



*A social studies/language arts
program - literature based,
creative, and cross-curricular.*

Kush Program Overview

World History

Ancient Civilizations



WideHorizon Education Resources

Written and Produced by Joyce and David Mollet

W.E.R., 6656 Reservoir Lane, San Diego, CA 92115
Tel/Fax: (619) 463 1270. E-Mail: waldorfedu@cox.net
HomePage: members.cox.net/waldorfedu/weredu/index.html

Contents

	Page
Ancient Civilizations: Kush - W.E. Resource Packs -----	1
Contents of Resource Pack -----	2
 Program Components	
Graphic Overview -----	3
Lesson Guidelines -----	3
Stories -----	4
Information Sheets-----	4
Activities and Assignments-----	5
Guided Reading -----	6
Primary Sources-----	7
Maps -----	7
Dramas -----	8
Research-----	8
Assessment -----	9
 Methodology	
Integrated Studies-----	10
A Program for All Students-----	10
Cooperative Learning -----	13
Linking the Units -----	14
 Comparisons of the Content Standards of the Ancient Civilization of Kush -----	
Letter of Recommendation -----	15
	16

Program Review

The Wide-horizon Education Resources (W.E.R.) program for teaching the Ancient Civilizations, is a comprehensive program offering teachers a creative, imaginative, literature based approach to history-social studies.

It has many features that make it attractive to both students and teachers.

- The program is offered in modular format. This allows teachers to be selective in the modules they decide to use. Teachers are also able to work either sequentially or selectively through the program.
- Stories form an integral part of the teaching methodology and the authors work closely to the premise that history is a story well-told.
- Great care has been taken with the readability level of the text making it easily accessible to students.
- Assignments are very varied in their degree of difficulty and in the nature of the work involved, making them suitable for students of a wide range of aptitudes, abilities, temperaments and with a variety of learning styles.
- Drama and *Readers Theatre* are used as tools of instruction making the teaching and learning process both enjoyable and effective.
- Staff development, including induction courses and workshops, is conducted by the coauthors, Dr. David Mollet and Joyce Mollet. Both presenters have long experience as classroom teachers and as teacher educators.

In both our workshops and teaching packs we keep the balance between creativity and accountability. We address the importance of developing the academic content and skills standards of students without sacrificing imaginative and creative lessons.

WideHorizon Education Resources (W.E.R.) Resource Pack for the Ancient Civilization of Kush

WideHorizon Education Resources (W.E.R.) offers teachers a program based on **proven curriculum innovation** that comprehensively covers the ancient civilization of Kush.

A Classroom Pack contains:

- a Teacher Guide;
- 35 Student Reference Books (non-consumable);
- 35 Papyrus with Outline Illustration;
- a Master Color Guide;
- a selection of Blackline Masters;
- Colored Reproductions.

A Starter Pack contains:

- a Teacher Guide;
- 1 Student Reference Book (non-consumable);
- 1 Papyrus with Outline Illustration;
- a Master Color Guide;
- a selection of Blackline Masters;
- Colored Reproductions.

Kush contains two modules, with five lessons in each.

A lesson is usually longer than a class period.

Many lessons cover 2 or more class periods.

W.E.R. Packs available:

Unit 1 Prehistory/Early Humankind

- Module 1 Understanding the Past
- Module 2 Cro-Magnons and Neolithic Farmers

Unit 2 Mesopotamia

- Module 1 Geography and Early History
- Module 2 Sumer
- Module 3 Writing and Mythology
- Module 4 Law and Religion
- Module 5 Empires of Assyria and Babylonia

Unit 3 Egypt

- Module 1 Gift of the Nile
- Module 2 Beliefs and Practices
- Module 3 Life in Ancient Egypt
- Module 4 New Kingdom

Unit 4 Kush

- Module 1 Geography and Early Kush
- Module 2 An Independent State

Unit 5 Israelites

- Module 1 Patriarchs, Judges and Kings
- Module 2 Prophets and Priests

Unit 6 Greece

- Module 1 Geography and Early Greeks
- Module 2 Athenian Government and Law
- Module 3 Athens and Sparta
- Module 4 Mythology

Unit 7 India

- Module 1 Indus Valley Civilization
- Module 2 Later Empires

Unit 8 China

- Module 1 Early China and the Shang and Zhou Dynasties
- Module 2 The Qin and Han Dynasties

Unit 9 Rome

- Module 1 Geography and Early Rome
- Module 2 The Republic and Pax Romana
- Module 3 Life in the Roman Empire
- Module 4 Christianity and the Fall of Rome

Email tei@cox.net for **three free sample e-lessons** from Prehistory/Early Humankind, Mesopotamia, Egypt, Kush, Israelites, Greece, India, China and Rome. See <http://members.cox.net/e-lessons/> for list and instructions.

Contents of the Resource Pack

Teacher Guide

The Teacher Guide contains:

- the complete text from the Student Reference Book;
- teaching notes for every lesson (named *Lesson Guidelines*, these notes precede the lessons in each module);
- suggested answers for the questions in the student assignments;
- suggestions for class and group discussion;
- a monitoring and assessment rubric for a targeted assignment in each module;
- a matrix for recording one form of monitoring;
- a packet of blackline masters ready for duplication (these blackline masters are also included in the text and supplied, where appropriate, with suggested answers);
- colored reproductions for use in particular assignments.

Student Reference Book (nonconsumable)

The Student Reference Book contains:

- information text, named *Student Information Sheet* (SIS);
- activity pages, named *Student Activity Sheet* (SAS);
- stories;
- dramas.

Each page is clearly labeled with icons that inform students of the nature of the text or assignments.

Papyrus

A sample of authentic papyrus, imported from Egypt, is supplied for each student. The student's papyrus has an outline illustration suitable for painting and a master color guide is also provided.

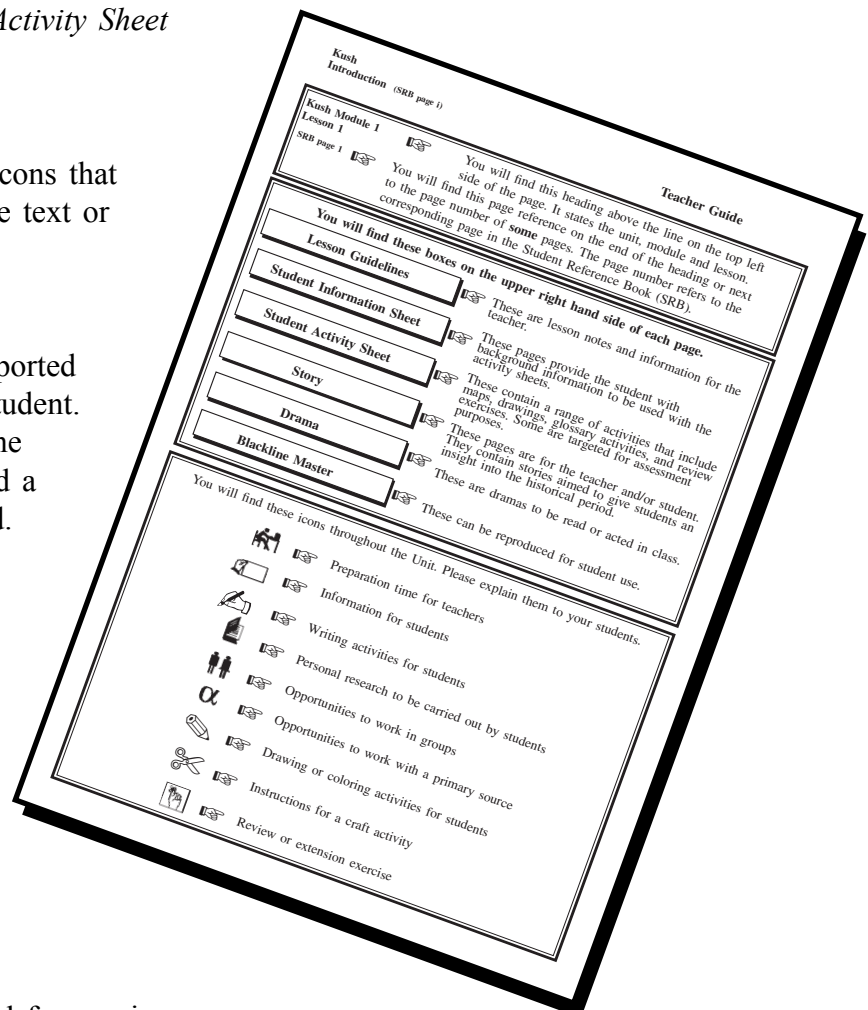
Blackline Masters

A packet of blackline masters is supplied in the Teacher Guide. The students use these in various assignments to:

- record answers;
- prepare a text for *Readers Theatre*;
- facilitate craft or art work.

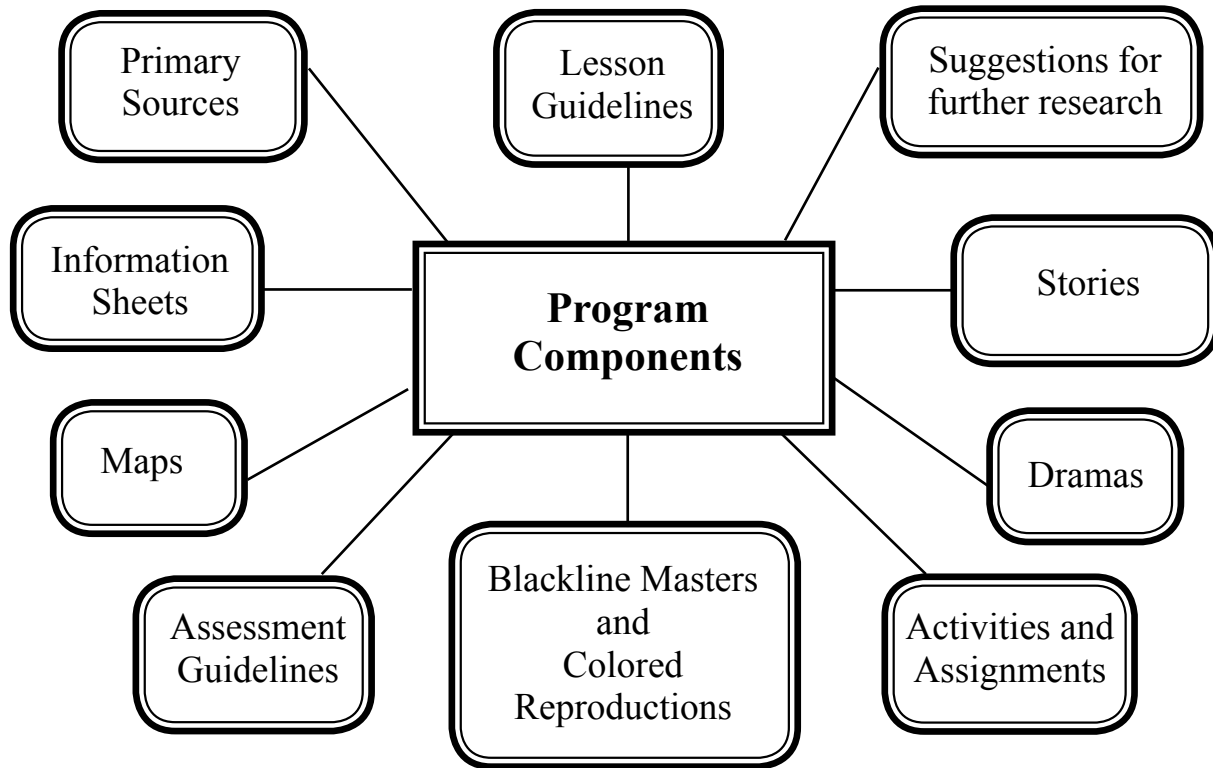
Colored Reproductions

Colored Reproductions are provided for use in specific assignments. These encourage students to develop their knowledge through visual learning.



Program Components

This graphic overview summarizes the different types of components found in the WideHorizon Education Resource Pack on Kush. Information on each follow.

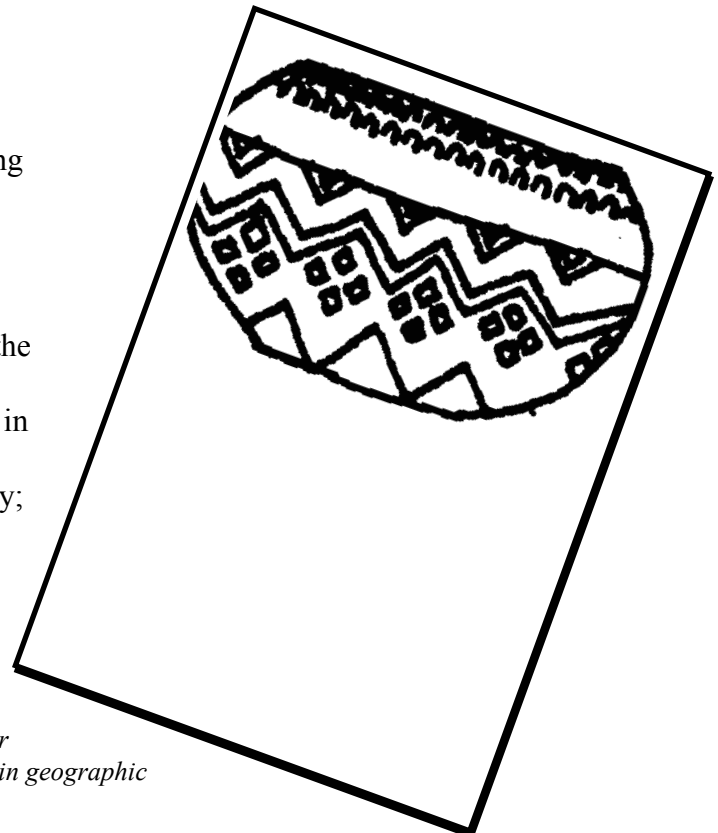


Lesson Guidelines

In the *Teacher Guide* each module begins with *Lesson Guidelines*. These contain teaching notes for every lesson.

These notes:

- ▣ identify the goals of the lesson;
- ▣ identify the skills that are developed in the lesson;
- ▣ provide suggested answers for questions in the assignments;
- ▣ give background information as necessary;
- ▣ make reference to additional resources suitable for the lesson;
- ▣ suggest an outline plan for the lesson.



The lesson that accompanies this graphic sheet introduces the study of Kush and is found in the Lesson Guidelines. The illustrations show evidence of similar hair braiding in ancient Kush, modern Sudan (which is the main geographic location of ancient Kush), and modern day America.

Stories

In W.E.R. Packs, information is presented to students in three main ways; through *Student Information Sheets*, drama and through stories.

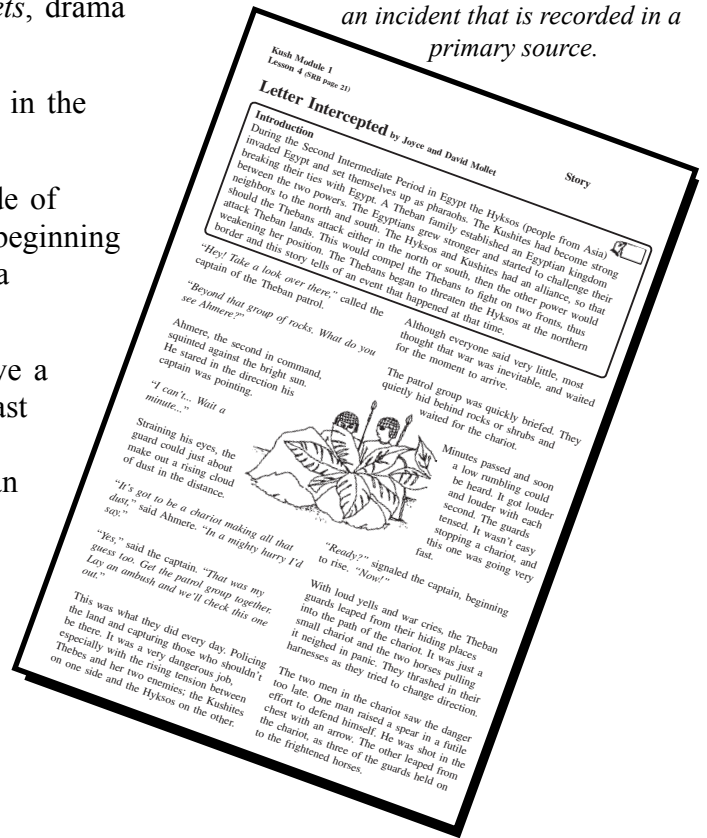
The genre of storytelling as an essential element in the methodology, and is used for a variety of reasons.

Storytelling is common to all cultures. As a mode of transmitting knowledge it has been used from the beginning of our cultural development, and has always been a powerful tool for understanding.

The authors advocate that storytelling should have a similar place in the teaching process today as in past times; that it becomes an important element in the methodology of teaching, and that it should form an integral part of lesson planning.

Listening to a story involves more than just a cognitive understanding of what is being said. It involves the feeling life and imagination and as such is a very effective mode for encouraging active participation in learning.

This sample story from Kush deals with the period when three powers existed along the Nile; the Hyksos, the Thebans and the Kushites. The story is based on an incident that is recorded in a primary source.



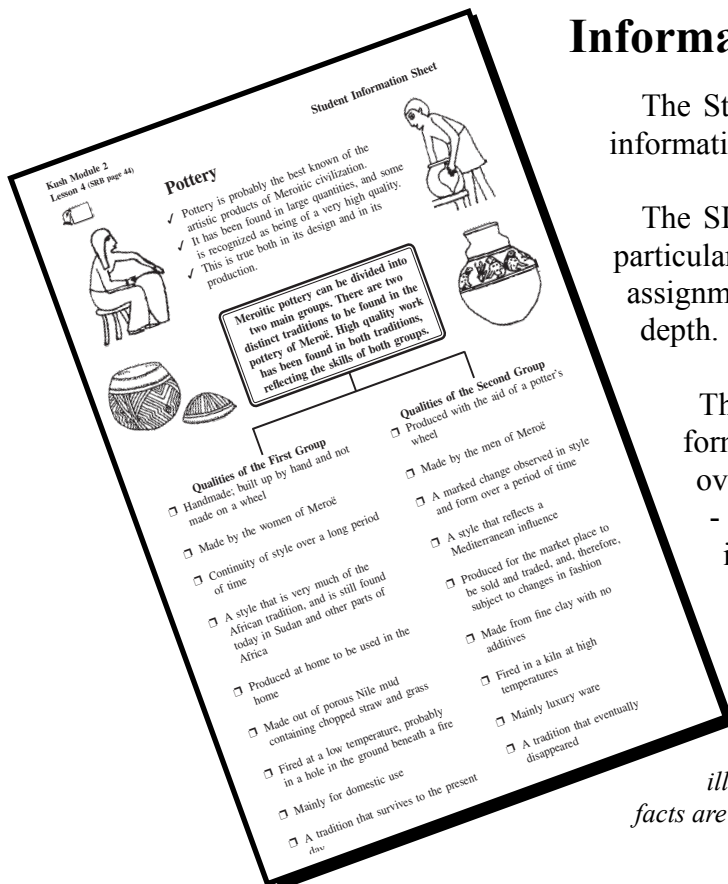
Information Sheets

The Student Information Sheets provide basic information and supplement the stories and dramas.

The SIS often provides an overview of a particular historical period, whereas the story and assignments study aspects of the period in more depth.

The material is presented in different formats, for example, text, diagrams, graphic overviews, graphs, maps, illustrations, - whichever format helps to convey the information more clearly.

In this sample the information is provided simply and concisely. Two traditions in Meroitic pottery are compared. The illustrations show examples from each and the facts are organised in a table.

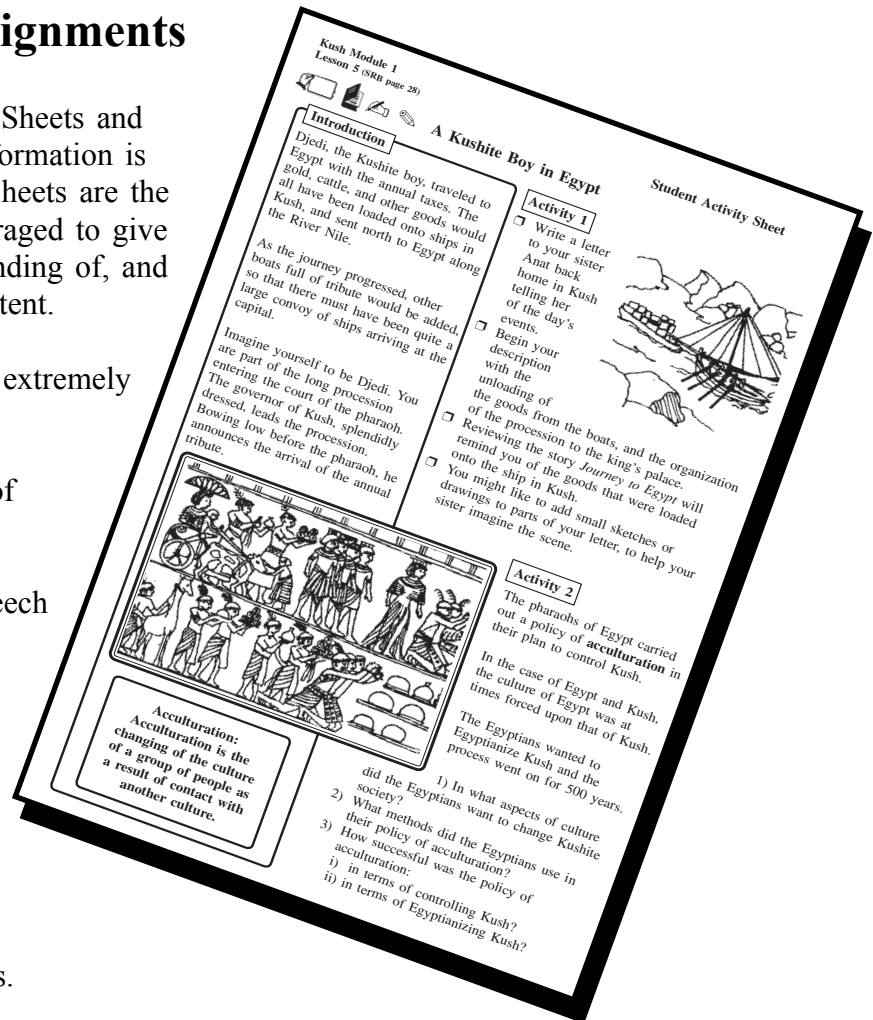


Activities and Assignments

Whereas the Stories, Information Sheets and Dramas are the means by which information is presented to students; the Activity Sheets are the means by which students are encouraged to give expression to, extend their understanding of, and interact with, new concepts and content.

The nature of these activities is extremely varied. They include:

- working through different types of writing assignments
 - simulations
 - preparing and giving a public speech
 - working with mathematical concepts
 - craft projects
 - listening to music
 - using illustration as a means of recording
 - artwork
 - working with a graphic overview
 - using a matrix
 - using skills from other disciplines.
- There are many more.



Some of the different writing assignments found in the Activity Sheets in Kush

- | | |
|---|---------------------------|
| 1. Imaginative writing. | Module 1 Lesson 4 page 32 |
| 2. Labeling maps. | Module 1 Lesson 1 page 9 |
| 3. Writing a story. | Module 1 Lesson 4 page 32 |
| 4. Note writing. | Module 2 Lesson 1 page 46 |
| 5. Making a list. | Module 2 Lesson 4 page 66 |
| 6. Presenting information with a series of drawings and captions. | Module 1 Lesson 2 page 19 |
| 7. Writing a report. | Module 1 Lesson 1 page 13 |
| 8. Letter writing. | Module 1 Lesson 5 page 38 |
| 9. Labeling a drawing. | Module 2 Lesson 4 page 66 |
| 10. Creating poems. | Module 2 Lesson 2 page 54 |
| 11. Writing clear and simple instructions. | Module 2 Lesson 4 page 66 |
| 12. Presenting an argument in a written speech. | Module 2 Lesson 3 page 59 |
| 13. Summarizing. | Module 1 Lesson 1 page 13 |
| 14. Writing a drama. | Module 2 Lesson 5 page 76 |
| 15. Presenting a "compare and contrast" report. | Module 2 Lesson 4 page 70 |
- All pages refer to the Teacher Guide.

Guided Reading

Some Student Activity Sheets take the form of *Guided Reading*.

These accompany the stories and offer assignments and activities that develop critical thinking skills, language arts skills and suggestions for further research.

Expedition to Jebel Barkal
 This assignment accompanies the story *Expedition to Jebel Barkal*.
 When archaeologists want to solve a problem they draw upon a number of "tools" to help them. These tools include:
 • the evidence at hand;
 • education and training;
 • past experience;
 • creative and imaginative thinking.

Answer these questions before reading

- 1) From the title and the first paragraph what do you expect this story to be about?
- 2) When did the events of the story happen?
- 3) Where is the story located?

Answer these questions during the reading of the story.

4) Stop reading just before the heading "Finding the hieroglyphs." Draw a sketch of the mountain and pinnacle as you imagine it.

If your imaginary picture changes as you continue to read the story, stop and make adjustments to your drawing.

Alternatively, create a new picture.

5) Stop at the first mention of a Kushite king. You have read of this king before. Who was he?

Answer these questions after reading the story.

- 7) The priests were powerful people and had a great deal of influence in Kushite society.
 - a) What was the problem that Timothy Kendall solved?
 - b) Select short quotations from the story that give us evidence of Timothy Kendall using the four "tools of archaeologists" to solve the problem.

Answer these questions when you read the text once.

- 6) Return to the part of the text where Timothy Kendall solves a problem related to some evidence they discover.
 - a) Find an example in the story of the power of the priests.
 - b) Explain how the priests might have misused their power in this particular situation.

In this Guided Reading questions are posed to be answered before reading the story, during the reading and re-reading, and also after reading the story.

This Guided Reading from Module 2 requires students to make inferences in order to answer the questions; they also compare and contrast two rulers from two ancient civilizations, Akhenaten from Egypt and Arkamani from Kush.

Primary Sources

Unfortunately, primary source texts from Kush are not available to us at present. The reason for this is that the spoken language of these people is unknown to scholars today and it does not bear any resemblance to a modern language.

For example, we have many examples of Meroitic script but the meaning of the text remains a mystery. However, when these texts are eventually translated a wealth of information will become available to us.

At present, therefore, we are dependent on sources outside Kush. For example, the information for the lesson on Piye (Piankhy) is based on a primary source that is a stele inscription. This information is given both in the story and in the lesson guidelines (page 39).

Please note

Primary source, as a topic, is dealt with in the lesson *Historical Sources* in the first Unit *Prehistory/Early Humankind*. Thus, students understand the meaning of working with a primary source from the outset of the program. This topic is returned to, when appropriate, in other Units.

Kush Module 2
Lesson 1 (SRB page 31)

Story

Piye: Ruler of Kush and Egypt by Joyce and David Mollet

It was a prosperous time in Kush. Egyptian administrators had long gone from Kush, and a strong Kushite king ruled from the capital city of Napata.

Encouraged by the priests of the god, Amun, in Egypt, Piye led his army north. He took control of Upper Egypt. Gradually he moved further north, defeating one by one, the weak kings of Lower Egypt.

In the 21st year of Piye's reign, a young Libyan prince was claiming territory in the north. His name was Tefnakhte and he was a proud young man with a mighty army. Moving south, he conquered every city he came upon.

One day, Piye's messengers came to him with news that Nemrat, a supporter of Piye, had deserted him and was now supporting Tefnakhte.

"What?!" roared the king in disbelief. "No man, shall defy the will of god without punishment!"

Kush was no longer a defeated nation, forced to accept an Egyptian religion; it was now the protector of this religion.

No one condemned the Egyptians more for moving away from their traditional ways than Piye, the Kushite king. He was a righteous man; stubborn at times, but fierce and loyal to his gods.

Piye saw that Egypt was in a state of religious neglect.

"It is my duty to restore Egypt to the ways of Amun," he declared. "This is my destiny."


Soon he had massed a great army. These were not mercenaries, but his own loyal men.

And so it was that war was declared upon Tefnakhte in the city of Hermopolis. The ruler of Hermopolis, Nemrat, thus found himself defending his city against Piye.


Although Piye was a warrior to be feared, he was not ruthless. Just as he lived his life according to a moral code, so he carried these rules into battle.

Piye prepared his army for battle. Standing before his men he announced,

"We will fight according to certain rules. We will not take the enemy by surprise."



Cartouche (kahr toosh) of Piye (Piankhy)



Relief carvings on the walls and pylons of the pyramids in Kush give us a likeness of the kings of the period.

Maps

Maps are used throughout the Unit.

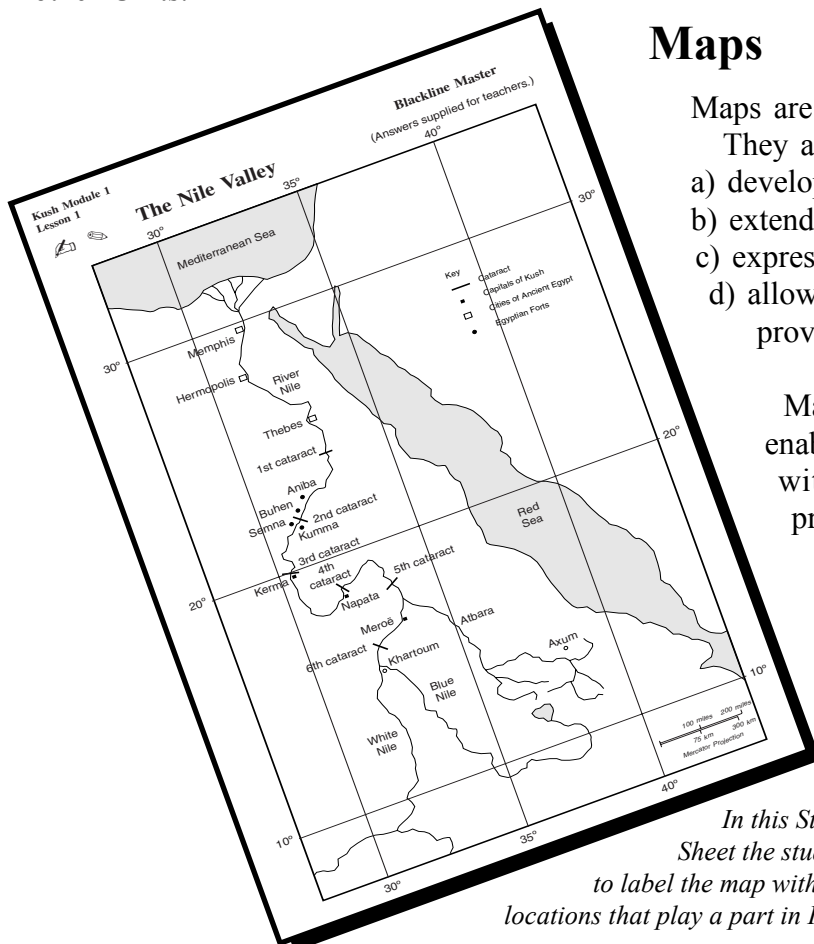
They are used to:

- a) develop map and globe skills;
- b) extend the information provided;
- c) express more clearly the information provided;
- d) allow students to act on the information provided.

Many maps are included as blackline masters, enabling the teacher to provide each student with a copy on which to record work in progress.

Grids, legends and keys are included on all maps where appropriate.

Many outline maps are provided. Copies in the Teacher Guide contain answers to questions in the assignments; the student receives copies of the blackline master on which to write their answers.



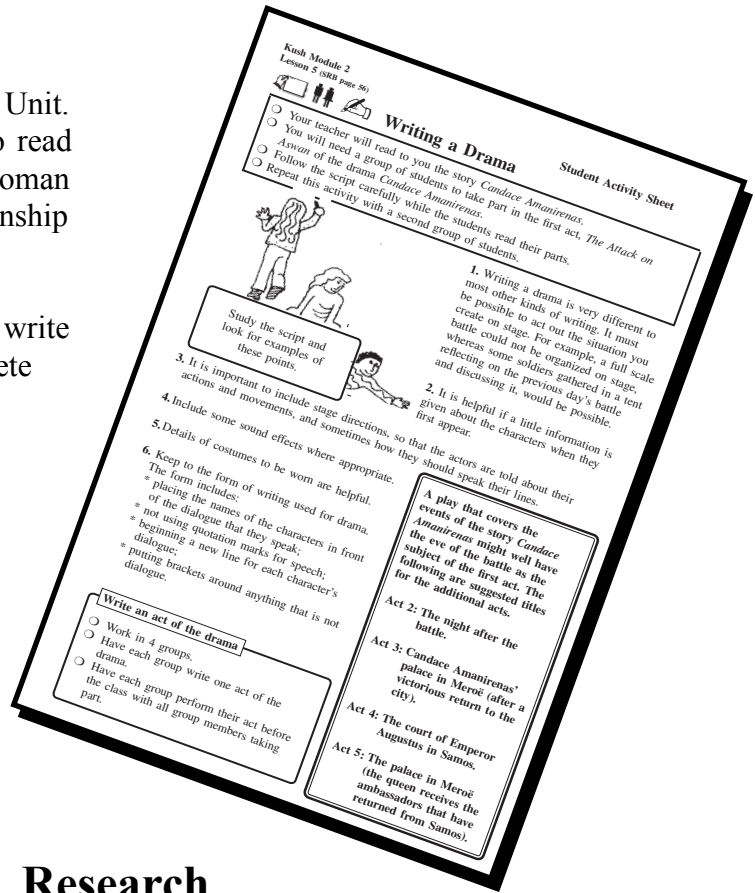
In this Student Activity Sheet the student is invited to label the map with features and locations that play a part in Kush' history.

Dramas

A drama is provided at the end of the Unit. The first part is written for the students to read or perform. It deals with the period of Roman occupation along the Nile and the relationship between Kush and Rome.

Later, students are given guidelines to write their own drama and are asked to complete the given play by writing and presenting additional scenes.

This sample sheet illustrates the way in which students are encouraged to write their own drama.



Research

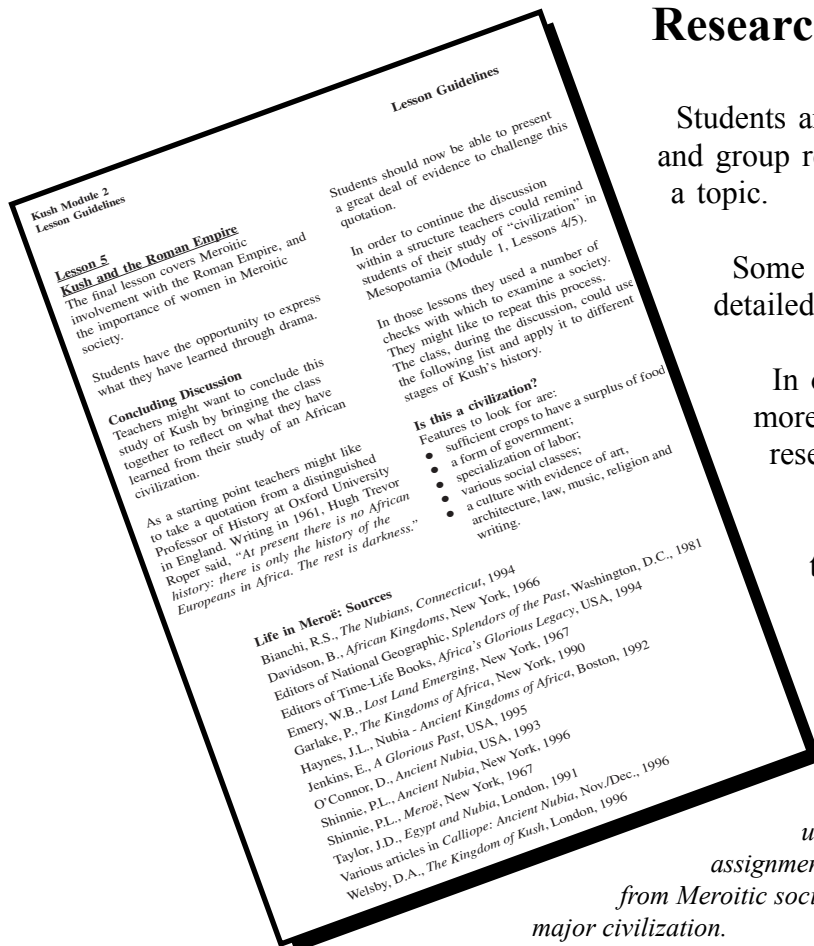
Students are encouraged to carry out individual and group research to extend their knowledge of a topic.

Some assignments provide a structure with detailed guidelines for carrying out research.

In other assignments students are given more freedom to carry out personal research.

This freedom allows each student to work to the extent of their ability, aptitude and interest.

The Lesson Guidelines for this module provide a list of sources that can be used by students to research material for an assignment. The assignment requires them to take evidence from Meroitic society to present a case for describing Kush as a major civilization.



Assessment

The program provides a variety of assessment tools with which teachers may evaluate their students' progress. A range of procedures is suggested in order to meet the need to monitor and assess the wide range of skills and concepts that are developed in the lessons; learning that goes beyond the simple recall of facts.

The core element of the monitoring procedure is the creation of an assessment portfolio for each student. Various components contribute to this portfolio.

1. Targeted Assignments and Assessment Rubrics

In each module an assignment is targeted for monitoring and assessment purposes. A Teacher Guide for assessing the students' work in this targeted assignment is found after the lesson notes for each module.

Assessment may take different approaches depending upon the nature of the assignment and an assessment rubric is provided for each targeted assignment.

2. Assessment Matrix

A matrix is supplied that can be used for each student. It is designed for recording the student's development in a variety of skills and can be used in conjunction with the *Monitoring and Assessment* pages found in each module.

3. Review Exercises

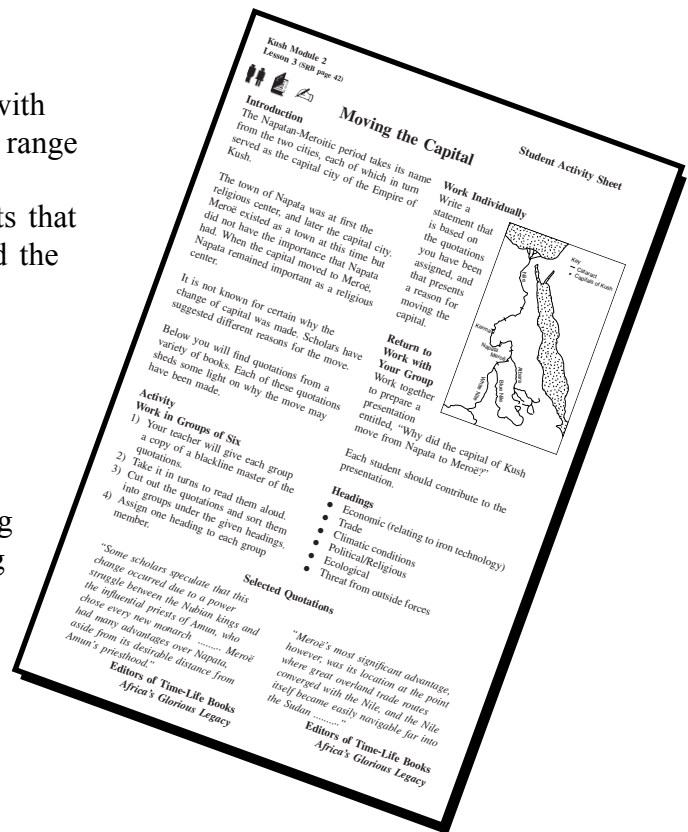
There are review exercises throughout the modules. They come in a variety of formats and many are included as on blackline masters so that each student may have a copy which to record answers.

The exercises are:

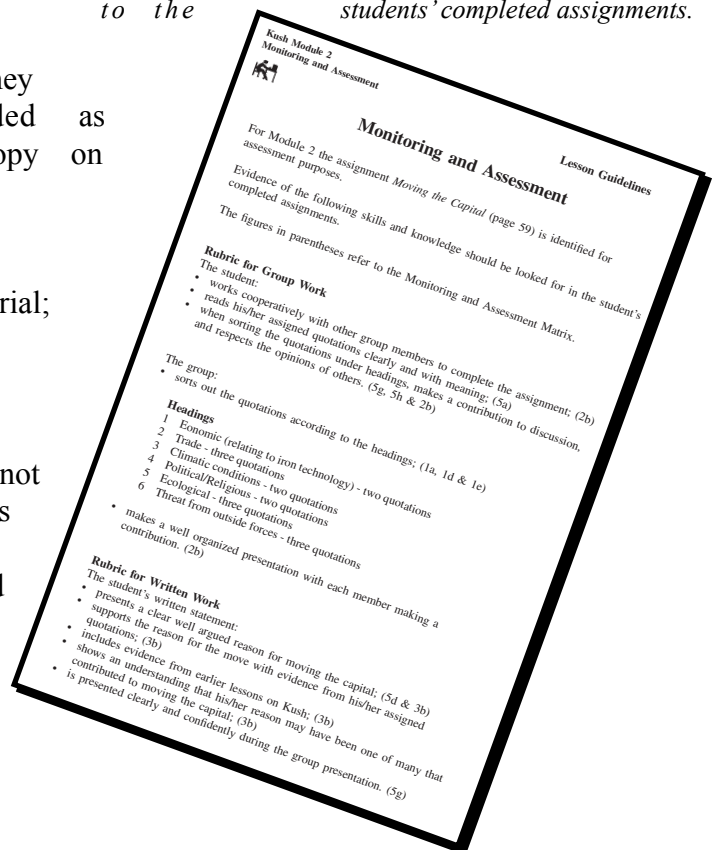
- a means of reviewing the topics studied;
- an enjoyable and interesting way of reviewing material;
- a contribution towards assessment.

4. Guided Reading

The stories are accompanied by *Guided Reading*. The assignments in *Guided Reading* contain questions that not only require the recall of facts but also require students to relate concepts, to think critically and apply a variety of skills to the content of the lesson. Suggested answers to the questions are supplied in the teachers' *Lesson Guidelines* and the student's answers can be used for assessment in the student's portfolio.



In Kush Module 2, an assignment on moving the capital city from Napata to Meroe is targeted for assessment purposes. Students work with a selection of given quotations from a variety of texts in order to understand all the possible reasons for the decision to change location. Teachers are given an assessment rubric that they apply to the students' completed assignments.



Methodology

Integrated Studies

When teaching history/social studies, the picture we attempt to convey to students should be as complete as possible.

For example, a complete picture comes from studying the economics, geography, art, culture, science, mathematics and religion of that civilization.

To achieve a complete study we need to draw upon skills and knowledge from other disciplines and subject areas besides history-social studies, and the Resource Packs are designed on this basis.

In this lesson students integrate language arts when they express what they have learned about Kush's religious center at Jebel Barkal in the form of poetry. They use simile and metaphor to create their poems.

A Program for All Students

WideHorizon Education Resource Packs are already used extensively in schools in the USA, Australia and New Zealand.

The wide variety of material offered in each Unit and the teaching methodology on which the program is based, has resulted in successful outcomes with students of a wide range of abilities.

The authors have designed a program that is accessible to all students. These include students who are challenged in their reading proficiency and in their grasp of concepts.

However, the program also challenges the more able students who need to be stretched in their learning.

There are many features of the program that make it a satisfactory program for all students. These features include:


- 1) visual learning strategies;
- 2) storytelling;
- 3) structured assignments;
- 4) cooperative learning;
- 5) sequencing.

Student Activity Sheet

Jebel Barkal: A Poem

Imagine that you are a pious Kushite traveling to Jebel Barkal to worship at the great temple of Amun.

You have been on your journey since before daybreak, so as to cover as much of the journey as possible before the heat of midday. The sun has been gradually rising in the sky.



You lift your head and your eyes take in the familiar sight of the mountain, Jebel Barkal. Your stomach lurches as a beam of light dazzles your eyes, and causes you to bow your head.

The dazzling light from the top of the cobra-shaped pinnacle reminds you of the great sun god Amun. It is his temple that is the goal of your journey.

Write a poem expressing the feelings of this religious Kushite traveler.

A Simile Poem

When you studied Egypt (Module 2, Lesson 3) you learned about (and created) similes. Now you can create poems with similes.

The simile poem is a convenient form to create a series of "likenesses" and to express a series of word pictures. A basic form of the poem is as follows:

<p>Introduction Simile Simile Simile Conclusion.</p>	<p>In the still of the morning I saw The towering temple like a strict father. The reflected light like a protecting blanket, The river like encircling wings On my journey to the mountain.</p>
--	--

Now it is your turn. Work in groups of three. Try completing these outlines for practice. Have each member of the group complete a line.

<p>In the distance I saw The temple like The city like The mountain like Shimmering in the hot sun.</p>	<p>Along the highway the traveler met Pilgrims like Children like Mothers like Journeying to Napata.</p>
---	--

A Language Variation
To vary the poem you can use a metaphor instead of a simile. You can make this change in some, or all, of the middle three lines.

e.g. "The river like a silver thread," would become "The silver thread river."
"Houses like stacked shoe boxes," would become "Shoe box stacked houses."
"The reflected light like a protecting blanket," would become "The reflected light a protecting blanket."

Initially work together (later by yourself) to create some new poems about Napata and Jebel Barkal. You could extend this to describe events that might have occurred in the city or temple complex.

1) Visual learning strategies

Students with limited English and those who might find the text challenging can be helped through visual learning strategies. Simple illustrations such as those below provide access to understanding the development of water retrieval in the Nile societies. The illustration also provides the opportunity to understand the nature of a cross section diagram.

Student Activity Sheet

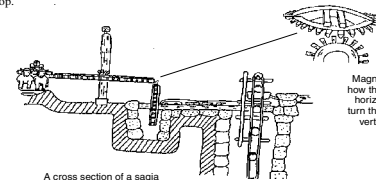
Saqla

How Does the Saqla Operate?
Oxen pull a wheel around that is supported horizontally. This wheel has cogs. These link with the cogs of a second wheel that is supported vertically. The first wheel turns the second wheel.

An axle links the second wheel to a third wheel, so that when the second wheel turns, so does the third. It is this third wheel that carries the pots up from the well and back down again in a continuous loop.

Advantages of the Saqla
The saqla could bring water up from a greater depth than the old shaduf. By simply extending the rope to create a larger loop, the pots could be taken down to a greater depth.

The oxen driven water wheel was far more powerful than a man operated shaduf. This meant that more water could be lifted.



Magnified view of how the cogs of the horizontal wheel turn the cogs of the vertical wheel.

A cross section of a saqla

Choose either Activity 1 or Activity 2

Activity 1

- 1) Your teacher will give you a copy of a blackline master that has an outline drawing of a saqla.
- 2) Review the explanation of how the saqla operates.
- 3) Label the drawing with clear and neatly written labels.
- 4) Make sure that your labeling would allow someone to understand the operation from the labeled drawing alone.

Activity 2

- 1) The saqla was used in Egypt before it was used in Kush.

- 2) Imagine that you are a Kushite traveler in Egypt.
- 3) You have recently stayed on a farm where the saqla was used for irrigation.
- 4) Write a letter to your family back home.
- 5) Describe to them a saqla.
- 6) Explain to them how it operates.
- 7) Include small drawings throughout your letter to help them understand your explanation.

Activity 3

- 1) What were the benefits gained from the introduction of the saqla?
- 2) Make a list of the immediate benefits.
- 3) Create a second list of longer term benefits.

2) Storytelling

One of the characteristics of the program is the importance placed on storytelling.

Presentation of new material through stories allows students to hear unfamiliar words in context.

It gives them knowledge of the vocabulary, syntax and story content before embarking on independent reading. Reading independently is made easier by this preparation.

A number of students have difficulty in

decoding. Listening to a story gives these students opportunities to concentrate on absorbing new information, applying their imagination to the subject, and interacting with the text unhindered by the task of decoding.

Storytelling also enables teachers to use their voice, gestures and facial expressions to help their students understand meaning, and also to maintain interest and involvement.

Kush Module 2 Lesson 5 (SRB page 51)

Candace Amanirenas by Joyce and David Mallet

Introduction
In Meroitic times the Roman Empire was expanding. Egypt had been conquered and was part of the Roman Empire.

In Rome, the emperor Augustus was in control, and in Kush there was a queen on the throne. Her name was Candace Amanirenas. Candace in those ancient times was not a personal name but meant queen or queen mother.

Romans in Command
A man by the name of Cornelius Gallus was in charge in Egypt. Once appointed, he lost no time in gathering an army. He marched southwards to Aswan. Here he negotiated with the Meroites.

After negotiations, the Meroites believed that arrangements remained as before. These arrangements had been that Meroites and Egyptians had equal status in the land between the two kingdoms.

This, however, turned out not to be true. Kushites soon realized that the area was treated by Rome as merely the southern part of Egypt.

When Rome started to collect taxes, the Nubians living in the area complained. Their complaints, however, were ignored and their discontent grew.

They could do little while the Roman had a strong force in a garrison at Aswan, however, the Nubians did not have to wait long.

Nubians Revolt
Their chance came when Roman soldiers in Arabia were attacked. Augustus called on the army stationed at Aswan to help in Arabia.

A large part of the Roman force in Aswan went to fight in Arabia.

Candace Amanirenas immediately gathered an army of 30,000 men. She, and her son Akinidad, organized an attack on the garrison. They defeated the remaining Roman forces.

Kush Victorious
The Kushites sacked the city and tore down the Roman statues. They took Roman trophies back to Meroë.

Story
Candace Amanirenas, angered at the Roman's attitude to her country, took the bronze head from a life size statue of Augustus.

The Meroites returned home, leaving a message for the Romans, warning them to never again tax Nubia.

In a symbolic act of victory, Candace Amanirenas had the bronze head of Augustus buried in the entrance to her palace.

Angered by the defeat, Candace Amanirenas took charge and led her army north once more. They were almost at Aswan when the two powers met.

The general, in charge of the Roman army, arranged for Meroitic ambassadors to travel to the Greek island of Samos. There they would meet with Augustus.

Peace Settlement
At Samos, Augustus and the ambassadors negotiated a peace settlement.

Both sides realized that if the fighting continued it would be a great drain on both Roman and Kushite resources.

The Roman emperor, Augustus, agreed not to collect taxes in Nubia, and Rome and Kush entered trading agreements.

Augustus greatly admired the qualities of the Kushite queen and paid for several temples to be built in Lower Nubia.

For the next 100 years, there was peace between Kush and Rome and trade thrived.

Image 1: A Roman soldier in full armor, including a helmet with a crest, a breastplate, and a shield, holding a spear.

Image 2: A Kushite queen, Candace Amanirenas, wearing a long, pleated dress and a tall, ornate headdress, holding a scepter.

The events of this story provide the material for a drama. Students express what they have learned by performing a drama and then writing further scenes for that drama.

3) Structured Assignments

The way in which assignments are presented to students enables them to complete the tasks with the minimum of teacher involvement.

Every assignment is broken down into smaller subtasks and explained, step by step.

The student is not simply asked to complete a task but guided through the stages to the completion of that task.

Often, a sample answer is provided so that students have a model for their own work.

4) Cooperative Learning

Many of the assignments involve a degree of cooperative learning.

Pairs or groups of students share a task so that each can bring to the assignment their particular strength.

It also provides them with support in developing their weaker skills.

The organization of these assignments is structured so that students are clear about their roles and their responsibilities within the group, and the expected outcomes.

This Guided Reading illustrates the sequence of tasks. The first questions are concerned with the literal recall of the text. Gradually the tasks become more challenging and the later ones require students to apply their critical thinking skills and then to carry out research and go beyond the text.

5) Sequencing

The sequencing of tasks within the assignments benefits all students. In particular, the Guided Reading begins with less demanding tasks, usually requiring literal recall of the text. It then builds upon this, making each consecutive task a little more demanding.

The final task requires students to employ higher order reading skills and calls upon their critical thinking skills.

On occasions, students are asked to go beyond the text and are guided to further research in order to extend their knowledge and understanding.

**Kush Module 1
Lesson 3 (SAB page 18)**

Guided Reading

This assignment accompanies the stories *Life in the City of Kerma* and *A King is Buried in Kerma*, and the SISs *The Kerma Period* and *Pottery in Kerma*.

- Your teacher will provide you with a copy of a blackline master entitled *Life in the City of Kerma*.
 - Review all the material you have on the Kerma society of Kush.
 - See how many circles you can fill with facts about life in Kerma.
- Listen very carefully to the story *A King is Buried in Kerma*.
 - Remember as many details as you can about the burial chamber.
 - Create a drawing of the king's burial chamber, including as much detail from the story as you can.
 - Label all the items in your drawing.
- Although Kush and Egypt were both civilizations of the River Nile, and had contact with each other, they developed quite separately. Each kept their own traditions and customs.
 - This was especially true as far as religious beliefs and customs were concerned.
 - Review what you learned about burial customs in your study of Ancient Egypt.
 - Review the story *A King is Buried in Kerma*.
 - Think about the similarities and the differences between the burial customs of the two cultures.
 - Ask yourself the questions in the box and relate them first to Egypt, and then to Kush.
 - Write a report in which you compare and contrast death and burial in the cultures of Kush and Egypt.
 - Choose an appropriate title for your report.

Questions

- What did the burial tombs look like?
- How was the body prepared for burial?
- What was the person with the person?
- What do the practices tell us about the people's beliefs?
- How were the person's needs met after death?

4) When studying other ancient civilizations you came across a burial custom similar to one practiced by the Kushites.

- What is the custom?
- In which culture is it found?

Cooperative Learning

Where appropriate, activities are organized to be completed in pairs or in small groups. In this way the students can benefit from the advantages of working cooperatively. The advantages of learning in this way are many, but perhaps the main one is the opportunity to develop the skills of social participation.


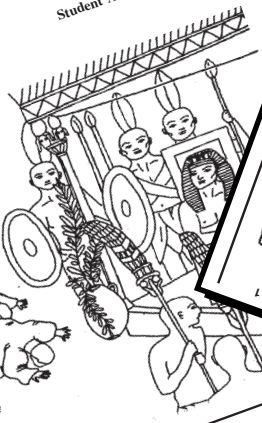
In some of the activities designed for cooperative learning, the roles of the various participants are defined, so that students are able to learn the organizational strategies for this type of structured learning.

Other activities define the tasks to be completed by each participating member. In other words, sometimes the emphasis is on process, and at other times on content.

Student Activity Sheet

Kush Module 2
Lesson 1 (SRB page 33)

Piye (Piankhy)

Activity 1

1) Work in small groups.

2) Study the above illustration of Piye's court.

3) Take it in turns to read aloud the questions set out on the copy of a blackline master that your teacher will give you.

4) Discuss the answers. You will need to carry out research for some of the answers in the spaces provided.

5) Continue the assignment by working independently, and write your answers in the spaces provided.

Activity 2

What conditions existed in Egypt that enabled Kushite rulers to enter the country and take over as pharaohs? Write a description of these conditions.

Activity 3

1) The Kushite rulers who became the pharaohs of the 25th dynasty in Egypt have been described as "impressive pharaohs."

2) What did these rulers achieve that could be described as impressive?


3) Make a list of what they accomplished and write an account of how they gained this reputation.

Blackline Master
(Answers supplied for teachers.)

Kush Module 2
Lesson 1

Piye (Piankhy)

Question 1



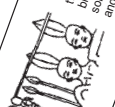
1. The headdress worn by Piye is a double uraeus. What creature does the uraeus represent?
normal Egyptian pharaoh of Kush wore a single uraeus a headdress. What is the reason for this?

1. The men close to Piye have simple linen kilts and shawls.
2. Why do they have an important place in the preceding?

1. Priests naturally been part of Kushite society and would have man and would, therefore, have invoked the representatives of his religion in important occasions.

2. The uraeus had been a symbol worn by Egyptian pharaohs. The explains, however, were one, who Kushite kings had two, symbolizing sovereignty over both lands, Egypt and Kush.

Question 2




These are three figures to the left of Piye. One is his brother and the others are his sons. What are their names and what do you know of them?

1. Priests naturally been part of Kushite society and would have man and would, therefore, have invoked the representatives of his religion in important occasions.

2. The uraeus had been a symbol worn by Egyptian pharaohs. The explains, however, were one, who Kushite kings had two, symbolizing sovereignty over both lands, Egypt and Kush.

Question 3




Who are the men in front of Piye, and what are they doing?

Horses have been brought as a tribute to Piye. Why do you think these were chosen as part of the tribute?

Piye was extremely fond of horses and so this was a gift that one would expect to be brought to Piye. Horses were also very valuable and, therefore, very prized possessions.

Question 4



Piye's brother is Shabaka, and his sons, Shabaka and Tahama. Shabaka completed the conquest of Egypt that Piye had begun. Piye's brother is Shabaka, and his sons, Shabaka and Tahama. Shabaka completed the conquest of Egypt that Piye had begun. Piye's brother is Shabaka, and his sons, Shabaka and Tahama. Shabaka completed the conquest of Egypt that Piye had begun.

The men facing Piye are Egyptian princes who have brought gifts to Piye. They are submitting to his rulership.

This sample of assignments requires students to work cooperatively before they proceed to individual written assignments.

Linking the Units

Linking the Unit Kush with the other Units in the Program.

Throughout the program students are given the opportunity to compare and contrast the different ancient civilizations.

They are encouraged to recognize cross-cultural ideas, traditions, skills and patterns of behavior, and from working with particular themes they build links between the different cultures; examples follow.

Comparing Rulers

The decisions, and relationships with the priesthood, of two rulers, Arkamani in Kush and Akhenaten in Egypt, are compared in *Kush* Module 2 Lesson 4 (see below).

In *India* a comparison is made between Asoka's and Esarhaddon's (Assyria) reaction to involvement in war.

Mesopotamia and Egypt

The script and writing materials of Mesopotamia and Egypt are compared in *Egypt* Module 3 Lesson 3.

Burial Practices

The theme of burial practices is one that is developed throughout the Units.

In *Kush* the burial practices of Kush and Mesopotamia, and Kush and Egypt are compared (see below).

In *China* students compare the terracotta soldiers of a Qin Dynasty tomb with the carved Nubian soldiers of an Egyptian New Kingdom tomb.

Kush Module 1 Lesson 3 (SRA page 16)
Guided Reading
 This assignment accompanies the stories *Life in the City of Kerma* and *A King is Buried in Kerma*, and the SRSs *The Kerma Period* and *Pottery in Kerma*.

Student Activity Sheet

1) Your teacher will provide you with a copy of a blackline master entitled *Life in the City of Kerma*.
 • Review all the material you have on the Kerma society of Kush.
 • See how many circles you can fill with facts about life in Kerma.

2) Listen very carefully to the story *A King is Buried in Kerma*.
 • Remember as many details as you can about the burial chamber.
 • Create a drawing of the king's burial chamber, including as much detail from the story as you can.
 • Label all the items in your drawing.

3) Although Kush and Egypt were both civilizations of the River Nile, and had contact with each other, they developed quite separately. Each kept their own traditions and customs.
 This was especially true as far as religious beliefs and customs were concerned.
 • Review what you learned about burial customs in your study of Ancient Egypt.
 • Review the story *A King is Buried in Kerma*.
 • Think about the similarities and the differences between the burial customs of the two cultures.
 • Ask yourself the questions in the box and relate them first to Egypt, and then to Kush.
 • Write a report in which you compare and contrast death and burial in the cultures of Kush and Egypt.
 • Choose an appropriate title for your report.

Questions
 a) What did the burial tombs look like?
 b) How was the body prepared for burial?
 c) What was buried with the person?
 d) What do the practices tell us about the people's beliefs?
 e) How were the person's needs met after death?

4) When studying other ancient civilizations you came across a burial custom similar to one practiced by the Kushites.
 a) What is the custom?
 b) In which culture is it found?

Kush Module 2 Lesson 4 (SRA page 20)
Arkamani's Stand by Joyce and David Moller
 The priests of the temple of Amun in Jebel Barkal were some of the most important people in the land.
 When a new king had to be chosen these priests turned to the statue of Amun and asked for his choice. They then brought Amun's decision to the people.
 It was also to Amun that the people turned for other decisions. The priests again interpreted Amun's commands.
 On occasions, the priests brought the message that Amun was displeased with a particular ruler.
 The priests then had the power to compel the ruler to commit suicide and make way for a new ruler.

Story/Student Activity Sheet
 Around 270 B.C.E., King Arkamani ruled in Kush. The priests claimed that the god Amun was displeased with him. They announced that Arkamani was no longer fit to rule and should kill himself so that a new king could be chosen.
 Arkamani refused to allow the priests to dictate to him any longer. He gathered his army and in an act of defiance he moved his capital to Jebel Barkal.
 There, he put to rest his capital and his priests.

Priest making an offering of incense from a temple relief

Guided Reading
 These questions apply to the story *Arkamani's Stand*.
 You will not, however, find the answers directly in the text. You will need to:
 • make some inferences;
 • read between the lines;
 • use your imagination.

1) In the narrative what do you learn about the position of priests in Kushite society?
 2) Arkamani's action was a very extreme measure. Give some of the reasons why Arkamani might have taken this action.
 3) When you read the story you learned about the Pharaoh Akhenaten in Egypt. Akhenaten in Egypt, and Arkamani in Kush, had similar experiences in relation to the priests. What are the similarities?

Comparisons of the Content Standards of the Ancient Civilization of Kush						
Content Standard	Houghton Mifflin Text <i>A Message of Ancient Days</i> Boston 1999	Harcourt Brace Text <i>Ancient Civilization</i> USA 2000	McGraw Hill Text <i>Adventures in Time & Place</i> USA 1999	WER Text <i>Ancient Civilization, Kush</i> San Diego 1999	WER Language Arts <i>Ancient Civilization, Kush</i> San Diego 1999	WER Rubrics <i>Ancient Civilization, Kush</i> San Diego 1999
Understanding the period when three cultures held power along the Nile (c.1663 - 1570 B.C.E.). The Kushites ruled the upper Nile. The Hyksos ruled the lower Nile, and an Egyptian family, based at Thebes, ruled between the two.	This period of Kush's history is not covered.	Chapter 4, Lesson 1, pp. 167-170. Factual information - no narrative/story, no language arts component.	Chapter 6, Lesson 3, pp.146-148. Factual information - no narrative/story, no language arts component.	Module 1, Lesson 4, pp. 3-4 and 28-33. Synopsis of this period of Kush's history. Factual information taught through information sheets, narrative/story based on factual events, selection of assignments.	Module 1, Lesson 4, pp.32-33. Assignments to develop literal recall, point of view, and forecasting different outcomes. Students develop these far more easily when using narrative as their starting point.	Module 1, Lesson 4, p.5. Rubrics provided to assess the three given assignments. Extremely useful for those using portfolio assessment.
Understanding the Kushite decision to move the capital city further south from Napata, to Meroë. (c. 300 B.C.E.)	Chapter 7, Lesson 4, pp. 211 - 213. The change of location is recorded but students not required to speculate on the reasons for the move, nor given sufficient information to do this.	Chapter 4, Lesson 2, pp. 176-177. The new location for the capital city dealt with briefly.	Chapter 7, Lesson 2, pp.177-179. The new location for the capital city dealt with briefly.	Module 2, Lesson 3, pp. 41 and 59 - 62. Students work towards understanding the move of capital using a variety of quotations from a large number of authors (provided); authors selected to represent the many theories that have been suggested by scholars in the field.	Module 2, Lesson 3, p. 59. Guided reading of a variety of resource material. Guidance given for assessing the material, organizing the information and working towards a conclusion.	Module 2, Lesson 3, p. 43. Assessment rubrics provided for the group assignment and each student's written assignments. These monitor various skills, including oral presentation and the competent presentation of an argument.

**Keiller Middle School
7270 Lisbon
San Diego, CA 92114**

1 April 1998

To Whom It May Concern

In the Summer of 1997 I attended a workshop run by Joyce and David Mollet of Wide-horizon Education Resources. The workshop was about the teaching of the Ancient Civilizations to middle school students. As a teacher of predominantly African-American students I was interested in finding material which they could relate to. I was delighted to find exactly the right material I was looking for. Not only did I find material that would relate to the mindset of students but I also found extensive coverage of the ancient African civilization of Kush.

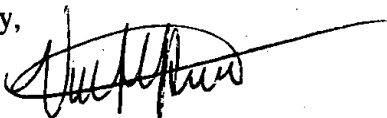
The material is not only a history/social studies program but also a language arts program as well. A great deal of information is transmitted through stories and dramas as well as information sheets. The vast majority of stories are accompanied by Guided Reading assignments.

Joyce and David have devised a program whereby it is very easy to teach basic skills to the students even though they learn them in a very enjoyable way. The Guided Reading Activity Sheets contain a variety of assignments gently guiding the student from simple literal memory recall to complex comprehension tasks. My students responded very positively to these assignments with a corresponding improvement in their literacy skills.

Most of all I was delighted to find extensive coverage of the ancient African civilization of Kush. I believe, just as coauthors Joyce and David Mollet do, that all students, but particularly those of African heritage, should study Africa's oldest interior civilization. Despite considerable research on my part I had failed to find the content I wanted on Kush. I was, therefore, delighted to find their teaching pack on Kush. In this respect the material is unique and I would recommend every middle grade teacher should teach Kush to their students. We shall certainly be availing ourselves of the free workshop on Kush in which teachers are shown on how to best use the teaching pack and also how to meet performance standards and teach basic skills.

Thank you Joyce and David for providing us with material whereby students find learning enjoyable, where basic history and literacy skills are developed, and where African-American students can relate to part of their heritage, a major ancient civilization. I haven't doubt that in the years to come the teaching pack on Kush (and even perhaps the whole series) will become standard works for teachers wanting students to learn about their heritage.

Sincerely,



Vince Riveroll, Grade 6 Teacher/Site Teacher of the Year