LESSON 3  Grades 4-12
OVERVIEW: BEFORE AMERICA
Lesson Duration: 2- 4 Weeks – Approximately 30 Class Periods (30 – 50 Minutes)

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INTRODUCTION AND OVERVIEW: PARTS 1 - 4

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STANDARDS/ESSENTIAL SKILLS:

All of the standards listed below are directly related to or can be closely connected all of the lessons. Depending on the direction the teacher wishes to focus the lesson, these standards provide a foundation for teachers to adapt and implement a standards-based curriculum approach.

Social Studies - IN 2007:
K-8 HISTORICAL: Historical Perspectives: IN 5.1.2, 5.1.6, 5.1.12, 5.1.18, 5.1.19, 6.1, 6.2, 7.1, 7.1.2, 7.1.28, 8.1.31, Civics and Government: 5.2.4, Geography: 7.3.1, 7.3.2, 7.3.3, 7.3.5, 7.3.10, 8.3.1, 8.3.2, 8.3.8, 8.3.9, Economics: 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.6, 7.4.1, 7.4.3, 7.4.4, 7.4.7, 7.4.8, 8.4.2, 8.4.6, 8.4.11, High School: Sociology: Foundations of Sociology S.1, Social Status S.3, Social Groups S.4, HS Geography and History of the World: GHW.1, 1.2, 1.3, 1.4, World Regions: GHW.2, 2.2, 2.3, 2.4, Innovation and Revolutions GHW.6, 2.6, 2.7, Trade and Commerce: GHW.8, GHW.8.1, GHW.8.2.

Language Arts - IN 2006:
Reading: Word Recognition and Vocabulary Development: 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, Reading: Comprehension and Analysis of Nonfiction and Informational Text: 5.3, 6.2, 6.2.1, 6.2.2, 6.2.3, 6.2.4, 6.2.7, 7.2, 7.2.1, 7.2.2, 7.2.4, 7.2.7, 8.2, 8.2.2, 8.2.7, 8.2.1, 8.2.5, Writing: Process and Features: 5.4, 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6, 5.4.7, 5.4.8, 5.4.9, 6.4, 6.4.1, 6.4.2, 6.4.3, 6.4.4, 6.4.5, 6.4.6, 6.4.7, 6.4.8, 6.4.9, 6.4.10, 7.4, 7.4.8, 8.5, 8.5.5, 8.5.6, Writing: Application (Different Types of Writing and Their Characteristics): 6.5, 6.5.1, 6.5.4, 6.5.5, 6.5.6, 7.5.3, 7.5.5, 7.5.6, 7.5.7, 7.5.8, 7.5.9, 7.5.10, 7.5.11, 7.5.12, 8.5, 8.5.2, 8.5.3, 8.5.4, 8.5.6, Listening and Speaking Skills Strategies and Applications: 6.7, 7.7, 8.7.

Language Arts - Common Core 2010:
CCCR Standards (Gr 4-12) are woven into activities: LITERATURE: Key Ideas and Details: 1, 2, Craft and Structure: 3, 4, 5, 6, Integration of Knowledge and Ideas: 7, 8, 9, Range of Reading and Level of Text Complexity: 10, WRITING: Text Types and Purposes: 1, 2, Production and Distribution of Writing: 4, 5, 6, Research to Build and Present Knowledge: 7, 8, 9, Range of Writing: 9, SPEAKING AND LISTENING: Presentation of Knowledge and Ideas 4, 5, 6, LANGUAGE: Conventions of Standard English 1, 2, Knowledge of Language 3, Vocabulary Acquisition and Use 4, 5, 6.

Math - IN 2000:
Geometry: 5.4, 5.4.2, 5.4.9, 6.4, 7.4, 7.4.1, Measurement: 5.5, 6.5, 6.5.1, 6.5.2, 6.5.3, 7.5, 7.5.1, 7.5.2, 7.5.3, 8.5, 8.5.1, 8.5.3, Data Analysis and Probability: 5.6, 6.6, 6.6.1, 7.6.1, 8.6.1, Problem Solving: 5.6, 5.7.1, 5.7.2, 5.7.3, 6.6, 7.7, 8.6, 8.7.

Science - IN 2000:
Nature of Science and Technology: 5.1, 5.2, 5.2.1, 5.2.6, 6.1, 6.2, 7.1, 7.1.1, 8.1, 8.1.1, The Physical Setting: 5.5, 6.5, 6.5.1, 7.5, 8.5, Scientific Thinking: 5.2, 6.2, 7.2, 7.2.2, 8.2, The Mathematical World: 5.5, 6.5.1, 6.6, 6.6.3, 6.6.5, 7.5, 7.5.8, 7.5.9, 7.5.10, 8.5, 8.5.11, 8.5.3.

OBJECTIVE:
The purpose of this 4-part unit of study is to highlight findings about Africans who lived in ancient Africa, especially in Egypt, and establish how the contributions the people made have impacted all parts of the world. As anthropologists and other scientists continue to discover information about ancient civilizations, the amazing structures they created, the advanced mathematical and scientific knowledge they used, and the spread of civilization that began from that region, students can begin to connect events in the past to ideas and concepts that we still use today.
BACKGROUND INFORMATION
LESSON 3: INTRODUCTION AND OVERVIEW

There is a link between the accomplishments of the past and many things that occur in our lives today. As students learn about Ancient African civilizations they will explore how Africans migrated and traveled around the world. Unearthed by archeologists and other scientists and researchers, treasures have been uncovered that link early life in Africa to the ancient civilizations that flourished, especially in Egypt with its contributions to medicine, engineering and mathematics. The events found in early African heritage are important and should be appreciated because of the advances the early Africans made that were seemingly “ahead of their time”. The rise and fall of the dynasties who ruled before the Christian era (B.C.E.) chronicled centers of education, their ingenious solutions for building pyramids, their mastery of using astronomy to improve agricultural planning, and their knowledge of ship-building and sailing that allowed early Africans to move from continent to continent by land and by sea. African Americans have a legacy they can look to with pride based on appreciating the contributions of their African ancestors. Because of mankind’s common birthplace in the cradle area of civilization, believed to be in the area including Kenya, Ghana, and Tanzania, other ethnic groups all have a link to this same heritage and its contributions, too. In one sense, we all are Africans. There are only “8 degrees of separation” from any living person to their ancestors from the African continent.

The contributions made by Africans to other civilizations were imparted long before Europeans came to America. Although frequently minimized, African contributions are innumerable and underrepresented in most textbooks that students study. There is also a movement to change history, sweep slavery “under the rug,” and not deal with the inhumanity of the past that still influences us today. This lesson aims to inspire and challenge its participants to explore the richness of the African experiences before the devastating time period of slavery and its dehumanizing conditions of involuntary servitude. The lesson can be a beginning to meaningful discussions about the heritage of African Americans in United States history today.

PLEASE NOTE: The materials and content for The Historic Journey: Yes We Can, Lesson 3, comes from lessons that were developed by Kaba Hiawatha Kamene, a professor and educational consultant based in New York, N. Y. His extensive travel, background and association with other noted scholars in the field of African studies provide a framework for his development of the bulk of the content in this lesson. The materials found in this lesson have been adapted to fit the format of the Historic Journey teacher guide. The original lessons have additional graphics and worksheets that have not been incorporated here, but the essence of the text and a portion of the exercises are included for student use. A few additional materials have been added. This lesson is dedicated to his scholarship and vision.
ORGANIZATION: LESSON 3: PARTS 1 – 4:
• Lesson 3 has been divided into 4 parts.
• Within each part are sections that support understandings about one of the topic areas.
• Section 1 in each of the four parts in Lesson 3 begins with a brief overview that includes:
  • Key Questions for each section
  • Instructional Materials for each sections
  • Activities for each sections
  • Vocabulary Words from each section
• Background Information is placed at the beginning of each section.

TITLES: LESSON 3: PARTS 1 - 4:
PART 1: ANCIENT AFRICA
  Section 1 — Introduction to Africa
  Section 2 — The World’s First Written Language: Hieroglyphics
  Section 3 — Medicine in Ancient Africa: Imhotep-3rd Dynasty
  Section 4 — Ancient Africa: The Pyramids

PART 2: THE GREAT ERAS – THE 18TH AND 25TH DYNASTIES
  Section 1 — The Nubian Origin of the 18th Dynasty
  Section 2 — The Ipet — The Covered Temple — 18th Century
  Section 3 — The Nubian Origin of the 25th Dynasty

PART 3: WIND CURRENTS, MAP SKILLS AND SHIPBUILDING
  Section 1 — The Compass Rose
  Section 2 — Map and Globe Skills — Grid Lines
  Section 3 — Wind Systems and Ocean Currents
  Section 4 — Technology/Environment and Boat Building

PART 4: MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD
  Section 1 — The Ancient Americans from the Bering Straits and the Pacific Ocean
  Section 2 — Culture /Nation of the Olmec Civilization
  Section 3 — Technology: The Temple/Tomb of the Inscription: Palenque, Mexico
  Section 4 — Technology — The Pyramids at Teotihuacán

KEY QUESTIONS: LESSON 3: PARTS 1 - 4:
PART 1: ANCIENT AFRICA
1. What contributions were made to the world from the ancient civilizations that thrived in Africa before European enslavement and colonization periods?
2. How does an appreciation of Africa’s past help bring esteem to African descendents who live today?
3. How has Africa changed over time?
4. How do various maps portray the shape and size of Africa? What impressions do you have after comparing the various maps?

PART 2: THE GREAT ERAS – THE 18TH AND 25TH DYNASTIES
1. Why were the 18th and 25th Dynasties considered so noteworthy?
2. What can we learn from African citizens of long ago? Why is Egypt considered so worthy of studying its many accomplishments?
3. What practices during the time of those dynasties are still important to remember?
4. How did the people in these time periods show their creativity and ingenuity?

PART 3: WIND CURRENTS, MAP SKILLS AND SHIPBUILDING
1. What tools help sailors and navigators find specific locations on the earth?
2. How does knowledge about Earth’s wind currents help explain exploration by ancient Africans to other parts of the world?
3. What products were transported on ships inside of and outside of Ancient Egypt?
4. What types of ships were built in ancient times that allowed sailors to travel to other continents?

PART 4: MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD
1. What similarities can be found in early African and early American monuments?
2. How can we explain the similarities in monuments found in both Ancient African and in Central and South America?
3. What are the leading theories about how people traveled from the cradle of civilization to various other parts of the world and how do they help explain our current thinking about world migration patterns?
BACKGROUND INFORMATION:

VOCABULARY DEVELOPMENT STRATEGIES

Lesson 3 contains many vocabulary words that may be totally unfamiliar to students. The following guidelines may help teachers as they develop plans to use this lesson and subsequent lessons. Rather than requiring students to spend a great deal of time on the numerous unfamiliar words they will encounter, it is better that the teacher provide direct instruction. We suggest teachers spend a small amount of time on vocabulary building and more time on giving a brief overview of the words and then moving on to allow students the opportunity to read the words in practical application.

WHAT DOES NOT WORK?

These strategies are not as effective when used in isolation:

- Look them up
- Use them in a sentence
- Use context
- Memorize definitions

WHAT DOES WORK?

Direct Instruction is a must!

- Integrations - Building connections between the reader's prior knowledge and unknown words
- Repetition – Using the words, phrases and concepts many times
- Meaningful use – Using the words in reading, discussion and writing on numerous occasions

OTHER STRATEGIES:

- Increase independent reading time
- Use appropriate dictionaries and teach dictionary usage skills
- Select the most important words to develop
- Distinguish between teaching vocabulary and teaching concepts
- Look for big idea words
- Teach synonyms
- Teach antonyms
- Teach prefixes, and suffixes
- Teach Latin and Greek roots
- Paraphrase definition
- Provide examples
- Provide non-examples that could be antonyms (Words that could not be correct and share why not)
- Ask for sentences that demonstrate you really know the meaning - (Show you Know)
- Teach word sorting and how to categorize words

TEACHING CONCEPT AND CONTENT WORDS

- Use this strategy: “Think of words related to ________.”
- Group words by common features
- Use List, Group, Label
- Label the groups
- Add new words to groups
- Work in small groups to complete vocabulary work – when working on categories
- Briefly discuss key words and allow students to write sentences either true or not that include the new words
- After reading the passage, review the sentences and have students modify
- Support with visuals
- Provide word banks, word walls, word cemeteries (overworked words)
- Use word maps and graphic organizers
- Use Word Bank Journals

RESOURCES:

Adapted from Prentice Hall: eTeach: Strategies for Vocabulary Development...

http://www.phschool.com/eteach/language_arts/2002_03/essay.html#Doesnt

Dynasty 3–2686-2613 BCE The Old Kingdom — Sanakhte, Djoser the builder of the first pyramid. Sekhemkhet, Khaba, Huni—the mention of an eclipse.
BACKGROUND INFORMATION

READING STRATEGIES:

Lesson 3 has background information passages for each section of the lesson. Teachers can reproduce these passages and have their students read along or listen to the text. The teachers and other readers who they appoint can model how good readers think as they read, decode words, and apply comprehension strategies. Teachers who use this “think aloud” technique, talk out loud and show how and when good readers consider using the appropriate strategies listed below.

If students are either reluctant readers or if they are underperforming in reading, the teacher must find ways to engage the students with topics that interest them and are made relevant to them. Boys, in particular, often struggle with reading content area topics such as social studies. Teachers must do their best to make a connection between building on prior knowledge, gathering new information and helping students see the relevance of what they are about to read. Students are trying to find meaningful connections that are:

1. Literal (What does the information on the page mean?)
2. Inferential (What does the author want me to know that he didn’t say, but he implied?)
3. Evaluative (What conclusions or judgments am I forming after reading the text?)

The following strategies must be explicitly taught with direct instruction to increase reading skills for struggling readers.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>How the Strategy Helps</th>
<th>The Reader/Listener Comprehends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predicting</td>
<td>Make thoughtful “guesses” about the text</td>
<td>Set a purpose for listening/reading and become more engaged in the listening/reading experience</td>
</tr>
<tr>
<td>Connecting</td>
<td>Activate background knowledge to make text-to-self, text-to world, and text-to text links</td>
<td>Personalize your reading by relating what you are listening/reading to your background knowledge</td>
</tr>
<tr>
<td>Visualizing</td>
<td>Create mental images of what the text tells</td>
<td>Use the mental images to make the video/text more memorable</td>
</tr>
<tr>
<td>Questioning</td>
<td>Ask questions (literal and inferential) about video/text</td>
<td>Use questions to direct viewing/reading, clarify confusion, and make inferences: who, what, when, where, why, and how</td>
</tr>
<tr>
<td>Identify the Big Ideas</td>
<td>Notice the important information in the viewing/text</td>
<td>Focus on the big ideas so they do not become overwhelming with details</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Combine the big ideas to create a concise statement</td>
<td>Readers have better recall when they summarize</td>
</tr>
<tr>
<td>Monitoring and re-visioning meaning</td>
<td>Supervise reading experience by checking comprehension and taking action if the viewing or text becomes confusing</td>
<td>Expect that the text is making sense while reading, and know what to do if it does not. Paying attention to new information and using it to change understanding of what a concept means</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Evaluate both the text itself and reading experience</td>
<td>Readers must assume responsibility for their own strategy use. Analyzing the value or worth of details or concepts in relation to other information gained in the meaning</td>
</tr>
</tbody>
</table>
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- Encyclopedia: Silt, Limestone, Nile (Hapi) River

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**Special Thanks to:** Kaba Hiawatha Kamenga, (Booker T. Coleman), author of the Panther Prince and Panther Prince Curriculum: Ancient Africa (1987), for permission to use his text in this overview of Ancient African history.