kadesh, against the Hittite King Muwatalli II. It took place in present-day Syria. The goal was to free the city Kadesh from the Hittites and reclaim it as part of the Egyptian empire. One of the largest chariot battles in history took place. The Egyptians had better chariots but the Hittites had more soldiers and chariots; however, no clear victory was won.

Both sides claimed themselves victorious and Ramses even had the famous battle sculpted onto temples. Around 15 years later, Muwatalli died and so the Egyptians and Hitties met peacefully to write the world's first ever peace treaty (agreement) to ensure that no more fighting would occur between the two sides. The goals of the treaty were:

- To defend each other in times of battle
- Peace, no matter what, between the two sides
- Anyone captured by the opposite side because of their political views was to be freed
- Create stability and promote growth for both empires
- Protect the Egyptians from the risk of invasion by the 'Sea People' of Europe and to protect the Hittite Empire from Assyrian (Syrian) expansion

1. *If you were to write a peace treaty for the world, what would you include and why?
What does peace look like to you?*



The image shows a scroll with a light brown, parchment-like texture. The scroll is held open by four wooden rollers, two on the left and two on the right. The title "Global Peace Treaty" is written in a bold, dark brown font at the top center of the scroll. Below the title, there are ten horizontal lines for writing, spaced evenly down the page. The scroll has a decorative notch at the top and bottom center.



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DESIGN & TECHNOLOGY

LOWER KEY STAGE 2

YEARS 3 & 4



ANCIENT ARCHITECT



1. *What materials have been used to build these Ancient Egyptian buildings?*

2. *What do you notice about the decoration used?*

3. *Using Lego, blocks or junk modeling materials, work in groups to create your own temple*

i *Note: Use hieroglyphs for your decoration from the first resource in this pack.*



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MUSIC

LOWER KEY STAGE 2

YEARS 3 & 4



MUSIC

TEMPLE SOUNDSCAPE



Using percussion and voice, what sounds would children expect to hear in the temple of Abu Simbel? In groups, create a temple soundscape that could bring Abu Simbel to life.

1. Fill out this graphic score to visualise the sounds.

Instrument	Drawing		

i Note: this created soundscape could be used as a backing track to one of the activities above, e.g. when children are delivering their Ramses victory speeches.



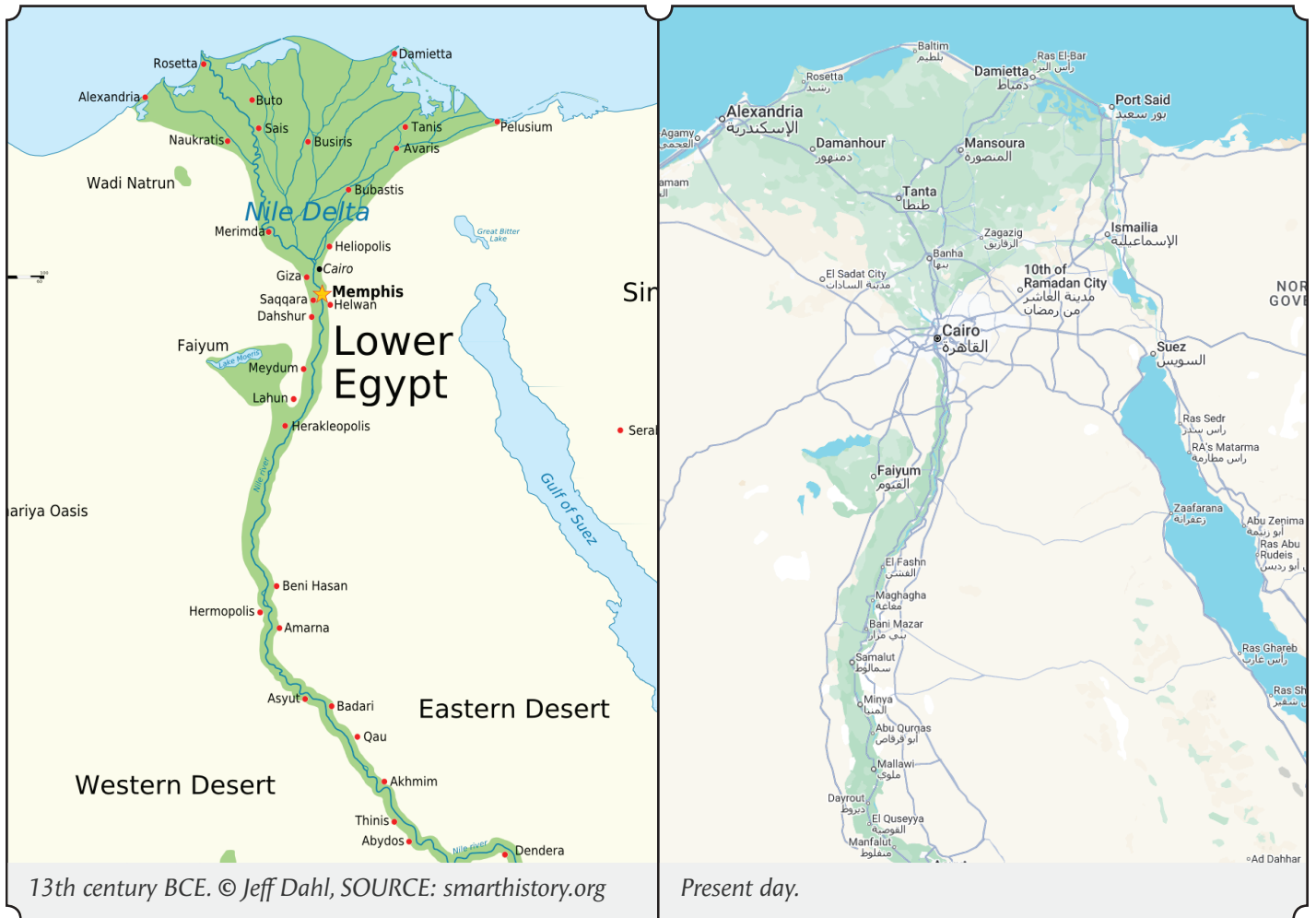
GEOGRAPHY

LOWER KEY STAGE 2

YEARS 3 & 4



JOURNEY DOWN THE NILE



1. Compare the two images of the River Nile from the reign of Ramses the Great and today. What do you notice? Complete the table below with similarities and differences.

Similarities	Differences



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ENGLISH

UPPER KEY STAGE 2

YEARS 5 & 6



ROYAL PROPAGANDA

Ramses the Great used propaganda (political messages that are often misleading) to convince his citizens that he was the most powerful and most influential person to have ever existed. He did this by:

- Building colossal monuments and temples across his empire, featuring statues and carvings of himself
- Etching political messages deeply into stone (cartouches) so that no one could etch over it. He was even known to etch over former Pharaoh's cartouches to deliver his messages
- Ordering sketches and cartouches of him as a hero and sole fighter in battles
- Rewriting versions of events to ensure he sounded like the victor and hero
- Sponsoring religious and public events

He even tried to 'rewrite' history by downplaying the Battle of Kadesh, which was almost disastrous for him. He portrayed himself as a glorious commander who was feared by the enemy and protected by the gods, even though there was no clear winner in the Battle.

Often, these messages were inscribed into famous monuments and included ideas such as:

Protector of Egypt
Born from Ra (king of the Egyptian gods)
I fight alone, I don't need any help



1. Ramses the Great has started a new recruitment campaign to expand his army and he needs your help! He needs you to create persuasive posters to convince Egyptian citizens to join his powerful, world-famous army. The propaganda slogans should convince people of Ramses the Great's god-like power and his fearsome, glory-hunting army.





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RELIGIOUS EDUCATION

UPPER KEY STAGE 2

YEARS 5 & 6



RELIGIOUS EDUCATION

GOD OR KING?

Ancient Egyptians followed a polytheistic religion, meaning that they believed in many gods and goddesses, much like other ancient civilisations (for example the Greeks and Romans). In Ancient Egypt, it was believed that Pharaohs were real-life gods on Earth. They were believed to bridge the gap between Earth and the afterlife.

Ramses the Great was closely associated with Arun-Ra, a supremely powerful god said to combine Arun (god of air) and Ra (god of the Sun). His citizens therefore worshipped him like he was a god.



Debate:

What does it mean to be treated like a god?



Consider: Did people believe that Pharaohs were connected to gods out of fear, belief or respect?



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GEOGRAPHY

UPPER KEY STAGE 2

YEARS 5 & 6



GEOGRAPHY

TRADE LIKE AN EGYPTIAN

Trade was important to all empires and kingdoms, like it is today. Egypt was a fertile land, thanks to the River Nile, meaning that growing conditions were perfect for agriculture. However, it lacked important resources necessary for its growth, power and survival as an Empire. Boats and camels were used to transport traded goods across vast areas of land and water.

On the following page is a map detailing the most important neighbouring empires to Egypt. Here is also a table to show what was traded and from where.

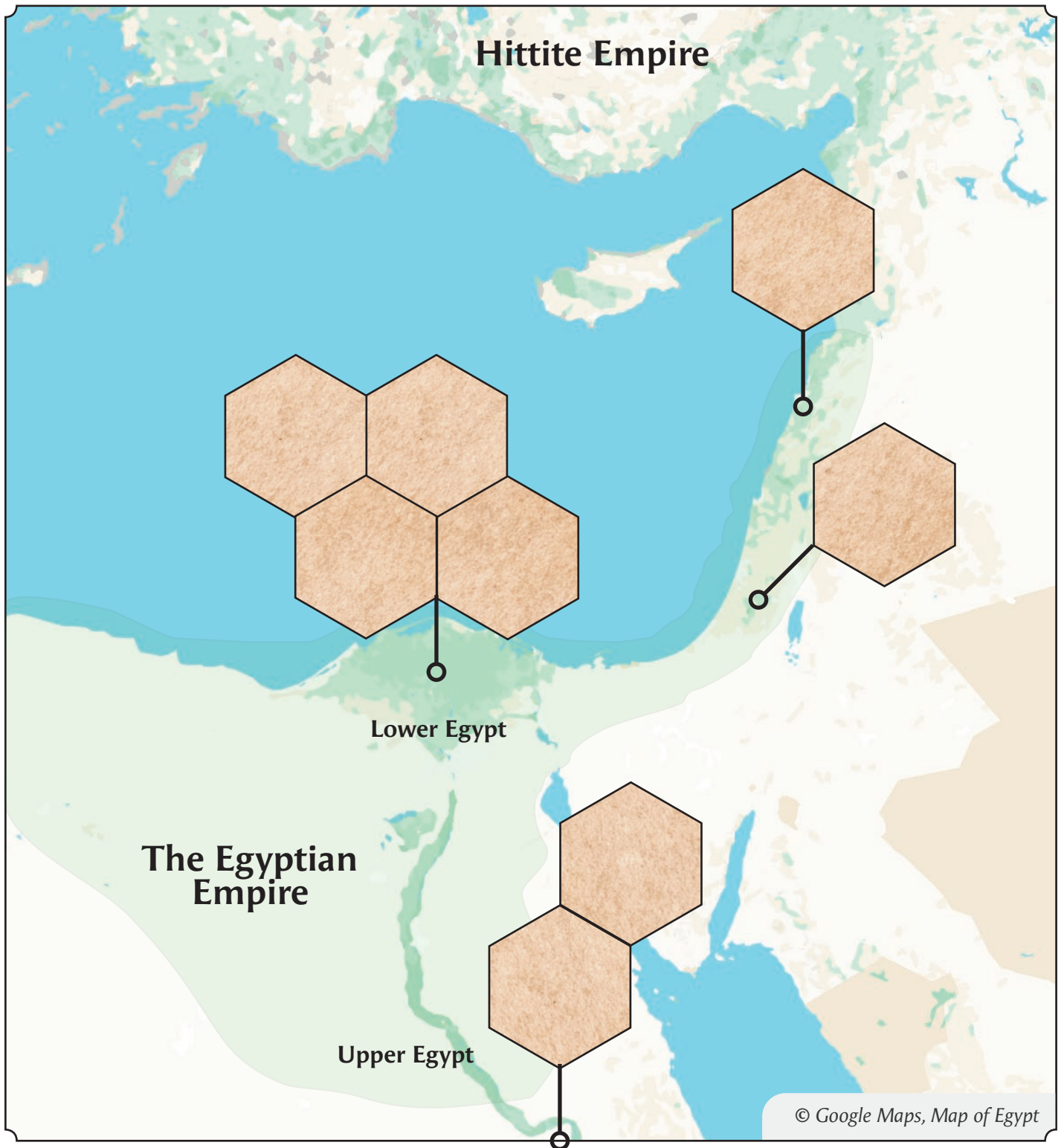


Cut and Paste

Cut these tiles out and paste them onto the map on the following page.



1. Cut the tiles out and stick them onto the map in the correct region.
2. Draw on the map to show trade routes between the different empires.
3. What might have been traded and why?



Extension

What else did Egypt export and import? Draw these onto your map and add their trade routes.



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PSHE

UPPER KEY STAGE 2

YEARS 3 & 4



LEAD LIKE A PHARAOH

Ramses the Great was many things during his reign. He was a devout worshiper of Egyptian gods and goddesses, a revolutionary builder of great monuments and temples, a fearsome warrior who led powerful and innovative armies, as well as an often harsh and feared leader. All of these he held close to his heart in order to succeed in the afterlife.

It is believed that Ramses the Great upheld the Egyptian values of:

- Bringing truth, justice and harmony (Ma'at) to his empire
- Imagining himself as a messenger of Ra, God of the Sun
- Ensuring his pharaohship was a lasting, immortal legacy
- Upholding the power of his dynasty
- Being a diplomat to restore peace



Discuss

In pairs, discuss what values are important to you? They could include your religion, personality, family upbringing or personal views and opinions.



Discuss

Now, discuss what makes a good leader? Would your values help you to become a successful leader, like Ramses the Great?



ENGLISH

KEY STAGE 3

YEARS 7 & 8



A ROYAL SCRIBE



Ramses II Cartouche (the two symbols), The "official" name of the pharaoh.

In Ancient Egypt, being literate was a rare honour, reserved for the wealthiest and those connected most closely to the Pharaoh. Royal Scribes were highly revered and highly literate people who were responsible for maintaining official records, keeping correspondence with the Pharaoh and the kingdom and providing administrative support. Royal Scribes were so highly respected that they were exempt from paying taxes, would never have to do manual labour and enjoyed luxuries regularly.

Ramses the Great was famous for his use of propaganda in order to maintain his status and high reverence. The Battle of Kadesh is a significant moment in Ramses's story whereby he went to war with the neighbouring Hittite kingdom, in an attempt to capture the city of Kadesh and bring it under Egyptian control. The Egyptians had better weaponry and chariots but the Hittites had more manpower; famously, however, there was never a clear victor.

Ramses the Great maintained that Egypt was the most powerful force and that he himself had solely led the Egyptian army to victory against the enemy, so much so that he had images of himself etched into buildings that depicted him as the hero.

1. As a Royal Scribe, you need to write two versions of events:

- Ramses's version, claiming to be omnipotent, boastful and glorious in the Battle of Kadesh
- Archival version, with a more accurate and honest representation of the events that unfolded during the Battle of Kadesh

Ramses Version	Archival version
<p>TITLE:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"></div>	<p>TITLE:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"></div>
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RELIGIOUS EDUCATION KEY STAGE 3

YEARS 7 & 8



PHARAOH PERSUASION

Egyptian civilisation was a theocracy and observed polytheism, similar to that of other ancient civilisations at the time, namely Ancient Greece and Ancient Rome. In Egyptian civilisation, it was widely believed that Pharaohs were on a path to divinity with responsibility of being an intermediary between gods and humanity. A Pharaoh's divinity extended to holding divine order ('Ma'at) across Egypt, which would ensure fertility of people and land, justice and long lasting stability.

Typically, a living Pharaoh would not be seen as holding status akin to the most powerful gods, Ra (God of the Sun) and Amun (God of the Air), and they would only be deified after death. However, Ramses the Great blurred the line between god and monarch, and took his divine status to new heights. He presented himself as a living incarnation of a god, demonstrated by the construction of monuments, statues and temples in his honour, alongside major deities. He also used the power of propaganda to position himself as an omnipotent, powerful hero in battle.



Debate:

In groups of 3, debate the following question:

Was Ramses the Great worshipped out of genuine faith, fear or political convenience?

Plan your arguments on the following page

Ramses the Great: Faith?

Ramses the Great: Fear?

Ramses the Great: Political Convenience?



Extension

Should countries be theocratic? Why or why not?

Use examples from present-day countries to support your answer.



HISTORY AND POLITICS KEY STAGE 3

YEARS 7 & 8



PHARAOH PERSUASION

In 13th century BCE, Ramses the Great led his Egyptian army to war against the Hittites in the infamous Battle of Kadesh. Ramses wanted to capture the strategic city of Kadesh (in present-day Syria), in order to protect it from the Assyrians. Egypt had better chariots but the Hittites had a larger army. It was largely considered to be a stalemate with no conclusive victor, as confirmed by Hittite records. Around 15 years after the end of the battle, a peace treaty was written, which is thought to be the first peace treaty in the world.

The battle, however, was a defining moment of Ramses the Great's reign who named it a 'glorious victory'. Soon after the battle, he ordered images to be created that depicted him as a hero, fighting solo in a chariot with weapons aloft, as well as inscriptions on cartouches that regarded him as a heroic, feared soldier. These would often be inscribed over his predecessors' cartouches or inscribed so deeply that they could not be written over.



Debate:

In groups of 3, debate the following question:

Was Ramses the Great the world's first master of 'fake news'?



Extension

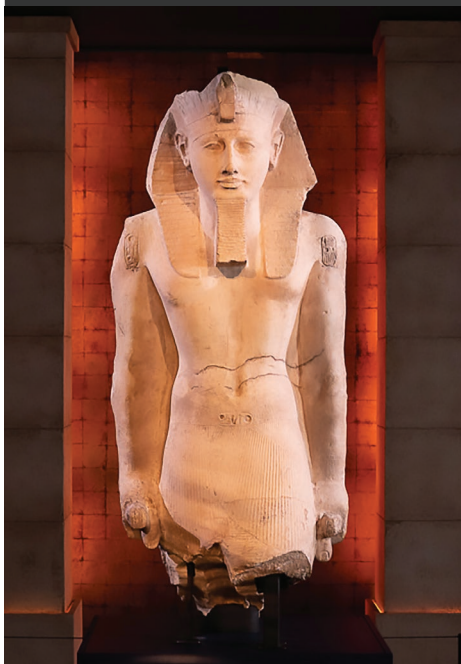
Thinking of today's geopolitical space, is fake news an expected habit of global power and leadership? Explain your answer.

GREAT OR NOT?

Ramses the Great reigned over Egypt for 67 years, the second-longest Pharaoh reign in Egypt's history. He lived to 92 years old, a staggering age for the time period. His reign brought relief to Egypt after years of turmoil. He followed great, famous Pharaoh's and laid the groundwork for his successors.

Below is a brief overview of highlights of Ramses the Great's reign, as well as Tutankhamun and Cleopatra VII. Read through the evidence and then write a short essay to answer:

Does Ramses II deserve to be called Ramses the Great?



Ramses II

- Built temples and monuments extensively across Egypt
- Established a new capital, Pi-Ramesses (in the Nile Delta), which served as a large military base
- Fought against numerous 'enemies', including Canaan, Phoenicia, Nubia and Libya
- Fathered some 100 children (50 girls, 50 boys)
- Led the infamous Battle of Kadesh; widely considered to be a stalemate but Ramses II depicted it as a victory
- Created the world's first peace treaty, the Egyptian-Hittite peace treaty, 15 years after the Battle of Kadesh
- Used propaganda (colossal statues, inscriptions and temples) to solidify himself as a hero and 'The Great'
- Aligned himself as not just an intermediary between the gods and humanity but as a god himself

Tutankhamun



© Lee Boltin

- Reversed the monotheistic religion of Atenism of his predecessor, Akhenaten
- Changed his birth name from Tutankhaten to Tutankhamun, to recognise this shift away from Atenism
- Moved the political capital back to Memphis after years of turmoil
- Re-established political ties with Nubia and Near-East civilisations
- Short reign due to an early death

Cleopatra VII



© Amanda Lewis—iStock/Getty Images

- One of the last Pharaohs
- Formed strategic alliances with influential Romans (Julius Caesar and Mark Anthony) to preserve Egypt's borders and influence against Roman expansion
- Managed periods of plague and famine
- Moved Egyptian culture forward by uniting both Egyptian and Greek traditions
- Tackled corruption which in turn, improved trade
- Defeated in the Battle of Actium (31BC) by Roman emperor Octavian (Augustus), ultimately leading to her and Mark Anthony's demise
- Captured by Octavian and then died by suicide in 30BC



CITIZENSHIP

KEY STAGE 4

YEARS 9 & 10



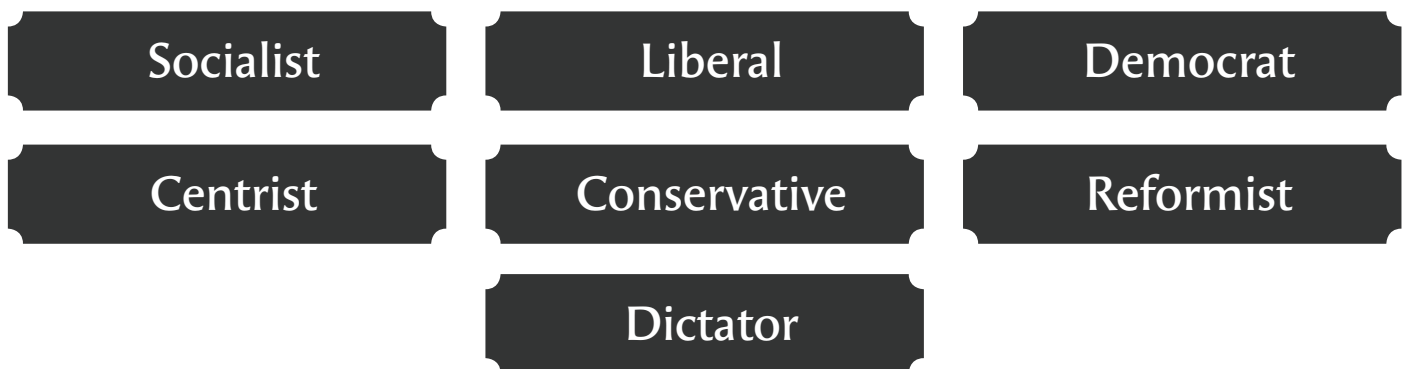
CITIZENSHIP

Dictator, Democrat or Divine King?

Ancient Egypt was a theocratic society and Pharaohs were considered to be intermediaries between the divine and humanity. As such, Egyptian society was autocratic.

Ramses the Great was a man of contrasts. He used his power to position himself as omnipotent, a living god on Earth, similar in divinity to Egypt's most powerful gods, Ra and Amun. He also brought about great economic change and led Egypt into prosperity after years of turmoil. He developed fearsome armies and considered himself to be a fierce warrior, culminating in his view that the famed Battle of Kadesh was a 'glorious victory', largely because he led the charge. Yet the battle is widely regarded to have ended in stalemate with no clear victor. It did, however, pave the way for the world's first peace treaty, the Egyptian-Hittite peace treaty, which was written 15 years after the war. At the same time, he spread propagandic messages about his power and status, by constructing monumental temples and statues to honour his might, and inscribing messages into cartouches to lay claim to his authority.

Here are leadership styles across the political spectrum. Discuss where Ramses the Great is best positioned.



Extension

Thinking of today's geopolitical space, is fake news an expected habit of global power and leadership? Explain your answer.