LESSON 3  Grades 4-12
PART 4: MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD
Lesson Duration: 3 – 4 Class Period (30 – 50 Minutes) For Each Section

PART 4: OVERVIEW OF SECTIONS 1 – 4

Overarching Questions ................................................................. 116
Content Theme .............................................................................. 116
Standards/Essential Skills ............................................................. 116
Objectives ...................................................................................... 116
Students will ............................................................................... 116
Key Questions: Part 4 – Migration And Movement From Africa To The World ...... 117

Section 1: The Ancient Americans From The Bering Strait And The Pacific Ocean .... 117
Section 2: Culture/Nation-State of the Olmec Civilization ........................................ 117
Section 3: Technology: The Temple/Tomb of the Inscription - Palenque, Mexico .......... 118
Section 4: Technology–The Pyramids at Teotihuacan ............................................. 119

Vocabulary: Part 4 – Migration And Movement From Africa to the World .................. 119
Vocabulary Strategy ...................................................................... 119
Instructional Materials .................................................................. 119
Differentiation And/Or Modification ............................................... 119
Activities: Part 4 – Migration and Movement from Africa to the World ..................... 119
References .................................................................................. 119

Section 1
Background Information: The Ancient Americans from the Bering Strait and the Pacific ...... 120
References .................................................................................. 122
Activity: Geography: Map Skills ..................................................... 122
• Method Of Delivery .................................................................... 122
• Procedure .................................................................................. 122
• Activity: Social Studies: Early American Culture Timelines ................. 122
• Method Of Delivery .................................................................... 122
• Procedure .................................................................................. 122
• Activity Worksheet: Timeline Of Early Meso-American Settlers ............... 127
Activity: Language Arts: Research Project ........................................ 123
• Method Of Delivery .................................................................... 123
• Procedure .................................................................................. 123
Activity: Language Arts .................................................................. 123
• Research Project: Written .......................................................... 123
• Method Of Delivery Student Research, Student Generated Products .......... 123
• Procedure .................................................................................. 123
• Follow-Up .................................................................................. 124
• Assessment ................................................................................ 124
• Student Reflection And Debriefing Questions ..................................... 124
• Teacher Reflection ...................................................................... 124
• Extended Activities .................................................................... 124
Activity Worksheet 3- Part 4: Section 1 .............................................. 125
Activity Worksheet 3- Part 4: Section 1: Student Activity Worksheet ................. 126

Section 2
Background Information: Culture/Nation-State Of The Olmec Civilization .................. 128
Activity 1: Language Arts: Reading Informational Text ......................................... 130
LESSON 3 | Grades 4-12

Before America – African Heritage
MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD

Lesson Duration: 3-4 Class Periods (30 – 50 Minutes) for Each Section

OBJECTIVE:
This lesson is presented in 4 parts. The purpose of this lesson is to look at the migration patterns of early Africans and provide explanations for how African influences can be found on the American continents in early Mexico and Central American cultures. Students will analyze and compare structures built by ancient civilizations that were remarkably similar to structures built in Africa during the dynastic period of African history.

Each section in the part of the lesson includes background information that can be copied and used as reading material for the students. In addition, key questions, and lists of vocabulary words, materials and activities for each section are included at the beginning of this 4-section lesson.

PART 4 – MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD

Section 1. The Ancient Americans from the Bering Strait and the Pacific Ocean
Section 2. Culture/Nation-State of the Olmec Civilization
Section 3. Technology: The Temple/Tomb of the Inscription – Palenque, Mexico
Section 4. Technology–The Pyramids at Teotihuacán

Students will:
1. Analyze how the cradle of civilization was determined.
2. Trace the routes of settlers who moved across the Bering Straits into North America.
3. Analyze the influence of Ancient Africans on the Olmec Civilization in Mexico.
4. Compare the Temple/Tomb in Palenque, Mexico with African structures.
5. Compare structures found at Teotihuacán to structures created by the Ancient Africans.
6. Plan a way to showcase the understandings and work they have created during their entire study of Lesson 3 – Part 1, 2, 3, and 4 – Before America.

OVERARCHING QUESTIONS:
1. Where are we going?
2. Where are we now in our understanding of this topic?
3. Why are we trying to discover more?
4. How will we get there?
5. How will we know we have arrived at any new understandings about this topic?

CONTENT THEME:
Understand that the culture and heritages of past civilizations connect people from all over the world with the African experience. That experience holds the key to the beginning of mankind and initiated the migration pattern of humans to other parts of the world.

STANDARDS/ESSENTIAL SKILLS:
Standards are listed in the Overview Section of Lesson 3. They are directly related to or can be closely connected to this lesson. 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.

The Olmec stone head located in La Venta

hidaeus, Alexander IV. Ptolemaic Dynasty – 305-30 BCE Ptolemy I (Soter) Encouraged Greeks to make Alexandria their home. Ptolemy II (Philadelphus) built the Pharos
KEY QUESTIONS:
PART 4 – MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD

SECTION 1. THE ANCIENT AMERICANS FROM THE BERING STRAIT AND THE PACIFIC OCEAN
1. Why is Africa considered to be the cradle of civilization?
2. How did people migrate from African to other parts of the world?
3. Why can everyone say, “We are Africans?”
4. How has the Bering Strait changed its formation over a period of time?
5. Describe the four routes that researchers have theorized that early Asians traveled to reach the Americas.
6. How did the original indigenous people of America travel from North America to South America?
7. What other routes were used to reach North America, Central America, and South America?
8. Why did Columbus mistakenly label the people he and his crew found on the American continent?

SECTION 2. CULTURE/NATION-STATE OF THE OLMEC CIVILIZATION
1. Why do scientists think the Olmec culture may represent the oldest civilization in Meso-America? Why is it sometimes referred to as “The Mother Civilization of Mexico’?”
2. How do structures found in the Olmec Civilization compare to structures created by the Ancient Africans?
3. How can we test the reliability and truthfulness of information about the African influence in the Americas?

SECTION 3. TECHNOLOGY: THE TEMPLE/TOMB OF THE INSCRIPTION - PALENQUE, MEXICO

INSTRUCTIONAL MATERIALS:
PART 4 – MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD

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<th>SECTION 1</th>
<th>SECTION 2</th>
<th>SECTION 3</th>
<th>SECTION 4</th>
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<tbody>
<tr>
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<td>Technology: The Temple/Tomb of the Inscription - Palenque, Mexico</td>
<td>Technology – the Pyramids at Teotihuacán</td>
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<tr>
<td>• Background Information</td>
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<td>• Vocabulary sheet</td>
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<tr>
<td>• Maps of migration routes</td>
<td>• 11 x 17 paper for each student</td>
<td>• Pyramid Comparison sheet</td>
<td></td>
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<tr>
<td>• Maps of places people settled</td>
<td>• News article</td>
<td></td>
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<tr>
<td>• Access to computers with word processing and PowerPoint</td>
<td>• Worksheet that goes with article</td>
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<tr>
<td>• Test Practice Worksheet</td>
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<tr>
<td>• Timeline</td>
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DIFFERENTIATION AND/OR MODIFICATION
1. Students will be allowed to choose different events to research.
2. Students will be allowed to present their information in a variety of ways.
3. Students will work in pairs and in teams to share and present information.

ACTIVITIES: PART 4 – MIGRATION AND MOVEMENT FROM AFRICA TO THE WORLD

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<tr>
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<th>SECTION 2</th>
<th>SECTION 3</th>
<th>SECTION 4</th>
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</tr>
<tr>
<td>• Read or listen to background information</td>
<td>• Read or listen to background information</td>
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<td>• Read or listen to background information</td>
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<tr>
<td>• Vocabulary Practice</td>
<td>• Analyze a Newspaper article as Informational text</td>
<td>• Handouts - Complete Map work</td>
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<tr>
<td>• Trace routes of early settlers to the American continents</td>
<td>• Draw freehand maps of Central America and the Gulf region</td>
<td>- Compare pyramids of two cultures and their uses</td>
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<tr>
<td>• Create general timeline of early civilizations</td>
<td>• Critique and compare artifacts from 3 cultures</td>
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<tr>
<td>• Create reports Use either PowerPoint or Essay report</td>
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<tr>
<td>• Handouts available - map - test prep - timeline</td>
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Ptolemy III (Euergetes) obtained possession of all Syria. Ptolemy VI (Philopator) founded temple at Edfu. Ptolemy V (Epiphanes) died when poisoned. Ptolemy VI (Philometor), Ptolemy VII
SECTION 4. TECHNOLOGY--THE PYRAMIDS AT TEOTIHUACÓN

1. How did the city of Teotihuacán compare to cities found in ancient Rome and Greece?
2. How do structures found at Teotihuacán compare to structures created by the Ancient Africans?
3. What happened to the Aztec population?
4. Why do civilizations begin and end?

VOCABULARY STRATEGY:

1. Provide each student with a list of vocabulary words for the 5 sections of this lesson.
2. Allow students the opportunity to either read or hear the Background Information.
3. Also see other strategies at:
   http://www.readingquest.org/strat/home.html
   http://www.readingquest.org/strat/home.html

REFERENCES:

Resource Books


Van Sertima, Ivan. (1976). They Came Before Columbus, Random House, N.Y.


Websites

Timeline of Central America: historyworld.net

http://www.historyworld.net/timesearch/default.asp?conid=timeline&area=AREA_cam&theme=THM_all&title=Central%20America&timelineid=200&viewtext=extended&keywords=Central%20America

The Alma Project: Denver Public Schools

http://almaproject.dpsk12.org/units/pdfs/MotherCultureMexicoOlmecs.pdf

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 portions of his text in this overview of Ancient African history. (See the Reference list in the Overview Lesson,)
BACKGROUND INFORMATION
PART 4 SECTION I THE ANCIENT AMERICANS
FROM THE BERING STRAIT AND THE PACIFIC OCEAN

When Christopher Columbus [Cristobal Colon] sailed across the Atlantic Ocean and landed in his “New World”, he thought that he had reached India, so he named the people he met “Indios” or Indians. The mistaken identity stuck to the indigenous people living in the Americas, even though the people Columbus referred to had actually come from Asia. Believing this fact leads to a key question, “How did these Asians come to the American continent?” And it also raises a second crucial question, “Why do many researchers believe that there was an African presence in the Americas before Columbus and other European settlers came to these continents?”

It appears that four distinct, but related, groups of people crossed from Asia into the Americas and eventually populated North, Central, and South America. About 18,000 B.C.E. the ancestors of the indigenous Americans began to cross from Asia to North America.

Harold Gladwin proposed there were four migration patterns that came from Asia to America. The original African people who lived in the cradle of civilization migrated to different parts of Africa in all directions. The first migration period was about 2500 B.C.-1500 BC. These eastern travelers are identified as the Twa people, considered to be a diminutive people because of their short stature. The second wave came from the Clovis-Folsom people who were taller than the Twa people, and as they migrated to America around 1500 B.C., they settled in the New Mexico area. They probably came down the coast of Russia and over to the Americas moving south towards the coast of the Americas.

The third movement, 2500 B.C.-500 B.C., came from the Algonquin people. Their story is closely connected to the Ice Age. It is believed that their skin tone was a light brown to medium yellow color. They too came across the Pacific Ocean close to the Russian shore to eventually move from the Northwestern part of the United States to the Northeast states, with many settling in North Dakota. Gladwin believes they moved across the northeastern part of the United States through North Dakota, Indiana and on into Maine. They probably originated from Northern Asia, Korea, and Japan. The fourth group was the Inuit people, derogatorily called Eskimos. They settled in Alaska and North America around 500 B.C. This is the group who most likely crossed the Bering Straits.

The Bering Strait sits between Asia and North America. This narrow body of water is 56 miles wide. Scientists believe that 20,000 years ago a land bridge existed connecting the two continents and that the strait did not exist. These nomadic or wandering people did not intend to explore a new continent; instead, they were simply chasing the herds of bison and musk oxen that were their main source of food. They crossed the strait from Siberia into what is now called Alaska. Many years later, as the land warmed up, that solid land bridge broke apart into disconnected sections.
However, at the time of their crossing, a new ice age was beginning. Over thousands of years the climate became colder and as the animals moved farther and farther south to avoid the cold, so did the hunters. The nomads spread out from Alaska to Canada. While some built settlements there, others moved further south into what is today called the United States, Mexico, Central America and South America. By 9,000 B.C.E. some of these nomads from each of the migration groups reached the tip of South America.

As the nomadic groups of people traveled, they learned about farming. They also survived by hunting and gathering wild plants. When the ancient indigenous Americans settled in places like La Venta, San Lorenzo, Tres Zapotes in the Gulf of Mexico region they began to develop a more sophisticated and complicated society. The Olmec culture that developed in the Gulf of Mexico area was one such civilization. Other cultures that also emerged included the Mayan, Aztec and Inca civilizations.

Additionally, earlier travelers before Columbus’ 1492 voyage had already come across the Atlantic Ocean from Africa during the early Egyptian Nubian Dynasties. As the travelers came, they influenced the inhabitants who already lived in the Meso-American region now called Central America.

The evidence found of an African presence in early Central America seems indisputable. However, some researchers do not interpret the findings the same way; yet, there is little doubt that the artifacts, statues, stone heads and skeletal remains found in various parts of the Gulf Region and other parts of the American continent indicate an African influence.
REFERENCES:

GEOGRAPHY ACTIVITY: MAP SKILLS
USE A MAP TO MARK THE ROUTE OF PEOPLE WHO CROSSED THE BERING STRAITS
METHOD OF DELIVERY: – Student generated maps, Student generated research, Student worksheets

PROCEDURE:
The teacher will:
1. Have students read or hear the Background Information.
2. Provide students with a list of the vocabulary words for this reading passage.
3. Allow students to underline the vocabulary words in the Background Information.
4. Provide geography worksheets so that students can show:
   a. The routes taken by early travelers across the Bering Straits.
   b. The movement of the people who came to America via the Pacific Ocean.

The student will:
1. Read or listen to the Background Information for this section of the lesson.
2. Underline vocabulary words in the written text as they hear the text read.
3. The student will draw arrows according to the route taken by the people who crossed the Bering Strait.
4. The student will trace the movement of the people who came to America via the Pacific Ocean.

SOCIAL STUDIES ACTIVITY:
EARLY AMERICAN CULTURE TIMELINES
METHOD OF DELIVERY: – Student generated products

PROCEDURE:
The teacher will:
1. Prepare a worksheet for students to fill a timeline and add labels that show early Meso-American civilizations:
   a. Show the years when events happened.
   b. Show when early civilizations were formed in Central America.

The student will:
1. Complete a timeline.
2. Add the years and events on the timeline
3. See the worksheet at the end of the lesson.
4. Add the following information and put the items in order:
   • Mayan civilization in South America
   • Olmec Civilization in Gulf of Mexico region
   • Humans reach the tip of South America
   • Aztec Civilization in South America
   • Humans first cross the Bering Strait
   • Add the following important dates: 18,000 B.C.E., 9,000 B.C.E., 1000 B.C.E., 100 B.C.E., 1,000 B.C.E., 0 B.C.E., 0 A.C.E., 1,000 A.C.E., 1200 – 1500 A.C.E.

18,000 B.C.E. 9,000 B.C.E. 1,000 B.C.E. 100 B.C.E. 1,000 A.C.E. 1200-1500 A.C.E.

Humans first cross the Bering Strait
Humans reached the tip of South America
Olmec Civilization in the Gulf of Mexico
Mayan Civilization in Central America
Aztec/Inca Civilization in Mexico/South America

Berenice IV, Queen Cleopatra VII Egypt becomes a Roman province. Romans-30-395 AD 27 Caesar becomes ruler of the Roman Empire. Tiberius, Caligula, Claudius, Nero, Vespasian
LANGUAGE ARTS ACTIVITY: RESEARCH PROJECT: CREATE POWERPOINT – ASIANS AND INDIGENOUS AMERICANS ARE THESE PEOPLE CONNECTED?

METHOD OF DELIVERY: – Student research, Student generated products

PROCEDURE:

The teacher will:
1. Provide computers that have a PowerPoint program loaded on the computer.
2. Provide resources about early Asian cultures and their travels beyond the continent and islands where they settled.
3. Divide students into groups.
4. Each group will research a different Asian community.
5. Examples include people from the Bering Strait area (Native Alaskans), Polynesia, Micronesia, Melanesia, Japan, and the Philippines. Other cultures can be found at http://www.fao.org/docrep/x2613e/x2613e04.htm a Website that lists names of Asian Pacific cultures.
6. Collect pictures of the faces of people who live in some of these countries now.
7. Collect pictures of the faces of native (indigenous) people who live in Alaska, Mexico, and South America now.
8. Ask students to look for similarities and differences in how the people look. How do you account for the similarities and differences?

The students will:
1. Work in groups to choose an Asian culture or country that is different from what the other groups chose.
2. Make a PowerPoint to demonstrate what their team learned about their group.
3. Each person in the group should contribute 2 – 3 slides on what they found on the topic they were assigned. See the list below that will be incorporated into the slide presentation.
4. Gather research materials to retrieve information about the culture they chose.
5. Prepare a report on the culture that you choose.
   a. A brief history of their government.
   b. The importance of the Pacific Ocean to their culture and its migration patterns.
   c. The population size and the average amount of money most people make now, in modern time (the gross national product-GNP), and their agricultural and trade products.
   d. The religions of the country.
   e. Other interesting facts about the country.
   f. Answer this question: How are these Asian cultures connected to people on the American continent today?
6. The report should have at least 2 – 3 slides on each topic.
7. Find pictures of people who live in the chosen countries.
8. Find photos of people who live in Alaska, Mexico, and South America.
9. Compare photos and report on similarities and differences found.
10. Answer: How do you account for the similarities and differences?
11. Present the PowerPoint presentation to other classmates.

LANGUAGE ARTS ACTIVITY: RESEARCH PROJECT: WRITTEN ESSAY – ASIANS AND INDIGENOUS AMERICANS ARE THESE PEOPLE CONNECTED?

METHOD OF DELIVERY: – Student research, Student generated products

PROCEDURE:

The teacher will:
1. Divide the class into 3 groups to research about 3 early American cultures – The Olmec, the Mayan, and the Aztec civilizations.
2. Provide guidelines for what each group should research about their particular culture.
3. Have students work together with their groups to find information.
4. Ask students to provide evidence of connections of the early cultures to other civilizations on other continents.
5. Direct each student to write his/her own essay about what the group found.
6. Provide guidelines for the individual student essays.

The students will:
1. Work in 3 groups to research information about 3 indigenous groups in America – the Olmec civilization, the Mayan civilization, and the Aztec civilizations.
2. Each group should find interesting facts about the cultures
   • Explore theories about why and how they came to America
• Note Connections
  i. Connection to African Culture
  ii. Connection to Meso-American Culture
  iii. Connection to European Culture
• Brief history of their government
• Years the culture survived
• Characteristics of the cultural components of the county
  i. Language, food, customs
  ii. Art, artifacts, buildings
  iii. Religion, war, social classes
• Reason for changes in the cultures
3. Although the whole group works to find the information, each student should create their own essay using information gathered by their total group.
  i. Paragraph 1- Introduction: Name the group and summarize some of findings - Our group chose the _______ people to study because they are _________. They are a group of people who _______.
  ii. Paragraph 2, 3, 4 and 5: Body of Composition: Include 3 or more paragraphs about the information found.
  iii. Paragraph 6: Closing – Include the most interesting information found about the country and close by mentioning it and providing conclusions about what the group discovered.
4. Use the state writing rubric to be sure that you included key elements for quality writing samples. These may include elements of the 6 traits of good writing: clear ideas, organization, voice, word choice, sentence fluency and language conventions.

FOLLOW-UP:
1. Share research projects with other classmates in the form of a display of pictures and/or information cards.
2. Post a large map of the world that shows the early travel routes and how wind currents help explain how early travelers came and settled in the Americas.

ASSESSMENT:
• Use a predetermined rubric to score content and the presentations for PowerPoints.
• Use a rubric to score student essays.
• Evaluate information presented on the Timeline Of Early Meso-American Civilizations created by students.
• Evaluate answers to Student Activity Worksheet for Lesson 3: Part 4 – Section 2 – Test Preparation Activity
  1 –2.  1C, 2B
  3 – 5.  1B, 2C, 3B

STUDENT REFLECTION AND DEBRIEFING QUESTIONS:
Students will answer the following questions.
1. What was the main point of the lesson?
2. What did I learn that was new information?
3. What connection do I feel to the topic we discussed?
4. What do I believe about how the origin of the first people who settled in the Americas?
5. If Asian and African cultures came to Central America first, why is there such a great European influence on current cultures in the Central America?
6. What will I do differently because of what I learned from this lesson?

TEACHER REFLECTION:
1. The student received the necessary materials to complete the lessons.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
4. Students have new understandings about how the American continents were settled before Europeans began their early explorations.
5. Students were provided time to complete a self-reflective assessment activity and were able to answer questions about their progress related to the topic.

EXTENDED ACTIVITIES:
1. CLASS TRIP
   Have students visit local museums that focus on early settlers in Meso-America.
Use this world map below to trace the routes taken by early travelers who settled in the Americas. Label the continents, oceans and wind currents that could have brought the early travelers to the Americas. Track the north to south movement of ancient Americans.

WORLD MAP

Man began entering Western Hemisphere about 18,000 B.C.E.

AZTECS
1200 A.C.E. to 1500 A.C.E.

OLMECS
1000 B.C.E. to 400 B.C.E.

MAYANS
100 B.C.E. to 1200 A.C.E.

INCAS
1200 A.C.E. to 1500 A.C.E.

Which is the oldest civilization?

Man reached the southern tip by 9000 B.C.E.
READ THE FOLLOWING PARAGRAPH.

Eighteen thousand years ago the Bering Strait did not exist. Instead there was a landmass that stretched from Siberia, Russia to what we now call Alaska. People from Asia who were nomads crossed the Strait because they were following the herds of animals that they hunted. 1. ___________. The hunters followed the herds. By 9,000 B.C. E. some of the nomads had reached the tip of South America. The Olmecs settled and developed a civilization near the Gulf of Mexico. Two other civilizations also developed as settlers stopped in different parts of Central and South America. 2. __________. In a case of mistaken identity, he called the indigenous Americans, Indians. Many people continue to use this inaccurate name to describe the early Americans.

1. WHICH SENTENCE WOULD BE THE BEST ANSWER TO PLACE IN THE PARAGRAPH?
   Choose two sentences that best fit where the missing sentences for 1 and 2 should go so that the paragraph above makes the most sense. There will be one choice that best fits sentence 1 and there will be 2 choice that best fits sentence 2.

Sentences 1 2

☐ ☐ A. People from African migrated to Europe.
☐ ☐ B. When Columbus sailed to America, he was looking for India.
☐ ☐ C. As the climate grew colder; the animals moved further south.
☐ ☐ D. The Aztec and Myan cultures developed before Columbus sailed to America.

2. MULTIPLE MEANING WORDS:
   Each of the sentences below has an underlined word that has a multiple meanings. Fill in the circle in front of the meaning that fits the underlined word as it is used in the sentence.

1. In a case of mistaken identity, he called the indigenous Americans, Indians.
   ☐ A. a crime a detective is trying to solve ☐ B. an example ☐ C. a place to show things.

2. By 9,000 B.C. E. some of the nomads had reached the tip of South America.
   ☐ A. a gift of money ☐ B. a good piece of advice ☐ C. a pointed end

3. The Olmecs settled and developed a civilization near the Gulf of Mexico.
   ☐ A. decided or agreed upon ☐ B. moved into and ☐ C. when dirt goes to the bottom of water

3. WHAT WOULD BE THE BEST TITLE OF THIS PARAGRAPH? FILL IN THE CIRCLE IN FRONT OF THE BEST ANSWER.
   ☐ A. Columbus and the Indians ☐ B. North America ☐ C. The Olmecs ☐ D. The Origins of the First Americans

4. CHOOSE THE BEST ANSWER.
   In a case of mistaken identity, he called the indigenous Americans, Indians.
   What does the underlined word mean?
   ☐ A. European ☐ B. original ☐ C. foreign ☐ D. traveling
NAME ______________________________________________________________  DATE ________________________

EARLY AMERICAN CULTURES

DIRECTIONS:
Add the following information and put the items in order:

- Mayan civilization in South America
- Olmec Civilization in Golf of Mexico region
- Humans reach the tip of South America
- Aztec Civilization in South America
- Humans first cross the Bering Strait
- 18,000 B.C.E., 9,000 B.C.E., 1000 B.C.E., 100 B.C.E., 1,000 B.C.E., 0 B.C.E.,
  0 A.C.E., 1,000 A.C.E., 1200 – 1500 A.C.E.,
During Egypt's 25th Dynasty (751-654 B.C.E.), the eastern waterways were cut off because of the warring Assyrian navy and the ongoing war between the Assyrians and the Egypto-Nubians. Pharaohs Pianky, Shabaka, Shabataka and especially Taharka had vast navy fleets. While these Pharaohs used part of their armies and navies to battle the Asian forces in the East, they also explored the world with their specially trained fleets of priests and technicians. There is strong evidence that during the 25th Dynasty (751-654 BCE), Africans from Nubia explored the Atlantic Ocean and discovered their "New World" that today we call Meso-America.

An intellectually elite crew manned these exploratory ships that were miniature cities whose traveling citizens were priests, politicians, engineers, astronomers, astrologists, agriculturalists, poets, carpenters, chefs, artists and entertainers. The African navy was comprised of every facet of Egypto-Nubian life. During this dynasty, Africans traveled to the American continent. They brought their highly advanced society and shared it with the people they met in the Gulf of Mexico region. In honor of this ancient influence, the indigenous population built massive stone heads. The heads in places along the Gulf of Mexico are taller than six feet and weigh from eight to ten tons. Explorers of the modern world discovered the heads in 1858 when Erosco Ibera found them in Tres Zapotes.

It was not until 1938, when Dr. Matthew Stirling, heading a team of experienced archaeologists, explored the stone heads in Tres Zapotes. The Smithsonian, the University of California and National Geographic Magazine sponsored the expedition. Immediately after Dr. Stirling and the archaeologists studied the first head, they named it "Joe Louis" in honor of the world's heavyweight champion. The Olmec stone headpiece closely resembled a boxer's headgear. Egyptologists have discovered that the Nubian warriors such as Pianky and Taharka wore helmets that resembled modern boxers' headgear.

When Dr. Stirling and the archaeologists returned back to America, they recorded and shared their findings. They were so remarkable that the sponsors decided to send Dr. Stirling and another team of archeologists back to Mexico. This time they went to La Venta, Mexico. They determined that LaVenta was the site of the Theocratic or "Holy" city of the Olmec world. The type of government they found closely resembled the Pharaonic government of East Africa.

But more evidence of an African presence was found in La Venta. They found a pyramid that measured 3 million cubic feet in volume. This huge pyramid was constructed on a ceremonial platform;
it also contained a sarcophagus, monumental steel, temple, altar and an Olmec stone head semi-covered with a tar like substance to give the effect of the stone head as being black. In San Lorenzo and Tres Zapotes, other stone heads were found.

More than 15 stone heads were found in these three areas alone. In facts, they are still finding stone heads in recent years. Other stone heads had been painted with the highly coveted color purple, the color of royalty in Nubia and in Egypt. In Teotihuacan, they found two pyramids, one dedicated to the Sun and the other one built in honor of the Moon. In Palenque, Mexico, the archeologists found a pyramid with a temple built on top, and a tomb constructed within. Inside the tomb, they discovered a Mayan priest-king, buried very much like King Tutankhamen of Egypt. There are striking similarities in artifacts related to King Tutankhamen, an Olmec King and a Mayan King illustrating how Africans shared their culture with the Olmec and Mayan civilizations.

The Olmec world was the first American group to have an organized government. Most of the Africans who settled in the Gulf region became part of the Olmec royal family. After archaeologists examined many of the priest/kings in La Venta, they determined that they were African. Some of the human anatomical parts that were found to have been African were:

1) The texture of the bones found in the skeleton
2) The browridge
3) The shape and structure of the jaw
4) The inner bone in the most, nasal index
5) The length between the shoulder and the elbow and the tip of the longest finger

On some of the stone heads, Ethiopian hair braids were carved in a distinct African style. The Olmec world also incorporated the Egyptian crook, flail and false beard—three important signs of royalty during the 25th dynasty. Pyramids and stone heads dot the American continent. They appear in Mexico, Central America and as far south as Peru in the “Cerro Colorado”. This is where the Incas built their pyramids. Archaeologists have even found Egyptian glyph writing in California, the land the Aztecs inhabited during ancient times. Evidence of African influence can be seen in many places in the Americas including in Guatemala, Honduras, El Salvador, Costa Rica, Panama, Nicaragua, Colombia, Ecuador, and Brazil.

The Olmecs were a culture of ancient peoples of the East Mexico lowlands. The Olmec Civilization is the Mother Culture of later Western American civilizations. The Olmec people called themselves Xi (pronounced Shi). Over 170 Olmec monuments have been found within the area, and eighty percent of those occur at the three largest Olmec centers, La Venta, Tabasco (38%), San Lorenzo Tenochtitlan, Veracruz (30%), and Laguna de los Cerros, Veracruz (12%).
ACTIVITY 1: LANGUAGE ARTS
READING INFORMATIONAL TEXT
METHOD OF DELIVERY:—Student handout and reading material, and interaction with text.

PROCEDURE:
The teacher will:
1. Give each student the attached newspaper article that Dr. Ivan Van Sertima wrote.
2. The teacher will distribute the worksheet on strategies for reading informational text.

The students will:
1. Use the newspaper article to discover information about African presence in Central America before Columbus came to America.
2. Use the strategies given for reading unfamiliar informational text.
3. Discuss how these strategies can help with future reading assignments.
4. Write a summary closing paragraph for the article.

ACTIVITY 2: GEOGRAPHY MAP SKILLS
METHOD OF DELIVERY:—Student generated maps

PROCEDURE:
The teacher will:
1. Gather pictures of Olmec stone head statues and other artifacts that show faces of Africans who influenced this civilization.
2. Provide current maps of Central America.
3. Provide paper for students to draw a large map (11” X 17”).
4. Have students draw a map of the current Gulf of Mexico region and label the names of the countries, capitals and bodies of water located in Central America.
5. Direct student to add the places where the Olmec Civilization formed cities and lived in the region.
6. Have them add small drawings of the pyramids and stone heads where they were found.
7. Have students color-code their maps and ask that they show the different features.

The students will:
1. View pictures of statues and other artifacts from the Olmec culture.
2. Use paper (11” X 17”) to create a map.
3. Color code information placed on the map.
4. Draw a freehand map of the current Gulf of Mexico region.
5. Draw boundary lines on the map and add the names of countries and capitals located in Central America today.
6. Locate and draw La Venta, Tres Zapotes and San Lorenzo drawing Olmec heads and pyramids on the map.
7. Add small drawings of the pyramids and stone heads where they were found.

ACTIVITY 3: ART
ART APPRECIATION - FROM DIFFERENT CIVILIZATIONS
METHOD OF DELIVERY:—Use of handout, use of critical thinking skills

PROCEDURE:
The teacher will:
1. Provide a handout that shows pictures of King Tutankhamen, an Olmec King and a Mayan King.
2. Point out the similarities in each of the drawings.
3. Ask for an explanation of why these drawings could be so similar.
4. Have students discuss the culture that existed in the time periods when the objects found in the drawing were created.
5. Ask students what things archeologists can tell about a culture based on an item that is discovered.
6. Provide vocabulary words that help students critique artwork and artifacts that may be found in a museum experience.
7. Have students look for common themes and symbols.
8. Have students discuss the culture that existed in the time period when the object was created and how the artifact fits into the culture.
9. Have students think about what words they would use to examine, identify, describe, analyze, and explain an artifact from a given time period.
10. Have students answer who, what, when, where and how questions like archeologists answer when they find artifacts and try to explain the significance of what they have seen.
11. NOTE: CRITICAL THINKING ACTIVITY:
If time allows, borrow artifacts or pictures from a local museum that loans out kits to schools.
Try to get enough artifacts for groups of 4 – 6 students who work together in teams to apply higher level thinking skills to identify what an object is, how it was used, and the time period from which it came. Use the “who, what, where, why and how” questions listed above. The various objects could be from different parts of the Americas and from different time periods to help students develop critical thinking skills.

The student will:
1. Complete a handout on the similarities of the masks of King Tutankhamen, an Olmec King and a Mayan King.
2. Search for the similarities among the three drawings.
3. Discuss the features of the masks and demonstrate the possibility of Africans sharing their culture with the Olmec and Mayan civilizations.
4. Draw replicas of the images.
5. **NOTE:** If time allows, examine pictures or actual items related to the early culture of indigenous Americans and try to determine what the item is and what it tells about the people from the culture that produced it.

**FOLLOW-UP:**
**VISIT A MUSEUM, ART GALLERY AND/OR LIBRARY**
1. Locate museums in the area that have artifacts related to Meso-American culture.
2. Arrange for a visit to the museums.
3. If you can not take a field trip, make arrangement to borrow library collections related to the cultures your are studying, as suggested above.
4. Work with the librarian to locate resource materials related to the Meso-American culture.
5. Visit the school or suggested community library to find materials, pictures, books and other resources on the Meso-American culture.

**NOTE ABOUT THE LIBRARY TRIP:**
A trip to the school library could be scheduled to share the resources that the library has and also to demonstrate how to research past newspaper and magazine articles. Focus search on older copies of the National Geographic Magazine, such as the one that has the article: “Discovering the New World’s Dated Work of Man.”

**ASSESSMENT:**
- Examine the work that students produce from the Activity Worksheets.
- Examine what skills the students demonstrate in critiquing and comparing art objects and artifacts.
- Evaluate the results of the work the students produce.

**STUDENT REFLECTION AND DEBRIEFING QUESTIONS:**
**Students will answer the following questions.**
1. What was the main point of the lesson?
2. What did I learn that was new information?
3. What connection do I feel to the topic we discussed?
4. What do I believe about the findings made by archeologists in Mexico and the area around the Gulf of Mexico?
5. Why did archeologists make a second trip to the region?
6. What will I do differently because of what I learned from this lesson?

**TEACHER REFLECTION:**
1. The student received the necessary materials to complete the lessons.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
4. Students have new understandings about the inhabitants of the early Meso-American culture?
6. Students were provided time to complete a self-reflective assessment activity and were able to answer questions about their progress related to the topic

**EXTENSION ACTIVITY:**
Have students and their parents visit locations suggested by the teacher or other venues chosen by students with their parents in order to receive extra credit for listing at least 20 interesting displays or facts discovered during the outing.
ACTIVITY WORKSHEET 3 – PART 4
SECTION-2: THE CULTURE/NATION-STATE OF THE OLMEC CIVILIZATION

Name __________________________________________ Date ____________________

News article by Ivan Van Sertima-THE NEW YORK TIMES, THURSDAY, DECEMBER 4, 1975

Bad News for Columbus, Perhaps

By Ivan Van Sertima

the heads gave an average reading of 814 B.C. plus or minus 134 years. This period, taken at both ends of the carbon datings coincides with the rise of the Negroid-Nubian military as a decisive factor in the power politics of Egypt, and continues to the total conquest and rule of Egypt by Negroid-Nubian pharaons in the 25th dynasty. In this period, Negroid-Nubian kings became conspirators with their allies, the Phoenicians, against their common enemy, the Assyrians. With black supervision and military protection, the Phoenicians, through Assyrian vassals, continued their maritime trade, which took them out into the Atlantic.

Eleven colossal Negroid stone heads have been discovered in Mexico along the Gulf coast. Numerous Negroid portraits and masks accompany them. Prof. Alexander von Wuthenau, an art historian, has devoted his attention to numerous Negroid portraits in clay, gold, copper, and calsilic from ancient and medieval Central and South America. These portraits capture not only the dense coarse curl and kink of Negroid hair, the occasional goatee beard (unknown to the American-Indianian chin), projecting jaws, coloration, broad noses and full-fleshed lips, but also African ear pendants, headaddresses, coiffures, facial tattoos and scarification. These discoveries have posed riddles to many anthropologists. They ask, how could Africans who knew nothing of the sea cross the 1,500 Atlantic miles to America?

African, however, were no strangers to the sea. Irish pre-Christian history records how the Firbolges were disturbed in their possession of Ireland by the descent and depredations of African searovers, the Fomorians, who had a main stronghold on Torrey Island. A division of Negroid sea captains and mariners are reported to have been in the Egyptian navy of the 19th dynasty.

Central Africans from Lake Chad built, along ancient Egyptian lines, papyrus boats, Ra I, which Thor Heyerdahl sailed from North Africa to the vicinity of Barbados in 1969.

The Arab historian Ibn Fadil Allah al-Omari records two Atlantic expeditions by Mali in the early 14th century. The Mali King Abu Bakari II headed the second expedition, which set out from the Senegambia coast, the western border of an empire that dwarfed in power, size and wealth the Roman Empire.

Mali supported foreign embassies, universities (Timbuktu), a high level of metallurgical and medical technology (eye surgery), and a swift postal and transport system on land and water. The historian E. W. Bovill’s study of the West African caravan trade mentions the use of compasses and nautical instruments to navigate the desert.

The botanist Karl Schwerin has presented evidence for even earlier links between Africans and Americans (circa 4000 B.C.). Simple watercraft manned by ancient Africans transported an African cultivated cotton that we now know is an ancestor of American hybrid cottons. Hannes Lindemann – a German doctor who was in Liberia in a duguat, feeding only on the ocean, proved that even in that early phase an accident involving African fishermen could have led to a successful drift journey to America.

Currents, which Mali oral tradition call “rivers in the middle of the sea,” move like conveyor belts from Africa to America. By design and by accident in several historical periods, Africans traveled to America on those currents. Along the seaboard of Central and South America where they terminated, the anthropologist Alphonse de Quatrefages has written that “small black populations had been mapped by a French sea captain.”

Ivan Van Sertima, assistant professor of African studies at Rutgers University, is author of the forthcoming book, “They Came Before Columbus.”

The New York Times
Published: December 4, 1975
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Activity Worksheet 3 – Part 4
Section 2: The Culture/Nation-State of the Olmec Civilization

Reading Informational Text

Informational text is a form of non-fiction reading material that is found in newspapers and textbooks. Many times students see a mass of text and decide not to attempt reading it because the passage seems too long or it seems too difficult to read. At first students learn to read, but when they use informational text, they read to learn. Before reading the passage by Dr. Ivan Van Sertima, “Bad News for Columbus, Perhaps,” use the strategies below to read informational passages.

Check Off Each Item As It Is Completed:

1. Read the title and think about what the article will tell.
2. Look at the footnote. What do you know about the author of the text?
3. Look at the vocabulary list at the bottom of the page. Circle any words you already know.
4. Work with a partner and share your prediction about what the article will tell.
5. Scan the text quickly. Move your eyes very quickly down each column. You may use your finger to drag down each column and to keep your eyes focused. Look for any words that seem related to Africa, Africans, Americans, Negroes, or Black people. (45 seconds)
6. Skim the text quickly. Do not read the entire article word by word. Skimming is a super fast speed-read. Read the first paragraph. Then look at the first sentence in each paragraph. Look for names, places, dates and any words that give you clues about what the article is about. (1 minute)
7. Work independently and skim the text and circle all written and numerical dates and words that you find within the text. What can you conclude about the meaning of the numbers before you read the article?
8. Work independently and skim the text and underline the names of all people and places mentioned in the article. These words are proper nouns and will be capitalized.
9. Skim the text again. This time, find a question that may be answered by the text.
10. Share your conclusions with your partners. What did you conclude about the people? What did you conclude about the people?
11. Skim the text one final time. This time, find 2 places in the story that deal with the discovery of the Mali people of West Africa. Draw a box around them.
12. Now listen as the teacher and other volunteers read the passage aloud.
13. Complete a writing assignment. Give the article a different ending paragraph. Write a summary of the article. Use the title to help write a main idea sentence. Choose a few main thoughts about what the writer presented. You must paraphrase them by using your own words to tell what the author said. Do not include details, only use big ideas from the article.

Which of These Vocabulary Words Do You Already Know? Circle Them.

<table>
<thead>
<tr>
<th>Word</th>
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<tr>
<td>abandoned</td>
<td>anthropologist</td>
<td>Olmec</td>
<td>Negroid</td>
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<tr>
<td>dental mutilation</td>
<td>crania</td>
<td>colossal stone heads</td>
<td>814 B.C.</td>
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<td>Nubian pharaohs</td>
<td>Phoenicians</td>
<td>cooper and copal</td>
<td>pendants and headdresses</td>
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<td>Atlantic expeditions</td>
<td>West African caravan trade</td>
<td>conveyor belts</td>
<td>radiocarbon datings</td>
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ART APPRECIATION:
COMPARE ARTIFACTS FROM DIFFERENT CULTURES LOOK AT THE PICTURES BELOW.

These drawings show a mask of King Tutankhamen of Egypt, a mask of an Olmec King, and a mask of a Mayan king.

What are 3 ways that these masks are similar? What could explain the similarities?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

How are they distinctly different?

_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

ON ANOTHER SHEET OF PAPER:
Draw replicas of the images on another sheet of paper and label them. Write a paragraph about where the masks were found and what archeologists believe about each of them. Each paragraph should include answers to these key questions, “who, what, when, where, why and how?” These words may not be used in the paragraphs, but the answers to these questions should be apparent to the readers.
Palenque is a Mayan city in Mexico that has a direct relationship to the ancient Olmec civilization. This great Mayan metropolis also has an indirect relationship to Africa. The people of Palenque believed that they are descended from a group called Tomoanchan. Tomoanchan means “Feathered Serpent” or “Bird Snake”. Remember the ancient Africans in Egypt and the Olmecs in America? Both wore the bird and the snake on their headpieces.

Another important link to Africa in Palenque is the Temple/tomb of the Inscription. This interesting Temple was built about 500 years before the Christian era (B.C.E.). The structure combined the technical genius already firmly established in La Venta. The Temple/Tomb of the Inscription was a step pyramid that had a temple on top and a tomb contained within the “King’s Chamber”. It was built on the same north to south axis like other pyramids in Mexico and in Africa. The engineers of this temple also utilized the African protective principles of false passageways and poisonous room that would kill the first who invaded the pyramid.

The pyramid of Palenque was comprised of many steps. Each step was related to a mathematical, astronomical, astrological, and even theological principle. For example, buried within this pyramid, archeologist found a model of an Egyptian dog. The ancient Africans name this canine, “Anubis,” “Protector of the Ancestors.” This Temple was also a tomb for the Tomoanchan (Priest-King). Like the great pharaohs of Egypt and Nubia, this Mayan king was buried with an elaborate ceremony. Mayan glyph writing point to the fact that the sacred Egyptian burial ceremony called, “Opening of the Mouth”, was performed on the Mayan High Priest. The manner in which this Mayan king was buried, resembled the way Pharaoh Tutankhamen of Egypt’s 18th Dynasty was buried. The Mayan king was laid to rest with the same types of jeweled ornaments as the African pharaohs of the golden age of Egypt. The indigenous Americans used jade, the precious gem of the East. Jade was used in place of gold. This Mayan priest-king’s queen and servants were also buried with him. This burial procedure was also an African tradition.

However, a truly remarkable similarity between Egypt and Palenque were the temples that surrounded this magnificent pyramid. Over 400 temples were built...
in dedication to many different facts of life that these indigenous Americans saw around them. For instance, there were temples dedicated to water, air, fire, earth, the sun, moon, and even a temple was constructed to worship the African God, Amen-Ra. Carved on these temple walls were pictograph and glyph writing that were directly influenced by Africa. Although the Mayan people were influenced by many other cultures, within and outside of America, the Egyto-Nubian contact seemed to have had the greatest impact.

The African influence at Palenque is especially evident when we compare the body of the priest-king buried in the Temple of the Inscription with the body of Pharaoh Tutankhamen in Egypt. Both men were buried with facemask, jeweled items, such as toe and finger rings, neck chains, and other beautiful items. In America, the articles were made from jade, while in Africa the items were covered with gold from Ethiopia. The beautiful green jade gem is found along the Central American coastline and deep into the South American continent.

A view of the temples and pyramids at Palenque
**ACTIVITY 1: GEOGRAPHY MAP SKILLS**

**METHODS OF DELIVERY:** Reading a passage and reflecting on questions, partners working together, and map work.

**PROCEDURE:**

**The teacher will:**
1. Read or have students read the Background Information.
2. Provide handouts – Map Skills.
3. Provide handouts – Comparing Pyramids.
4. Begin thinking of ways to showcase what students have learned during their study of the entire lesson on Early African culture.
5. Ask students to work in groups to generate ideas for making a classroom museum that shows the understandings they have gained from each of the 4 parts of the lesson.

**The students will:**
1. Read or listen to the Background Information.
2. Complete handout – Map Skills.
4. Begin working in 4 groups – one for each part of the Lesson and decide how to share with other classes or their parents what they learned during this unit.

**ASSESSMENT:**
- Evaluate work completed on handouts
- Review ideas generated by each of the 4 teams

**STUDENT REFLECTION AND DEBRIEFING QUESTIONS:**

Students will answer the following questions.
1. What was the main point of the lesson?
2. What did I learn that was new information?
3. What connection do I feel to the topic we discussed?
4. What do I believe about the similarities found in the Olmec and Mayan civilizations and the African cultures of long ago?
5. Why do you think some people question if the connections are real, and still debate the validity of the archaeologists’ findings?
6. What will I do differently because of what I learned from this lesson?

**TEACHER REFLECTION:**
1. The student received the necessary materials to complete the lessons.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
4. Students have new understandings about how the ancient Olmec and Mayan civilization are connected to early Africa cultures.
5. Students were provided time to complete a self-reflective assessment activity and were able to answer questions about their progress related to the topic.

**RESOURCES:**
Palenque Park: Temple of the Inscription
http://www.palenquepark.com/inscriptions.htm

**KEY FOR MAP**
Label the map below and locate the following places on the map:
1. Teotihuacán
2. San Lorenzo
3. La Venta
4. Palenque
5. Guatemala
6. Honduras
7. Tres Zapotes
ACTIVITY WORKSHEET 3 – PART 4
SECTION 3: TECHNOLOGY: THE TEMPLE/TOMB OF THE INSCRIPTION - PALENQUE, MEXICO

Name _______________________________  Date ____________________

MAP SKILLS

Label the map below and locate the following places on the map:

1. Teotihuacan
2. San Lorenzo
3. La Venta
4. Palenque
5. Guatemala
6. Honduras
7. El Salvador
COMPARING PYRAMIDS

PALENQUE, MEXICO PYRAMID

STEP PYRAMIDS OF EGYPT

DESCRIBE THE SIMILARITIES AND DIFFERENCES IN THE TWO STRUCTURES.
The first people of Teotihuacán were farmers that wandered into the area near Mexico City about 2,000 B.C.E. They continued their agricultural lifestyle until around 100 B.C.E. when pyramids began to appear. From about 100 B.C.E. (Before the Christian Era) to 700 A.C.E. (After the Christian Era), Teotihuacán became the first major American city and one of the greatest cities on earth. It was larger than Rome and more populous than Greece. Archaeological remains demonstrate that the Olmec (African influenced) world touched the ancient Mayans and led to sound foundations in mathematics, astronomy, theology and engineering. This academic inter-cultural exchange is supported by Mayan and Egyptian glyph writings found throughout Meso-America and Egypt.

During the 25th Dynasty many of the African Pharaohs (Piankhy, Shabaka, Shabataka and Taharka), resurrected and raised monuments to their ancestors of the third and eighteenth dynasties through pyramids and temples. Throughout the Napatan reign new and improved pyramids were built simultaneously in Meso-America, Egypt and in Nubia. However, the height of this African genius came to Teotihuacán approximately 600 years after the first Olmec contact in the Gulf of Mexico. It was during this time that the Napatan Kushites brought their culture to the Americas.

After the 25th Dynasty, Egypt never regained her world prominence. Many African scholars believe that the reason for Egypt’s decline was that Nubia never again attempted to re-conquer Egypt. However, before this catastrophe, Africa was able to plant her intellectual seeds in America. It was as if Africa’s sun set in Egypt and became Africa’s sunrise in America. Mayan architects in Teotihuacán planned their city in quadrants before they built it. Teotihuacán was constructed then the people populated the great city. An Avenue of the Dead, similar to the one in Africa, was built between the pyramids of the Sun and the Moon. There are approximately 2,600 buildings with 30 rooms in each edifice. Like in Africa, people lived in an extended family society. Their homes were huge and each house had a patio in the center. There were over 125,000 people living in this pyramid city. Along with the pyramids and houses there were temples and underground passageways very much like the pyramid cities of Saqqara, Medum and Gizeh in Egypt, Africa.
These highly developed people called their Priest/King “Tomoanchan”, which means Bird-Snake. The Africans in Egypt wore the heads of the cobra and the bird on their headdress as a symbol of royalty. Another example of the cross-cultural exchange is that the pyramids of Teotihuacán are located on the same North to South axis as the pyramids of Africa. However, the most remarkable similarity between Egypt/Nubia and Mexico was the pyramids of the Sun and Moon in Teotihuacán.

The people of ancient Africa and America wanted to improve their abilities in agriculture. Mathematicians who calculated the measurements of the pyramids helped the engineers. Astronomers measured the reflection of the sun’s rays on the pyramids which told them what season they were experiencing. Astronomers could then tell the agriculturalists when to plant the Meso-American crops more efficiently. The interdependence of the different fields of education was the ultimate goal of this Meso-American society which aimed to perfect its living standards. This same “Learning to live with one another” philosophy was at the foundation of the African concept of the “Perfect Society.”

When the Aztecs first entered Teotihuacán about 1200 A.C.E., they were surprised to find this pyramid city abandoned. The Aztecs would later record that they had never come upon a city so intact, yet so empty. By the time Cortez arrived with his Spanish fleet in 1519, there were about 125,000 Aztecs living in Teotihuacán. This city existed from c. 100 B.C.E. to 700 A.C.E., but its peak years were between 400 and 600 A.C.E.

Many, many millions of years separate the Laetoli footprints from the birth of Mitochondrial “Eve” found in Africa who was believed to have lived over 150,000 years ago. This Eve is the DNA mother of every human being alive today. Her mitochondrial DNA is in the mitochondria of all humans. Sometime after her birth, Africans began moving across the continent, north, south, east and west. They continued their migration until finally reaching what is now called Euroasia (Eurasia) and the Americas. The DNA link connects us together regardless of skin colors. The dark-skinned travelers changed over a 20,000 year span because of melanin production in people, exposure to Vitamin D, and the amount of ultraviolet light exposure which led to a range of skin tones and pigmentations. However, in spite of any differences in skin tone and experiences, there remains a link between Africa and its history and people from all around the world.
**ACTIVITY 1:** SOCIAL STUDIES: TIMELINE FOR 25TH DYNASTY AND THE TEOTIHUACÁN PERIOD

**METHOD OF DELIVERY:** Reading passage, Student generated products.

**PROCEDURE:**

*The teacher will:*
1. Allow students time to read and listen to background information.
2. Provide students with data for timelines.
3. Allow students time to finalize their plans on sharing what they have learned during the unit on Before America.

*The student will:*
1. Create a timeline of the 25th Dynasty and the Teotihuacán Period.
2. Draw and compare models of the step-pyramids in Teotihuacán, Mexico and Saqqara, Egypt.
3. Draw and label a timeline highlighting the following periods:
   - The beginning of the 25th Dynasty (751 B.C.E.)
   - The end of the 25th Dynasty (654 B.C.E.)
   - The construction of Teotihuacán (100 B.C.E.)
   - Teotihuacán’s “Golden Age” (400-600 A.C.E.)
   - The decline of Teotihuacán (700 A.C.E.)

**ACTIVITY 2:** GEOGRAPHY MAP SKILLS AND ART DRAWINGS OF PYRAMIDS

*The teacher will:*
1. Provide pictures of pyramids - Step-Pyramid at Saqqara, Egypt and the Step-Pyramids of the Sun and Moon at Teotihuacán.
2. Provide paper to complete activity.

*The students will:*
1. Label the major cities in the Gulf of Mexico.
2. Draw the Step-Pyramid at Saqqara, Egypt and the Step-Pyramids of the Sun and Moon at Teotihuacán.

**ACTIVITY 3:** LANGUAGE ARTS WRITING

*The teacher will:*
1. Provide a model template for students to create an analysis of the pyramids.
2. Assign an essay for students to complete on a comparison of the pyramids of Egypt and Mexico.

*The students will:*
1. Write a comparative essay about the pyramids of Egypt and Mexico using the model template as a guide.
   - **PARAGRAPH 1** Model 1st sentence: Main Idea – such as: The continents of Africa and America are the only places where pyramids were built. The pyramids were built at …
   - **PARAGRAPH 2** Model 1st sentence: Details: ______built the first stone step-pyramid. This pyramid …
   - **PARAGRAPH 3** Model 1st sentence: Details: The step-pyramids at Teotihuacán were built in honor of the________ and________________. These pyramids …
   - **PARAGRAPH 4** Model 1st sentence: Details: Some of the similarities of the pyramids in Africa and America are…
   - **PARAGRAPH 5** Conclusion - Model 1st sentence: The most interesting similarity among these pyramids is_________. Add further thoughts about the similarities and differences.

**DIRECTIONS:**
1. Students will write paragraphs that follow the template.
2. Help students see how using this template model can be transferred to other writings that they complete in the future.
3. Students may complete this assignment in class or as a homework assignment.
FOLLOW-UP:
1. Have students finalize their group discussions about what type of culminating activity they will share with others.
2. Make a (museum) display of work created during this unit and invite parents to come and be part of an interactive program where 4 teams, one for each part of the lesson share the highlights of what they learned.

ASSESSMENT:
- Evaluate the timeline students create.
- Analyze written passages developed by students using a predetermined rubric.
- Observe and evaluate how students finalize their plans to showcase their work.

STUDENT REFLECTION AND DEBRIEFING QUESTIONS:
Students will answer the following questions.
1. What was the main point of the lesson?
2. What did I learn that was new information?
3. What connection do I feel to the topic we discussed?
4. What do I believe about the similarity and differences of the pyramids? Are the similarities coincidental?
5. How can preconceived understandings and ideas influence how people interpret history?
6. What will I do differently because of what I learned from this lesson?

TEACHER REFLECTION:
1. The student received the necessary materials to complete the lessons.
2. The students recognized a connection to the lesson topic and were able to see how it related to their lives.
3. The students satisfactorily met the lesson objectives when they completed the assignment, as measured by the related state standards.
4. Students have new understandings about the connections of Africans to the American continents.
5. Students were provided time to complete a self-reflective assessment activity and were able to answer questions about their progress related to the topic.

RESOURCES:
University of Nebraska: Metropolitan Omaha Educational Consortium
Teaching American History
http://www.tahg.org/

University of Nebraska: Metropolitan Omaha Educational Consortium
Teaching Module: The First Americans
http://www.tahg.org/module_display.php?mod_id=151&review=yes
http://www.genebase.com/tutorial/item.php?tuId=17

History for Kids: Kidipede, African History
http://www.historyforkids.org/learn/africa/history/index.htm

National Geographic News, Discoveries Breathe New Life into Human Origins Debate
http://www.genebase.com/tutorial/item.php?tuId=17

NPR: Your Family May Have Once Been a Different Color, February 2, 2009

Edsitement: National Endowment for the Humanities The Aztecs – Mighty Warriors of Mexico
http://www.edsitement.neh.gov/view_lesson_plan.asp?id=446#LESSON4

Crystalinks – The Pyramids of Meso-America (Photographs and Text)
http://www.crystalinks.com/pyramidmesoamerica.html

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