

African Architecture/Navigators/The White House!

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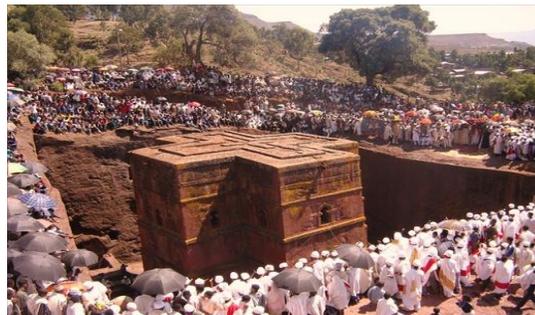
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Ancient African Building Technology / First Boat Builders in Nigeria

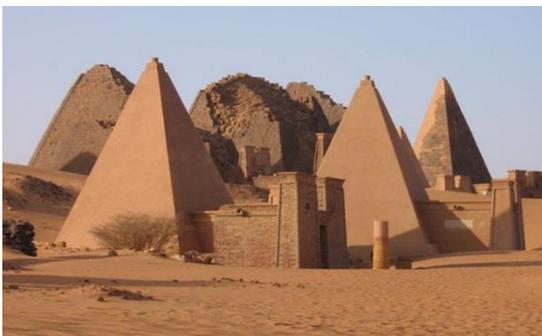
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Castle in Gondar, Ethiopia



Lalibela (Roha), Ethiopia



Pyramids in Nubia



Church in Lalibela, Ethiopia

LESSON 3B | Grades 4-12

African Architecture/Navigators/The White House!

INTRODUCTION AND OVERVIEW: PARTS 1-4

Lesson Duration: 2-4 Class Periods (30-50 Minutes) for Each Section



World's oldest calendar "The Adam's Calendar"



World's oldest boat found in Nigeria



World's oldest stone structure in South Africa



Displayed quarried sandstone by enslaved Africans who built the Capitol in D.C. 1824-1826

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:

Students will study the similarities between ancient people and the technological knowledge that they used to build the pyramids, the twin temples of Karnak and Grand Lodge and the techniques used by enslaved and free Africans to build the White House, Capitol Building and engineering layout of Washington, D.C.

Part 1 Adam's Calendar-Discovering the Oldest Manmade Structure and Earliest Civilization-South Africa's Lost Civilization

Part 2 Black Africans of Ancient Egypt/ First Boat Builders in Nigeria

Part 3 Diverse Architecture found throughout Africa/The Western Migration of those who built the Pyramids to Eastern Countries/Ancient Eredo

Part 4 Africans arrive in America/Use their Technological, Architectural and Astronomical skills toward the building of the White House and the layout of Washington, D.C.

Before American - African Heritage

These standards do not represent all of the standards. They identify the ones most closely connected with lessons found in the Historic Journey Teacher's Curriculum Guide. For more expanded standards refer to the standard pages at the end of the Guide.

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 2014

K-8 History: Historical Knowledge: 5.1.2; 5.1.6; 5.1.13; 5.1.19; 5.1.20; 6.1.1; 6.2.1; 7.1.2; 8.1.28; 8.1.31; Civics and Government: 8.2.3; Geography: The World in Spatial Terms: 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: High School 5.4.1; 5.4.2; 5.4.3; 5.4.4; 5.4.6; 7.4.1; 7.4.3; 7.4.4; 7.4.5; 7.4.6; 8.4.2; 8.4.6; 8.4.10; H.S. Geography and History of the World: GHW-GHW1-Culture Hearths 1.2; 1.3; 1.4; GHW2-World Religions 2.2; 2.3; 2.4; GHW6-Innovations & Revolutions 6.2; 6.3; GHW8-Trade and Commerce 8.1; 8.2; College and Career Ready Standards: History/Social Studies (Integrate in all Lessons 6-12)

Language Arts 2014

CCR Standards (Gr 4-12) are woven into activities: Reading Literature: 5.1.6.1, 7.1, 8.1, Textual Support: 4.2.1, 5.2.1, 6.2.1, 7.2.1, 8.2.1, 9-10.2.1, 11-12.2.1, 4.2.2, 5.2.2, 6.2.2, 7.2.2, 8.2.2, 9-10.2.2, 11-12.2.2, Structural Elements and Organization: 4.3.1, 5.3.1, 6.3.1, 7.3.1, 8.3.1, 9-10.3.1, 11-12.3.1, 4.3.2, 5.3.2, 6.3.2, 7.3.2, 8.3.2, 9-10.3.2, 11-12.3.2, Connection of Ideas: 4.4.1, 5.4.1, 6.4.1, 7.4.1, 8.4.1, 9-10.4.1, 11-12.4.1, 4.4.2, 5.4.2, 6.4.2, 7.4.2, 8.4.2, 9-10.4.2, 11-12.4.2, Learning Outcome for Reading Non-Fiction: 4.1, 5.1, 6.1, 7.1, 8.1, 9-10.1, 11-12.1, Structural Support: 4.2.1, 5.2.1, 6.2.1, 7.2.1, 8.2.1, 9-10.2.1, 11-12.2.1, 4.2.2, 5.2.2, 6.2.2, 7.2.2, 8.2.2, 9-10.2.2, 11-12.2.2, Features and Structures: 4.3.1, 5.3.1, 6.3.1, 7.3.1, 8.3.1, 9-10.3.1, 11-12.3.1, Synthesis and Connection of Ideas: 6.4.1, 7.4.1, 8.4.1, 9-10.4.1, 11-12.4.1, Learning Outcome for Read Vocabulary: 4.2.1, 5.2.1, 6.2.1, 7.2.1, 8.2.1, 9-10.2.1, 11-12.2.1, Vocabulary Building: 4.2.1, 5.2.1, 6.2.1, 7.2.1, 8.2.1, 9-10.2.1, 11-12.2.1, Vocabulary in Literature and Non-Fiction Texts: 4.3.1, 5.3.1, 6.3.1, 7.3.1, 8.3.1, 9-10.3.1, 11-12.3.1, Learning Outcome for Writing: 4.1, 5.1, 6.1, 7.1, 8.1, 9-10.1, 11-12.1, Writing Genres: 4.3.1, 5.3.1, 6.3.1, 7.3.1, 8.3.1, 9-10.3.1, 11-12.3.1, The Writing Process: 4.4, 5.4, 6.4, 7.4, 8.4, 9-10.4, 11-12.4, The Research Process: 4.5, 5.5, 6.5, 7.5, 8.5, 9-10.5, 11-12.5

Language Arts-Common Core 2010

CCR Standards (Gr 4-12) are woven into activities: Literature: Key Ideas and Details: 1, 2, 3, Craft and Structure: 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, 3, Production and Distribution of Writing: 4, 5, 6, Research to Build and Present Knowledge: 7, 8, 9, Range of Writing: 9, Speaking and Listening: Comprehension and Collaboration 1, 2, 3, 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 2016

Measurement: MA.6.GM.1, MA.7.GM.2, MA.7.GM.3

Geometry: MA.5.G.1

Lesson 3 Grades k-12 Problem Solving All Grade levels, Geometry, PS.1-PS.8; G.LP.1-P.LP.5, 7GM.1-7GM.7, G.T.1-G.T.11, G.QP.1-G.QP.5, G.Cl.1-G.Cl.7, G.TR.1&G.TR.2, G.TS.1-G.TS.9, Number Sense 5.NS.1-5NS.6, 6.NS.1-6.NS.10, 7.NS.1-7.NS.3, Measurements and Data All Grades Levels PS.1-PS.8

Lessons 3 PT 1 – 3PT 4 Grades k-12 Problem Solving All Grade levels, Geometry, PS.1-PS.8; G.LP.1-P.LP.5, 7GM.1-7GM.7, G.T.1-G.T.11, G.QP.1-G.QP.5, G.Cl.1-G.Cl.7, G.TR.1&G.TR.2, G.TS.1-G.TS.9, Number Sense 5.NS.1-5NS.6, 6.NS.1-6.NS.10, 7.NS.1-7.NS.3, Measurements and Data All Grades Levels PS.1-PS.8



- [English/Language Arts \(2014\)](#)
- [Mathematics \(2014\)](#)
- [Science & Computer Science \(2016\) \(2010\)](#)
- [Social Studies \(2014\)](#)

[Standards in Your State](#)



[English Language Arts Standards | Common Core](#)
[Mathematics Standards | Common Core State](#)

Indiana Academic Standards
Ethnic Studies
Standards Approved June 2018



*Sandstone Marker Quarried by
Enslaved African Americans*



BACKGROUND INFORMATION: LESSON 3B: INTRODUCTION AND OVERVIEW

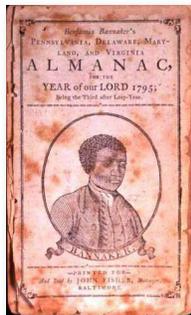
Students will study the similarities between ancient people and the technological knowledge that they used to build the pyramids, the twin temples of Karnak and Grand Lodge and the techniques used by enslaved and free Africans to build the White House, Capitol Building and engineering layout of Washington, D.C.

Current research explains that Egyptians traveled west and populated West Africa. This migratory process would develop the many nations of West Africa, within the countries we today call Senegambia, Mali, Bambara, Yoruba, Ibo, etc. When Africans were stolen from Africa, their descendants would be brought here with their knowledge inherited from Egypt. These black hands would assist in building the most important structures in America.

NEWSHOUR

http://www.pbs.org/newshour/bb/social_issues-jan-june09-slaverydc_01-16/

Black hands not only built the White House in Washington, D.C., but they have also developed the architectural design of the Nation's Capitol. Benjamin Banneker, an African-American descended from the Dogon people of Mali, West Africa, was an astronomer and agriculturalist. Although many give credit to Pierre L'Enfant from France, we now know that whoever designed Washington,



D.C. had to be an astronomer. Benjamin Banneker is credited with creating the first clock in America and he wrote the original Farmer's Almanac. Farmer's Almanacs rely heavily on astronomy and agriculture.

SANDSTONE MARKER



<https://www.aoc.gov/art/other/slave-labor-commemorative-marker>

This marker features a single block of *Aquia Creek* sandstone, which was originally part of the Capitol's East Front Portico, presented on a platform clad in Cedar Tavernalle *marble*. The original chisel marks on the *sandstone* are in view so visitors can see the physical effort required to hew the stone. A hole in the top of the stone was cut to receive a lifting ring used to raise the stone out of the quarry.

The site of the new capital city was located in an area that had few carpenters, bricklayers, stone cutters and other tradesmen necessary to construct such a project. Engineers and architects were brought

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