

LESSON PLAN

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Course: AHAR 7005 - Akhenaten & Amarna

Date: 04/06/2019

Session No.: 1/1

Topic:
Considering the practicalities of Urban Life:
Amarna as case study.

Lesson Objectives:
To encourage students to think more holistically about the lives, priorities and behaviours of people living in ancient times, and to ask more questions of both the archaeology and the experts, in order to better understand both the people and the society they lived in.

Time	Content	Method	Tutor Activity	Student Activity	Resources
10 mins	Introduction, setting the scene, background information. To include: 1. Introduce Childe's list of changes that came with the urbanisation of a culture and how they might affect people's lives. 2. Look at other consequences that relate to living in an urban environment, and how they might impact the population. 3. Talk about the various kinds of urban environments we might see in archaeology, with respect to timelines relating to a location. 4. Talk about Amarna's almost unique position as a stand-alone city with no previous settlements and no later construction. Which gives a snapshot of society at a known period of time, and an opportunity to see how people lived at that time, as well as how they dealt with the practicalities of urban living. 5. Raise the question: What are these practical issues and how were they dealt with - or how might they have been dealt with, and for whom? Lead into the group exercise - brainstorming the students' ideas.	Lecturing	Talking	Listening	Powerpoint + IT

20 mins	The students will discuss the topic in small groups and come up with their ideas about what problems urban living can create, how they might be dealt with, and what evidence we have on how the people in Amarna dealt with them, bearing in mind the pre-reading* they were given before the lesson. I will ask them to think about: - What people gained through living in an urban society, and - What they lost - What practical problems could come up from living in a city - How those problems were - or could be - dealt with effectively - The possible consequences if they were not - Who had access to what: considering the comparative outcomes in a highly stratified society	Group work	Supporting groups	Discussion and writing	Paper + marker pens
20 mins	Each group shares what they have come up with and class discusses. Tutor will fill in any gaps, once they are done. Hopefully the lists will at least include things like: access to food and fresh water, access to services and items where skills have been lost due craft specialisation and other employment, as well as practicalities like toilets, bathing, drains, industrial waste, dead bodies, animals and animal waste. And also issues like heat, privacy, noise, safety and security, and other problems that may come from living in close quarters with many other people.	Group sharing & class discussion	Supporting students	Talking and sharing information	Means of sticking paper to the board.
10 mins	Brief overview of these issues in other locations, summing up + Q&A.	Tutor led	Talking & answering questions	Listening & asking questions	None
*READING LIST	Kemp, B. 2013. <i>The City of Akhenaten and Nefertiti - Amarna and its People</i>. London: Thames & Hudson. (Chapter 6: Quality of Life - pp197-229) This chapter of Kemp's book goes into some depth on various aspects of people's lives in Amarna, including: home contents and their uses, toilets, bathrooms, smells in and around the home, what was made, used and treasured in Amarna, food, clothing, life expectancy, causes of death and disability and living standards.				

*READING LIST	Dixon, D.M. 1989. A Note on the Scavengers of Ancient Egypt. <i>World Archaeology</i> 21:2 - The Archaeology of Public Health. 193-197. This article by Dixon gives a detailed description of the sort of wastes urban ancient Egyptian society produced, along with what happened, or may have happened to them. This includes human waste, dead bodies, industrial waste, food waste and other organic substances resulting from the activities of life at the time.				
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