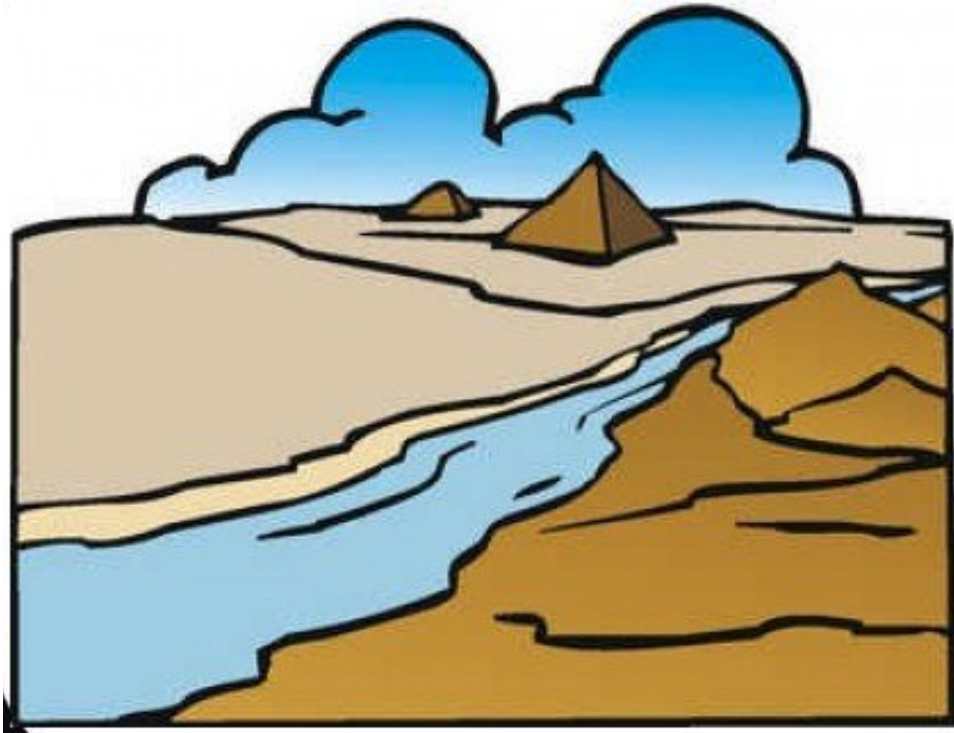


Classical Africa

by Dr. Molefi Kete Asante

Unit 1, Chapter 2

The Nile River



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Notes on scheduling

Although this lesson plan is written for 6 days, we cover this material over the course of 2-3 weeks, usually on a 3-4 day per week schedule. Nothing is rushed and we spend as much time as needed on a subject, especially if we're finding it particularly interesting. Vocabulary tests are given and include spelling. If there's a local museum exhibit that's related then we'll go take a look. Overall, there's lots of discussion and really diving into the material, as the chapters in *Classical Africa* are short and lend themselves to lots of exploring.

Additional Reading:

[The Nile River](#) by Allan Fowler

[We're Sailing Down the Nile](#) by Laurie Krebs

[The Nile: River in the Sand](#) by Molly Aloian

[The Nile \(Great Rivers of the World\)](#) by David Cumming

[What Life was Like on the Banks of the Nile: Egypt 3050 - 30 BC](#) by Time-Life Books

Additional links:

[Egypt's Golden Empire](#) - PBS

[River Nile](#) - DK Findout

[Ancient Egypt](#) - DK Findout

[The River Nile](#) - Primary Homework Help

[The Nile](#) - Discovery Education

[An Introduction to Ancient Egypt](#) - Social Studies for Kids

Additional Videos:

[Nile River - The World's Largest River](#)

[Egypt - A Journey Down The Nile](#)

[Journey Down The Nile River - Amazing Egypt](#)

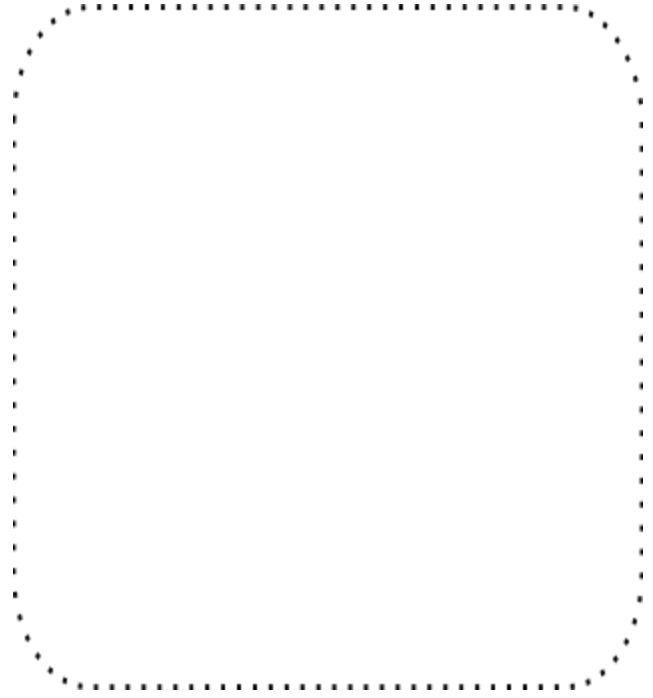
[Inspector Gadget's Field Trip: Egypt - The Nile River](#)

[Africa - Wild Nile](#)

[Ethiopia, Source of The Blue Nile](#) (part 1 of 3)

Day 1

1. Watch this video (6 minutes) on the Nile River - <http://bit.ly/2dwQ4Je> - Take a few short notes



2. Read p.14 through the first 2 paragraphs on p.15

Add **civilization** to your vocabulary index.

3. What are the Nile's two tributaries?

a. _____ b. _____

4. In what country do they come together?

5. Using as many **maps** as you need to, list all 11 countries the Nile River and its tributaries flow through:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Day 2



1. Have a look at this topographical map of Africa. If you have a globe or map available, get it to compare. The **red** star is where the Nile River originates and the **purple** star is where it flows into the _____ Sea.

2. Focusing on the land the Nile travels through, why do you think the river was such a central focus for much of the northeast region of Africa? Write down, and be prepared to discuss, your answer.

3. Would the people who lived in the areas surrounding the southern part of the Nile have relied on the river as much as those in the northeast? Why or why not?

Day 3

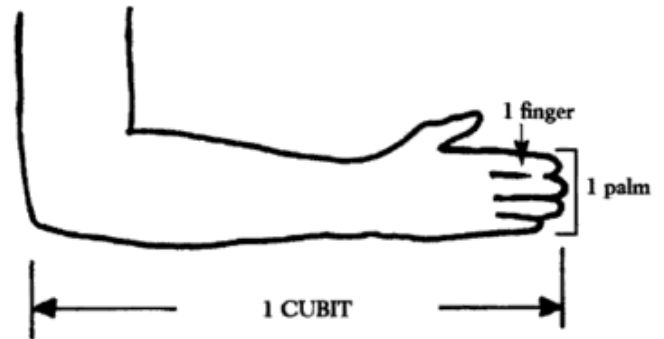
1. Read the remainder of chapter 2, starting where you left off on p15.

Add **drought**, **inundation**, and **emergence** to your vocabulary index.

2. The floods began in June. What do you think caused this annual flooding? (Consider the origin of the river.)

3. What do you think life would have been like during the floods?

4. It took lots of regular measurements to determine if there would be enough flood waters for farming during the next season. The people that measured the waters, scribes, spent years documenting the water levels to determine any patterns. This was the beginning of what we now call **statistics** in math.



The measurements they made were in cubits, palms and digits:

- 1 cubit, is the length from your elbow, to the tip of your middle finger
- 1 palm is the width of your hand
- 1 digit is the width of your finger

1 cubit = 7 palms

1 palm = 4 digits

Measure objects around your home in cubits, palms, and digits. Use this table to record the length of each object.

Object	Cubits	Palms	Digits

5. Have someone help you measure your cubit in inches. Record the number here: _____

The "official" cubit was based on the measurement of an early Egyptian pharaoh. There are about 20.67 inches in a cubit. Compare this to your personal cubit length. Ask to measure a parent or sibling's cubit. Based on your findings, was this pharaoh short or tall? _____

Day 4

The Egyptians has many crops, but they heavily utilized reeds, which grew in huge numbers beside the Nile. Reeds were the material with a million uses: they were turned into mats, baskets and sandals, while the mud they grew in was used as clay for pottery and bricks.

They also had a large supply of papyrus, a plant that grew in marshes and swamps near the Nile. Papyrus was used to make paper. The stalks were sliced into strips: these were then laid over each other and beaten to make a sheet.

Because it could quickly be written on with ink, and easily rolled up and carried, papyrus soon became indispensable. Bureaucrats could now ensure that a famine could be averted and its soldiers properly supplied. Lessons could be learned and knowledge could be stored, bringing Egypt to new levels of efficiency. While its power was based primarily on gold, it was papyrus that gave Egypt its sophistication.

Watch this video on how papyrus is made - <http://bit.ly/2dIkDyQ>

You can make a papyrus-like paper using paper bags.

Supplies

1/2 cup liquid white glue 1/2 cup water 2 paper lunch bags	Wax paper Newspaper Medium bowl or container
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Directions

1. Cover your work surface with newspaper. This allows easy clean up
2. Lay a piece of wax paper on top of the newspaper.
3. Pour approximately 1/2 cup of glue into the bowl. If you plan to make two sheets of papyrus, double this amount.
4. Stir in a 1/2 cup of water into the glue. Mix until the glue and water develop a runny consistency.
5. Tear both paper bags lengthwise into 1/2-inch wide, but long strips.
6. Dip each paper strip in the glue and water mixture to ensure they are fully soaked with the mixture.
7. Lay half the strips of paper vertically next to each other on the paper towel, slightly overlapping their edges.
8. Set the rest of the strips of paper horizontally on top of the first layer of paper-bag strips. The edges of these strips of paper should also overlap.
9. Press and smooth out the paper with your hands to get rid of any excess glue or air bubbles.
10. Set the papyrus away to dry for at least 8 hours. Once it is dry, gently peel it from the wax paper.

Save your papyrus! You're going to use it later!

Day 5

The Negro Speaks of Rivers

Langston Hughes, 1902 - 1967

I've known rivers:
I've known rivers ancient as the world and older than the
flow of human blood in human veins.

My soul has grown deep like the rivers.

I bathed in the Euphrates when dawns were young.
I built my hut near the Congo and it lulled me to sleep.
I looked upon the Nile and raised the pyramids above it.
I heard the singing of the Mississippi when Abe Lincoln
went down to New Orleans, and I've seen its muddy
bosom turn all golden in the sunset.

I've known rivers:
Ancient, dusky rivers.

My soul has grown deep like the rivers.

1. Consider this poem, written by Langston Hughes, a great African American poet. Read it to yourself and then read it out loud. How does it make you feel?

2. Now listen to this recording (<http://bit.ly/2erM6Yz>). After listening to this, how has your perception of the poem changed, if at all?

3. Find the rivers mentioned on a map or globe. Considering the time period Hughes lived in, and his age when he wrote this poem, do you believe he actually saw all of these places? Why or why not?

4. Why do you suppose Hughes chose THESE rivers? What is so special about them, over any of the other rivers in the world?

Day 6

1. Write a news report on something related to this chapter. You are a reporter in ancient Africa and you live along the Nile River. Brainstorm a few possible events you could write about.

2. Narrow down your choices and pick a topic. A good news article answers the 5Ws-1H. Create some rough notes for your article by answering them here:

Who/What is this about? _____

When did it happen? _____

Where did it happen? _____

Why did it happen? _____

How did it happen? _____

3. Now that you have the basic information, you need to beef up the facts to write your article.

Eyewitnesses: These are people near the event that can support your article with their version of what happened. Think about the types of people that would have been around at this time.

Quotes: What do eyewitnesses have to say about what happened?.

Supporting details: More information to detail what happened.

4. It's time to write your article! Be sure you include all of the following elements:

Headline: This is the title of your news article. It should be short, and should catch the reader's attention, while giving a small idea of what the article below it may be about. It's generally not a complete sentence, much like the title of a book.

Byline: This line tells who is writing the article; your name.

Location: Placed at the beginning of the article in bold print and tells where the event took place.

Lead paragraph: This is the introductory paragraph of the article and answers your 5W-1H questions. It should also be catchy and leading enough to want the reader to continue after they already have all the details.

Body: These 2-4 paragraphs support the lead paragraph and give more information in the form of explanations, details, or quotes.

Photo: Include a photo (draw or find one to paste) to make your article stand out. Be sure to write a caption so that people know what it is they're seeing.

Assist: Take a look at this article <http://bit.ly/2eAKhEW>. Identify each of the elements above.

Empty rounded rectangular box at the top of the page.

Vertical column of 20 horizontal lines for writing on the left side of the page.

Large rounded rectangular box for a drawing or image, with a smaller rounded rectangular box below it, and a vertical column of 15 horizontal lines for writing on the right side of the page.

