

Greetings My Many, Friends, Fans & Literary Supporters,

Thank you for your interest in the uplifting literary historical fiction books written by author Greg "Brother G" Walker. There are now three book series in the African Legends genre: the multiple award winning classic trilogy "Shades Of Memnon," the critically acclaimed "Nimrod The Hunter" book 1 based on the Kushite hero from the Old Testament, and our exciting new book celebrating female heroism and matriarchal power - "Princess Nefertari: Protectress of the Nile.

All African Legends historical novels are suitable for grades 5 and up and were written to restore ignored black history and encourage a sense of cultural self-esteem in African descended youth in a fun and exciting way.

Many teachers, educators and rites of passage programs have expressed interest in purchasing the Shades of Memnon 3-volume series along with the Teacher's Guide. We have Teacher's Guide for Shades of Memnon Books 1 & 2 available for purchase. Teaching guides are also in the works for "Nimrod The Hunter" and "Princess Nefertari." Discounted classroom sets are available.

Author available for school visits and skype talks. Below are links to Brother G speaking on C-Span at Harlem Book Fair, speaking to students and customer reviews on Amazon.com:

<http://www.c-spanvideo.org/program/287796-4>

<http://video.google.com/videoplay?docid=3596705828408030197>

<http://www.amazon.com/Shades-Memnon-Gregory-L-Walker/dp/0966237404>

<http://www.c-spanvideo.org/program/294543-7>

Also included below:

Sales Order Form

Letter of Recommendation

Excerpt from the Teachers Guide

Brother G's Bio

You may pay via PayPal to email address shaimesh@aol.com or you may call the business office with a major credit/debit/atm Card. You may also pay via Certified Check, Money Order made payable to "C3E, Inc."

For purchase of 10 + books, a discount of 10% is automatically applied to the order.

Sista Shai (Shy-ee)

Business Office

718-529-2010 - Office

Shades of Memnon, Nimrod the Hunter & Princess Nefertari



Brother G bio:

Gregory "Brother G" Walker is the CEO of African Legends Animation LTD, a new Bahamian based animation/film/multimedia studio co-owned by Jeffrey Poitier, nephew of the legendary Bahamian actor Sydney Poitier.

Author of the acclaimed "Shades of Memnon" book series, Brother G is also a journalist, African centered researcher and spoken word comedy poet. For the last 24 years Brother G has researched and written a series of historical adventure novels showcasing the legends, culture and spirituality of ancient African cultures: The African Legends Genre.

Awards:

Recipient of the 2009 Octavia Butler Humanitarian Award at Book Expo America
Best New Author of the Year Award at Chicago's Black Book Fair 2000

Brother G's work:

The "Shades of Memnon," three books in a planned 7 book series about the African hero of the Trojan War, are used in schools, rites of passage courses and youth programs nationwide. "Shades Of Memnon was licensed for movie production by the actor Wesley Snipes.

"Nimrod The Hunter" book 1, published in 2011, is based on the world renowned Kushite king from the Old Testament. The book has been licensed by a New York based media company and is in pre-production for a 2016 wide theater release. Official announcements coming soon.

The new "Nefertari: Protectress of the Nile" book series will debut in May 2014 with "Princess Nefertari: Protectress of the Nile." The manuscript, based on the legendary 18th dynasty Egyptian Queen, has already generated interest from actors and film producers.

African Legends Animation is in pre production on "Mazu Mami Wata: Story of the Sea Children" the first epic animated historical fantasy adventure series set in the nation of the Bahamas. [Trailer Link](#)

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Dr. Jim Murray
Area Instruction Officer

Deborah Shurney
Management Support Director

RE: Letter of Recommendation

To Whom It May Concern,

I am writing this letter to recommend the excellent books "Shades of Memnon" and "Shades of Memnon - Book II: RaForce Rising" by local author Greg Walker, also known as "Brother G".

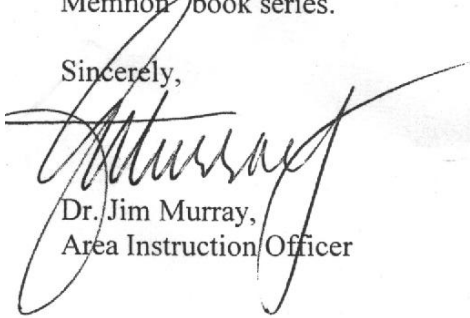
These books are a work of well-researched historical fiction suitable for upper grades through high school reading and social studies courses. I have personally read Mr. Walker's work and found it to be great literature: heroic, exciting and unique. The staff and I utilized these books to great effect at Scott Joplin Elementary School, where I was formally principal. They held the attention of the students very well, especially the boys, who were excited to read about a historical African hero.

Be advised that this book series is based upon the forgotten third book of Trojan War called "The Ethiopis". This book featured Africans coming to the battle of Troy and completes the Trojan War story. If you teach using classic literature like "The Odyssey", "The Iliad", the old English tale "Grendel", or traditional myths and legends, then "Shades of Memnon" should be considered for your curriculum also.

Mr. Walker has also partnered with Dr. Clyde A. Winters, a teacher of 25 years experience in the Chicago Public School system and a Governor's State University instructor, to create a great teaching guide for both novels in the series. Finally, I would like to say that the positive example set by Mr. Walker, a young black man who took many years of his life to produce such great work, is an inspiration to us all.

Thanks for giving me an opportunity to recommend Mr. Greg Walker's and his "Shades of Memnon" book series.

Sincerely,



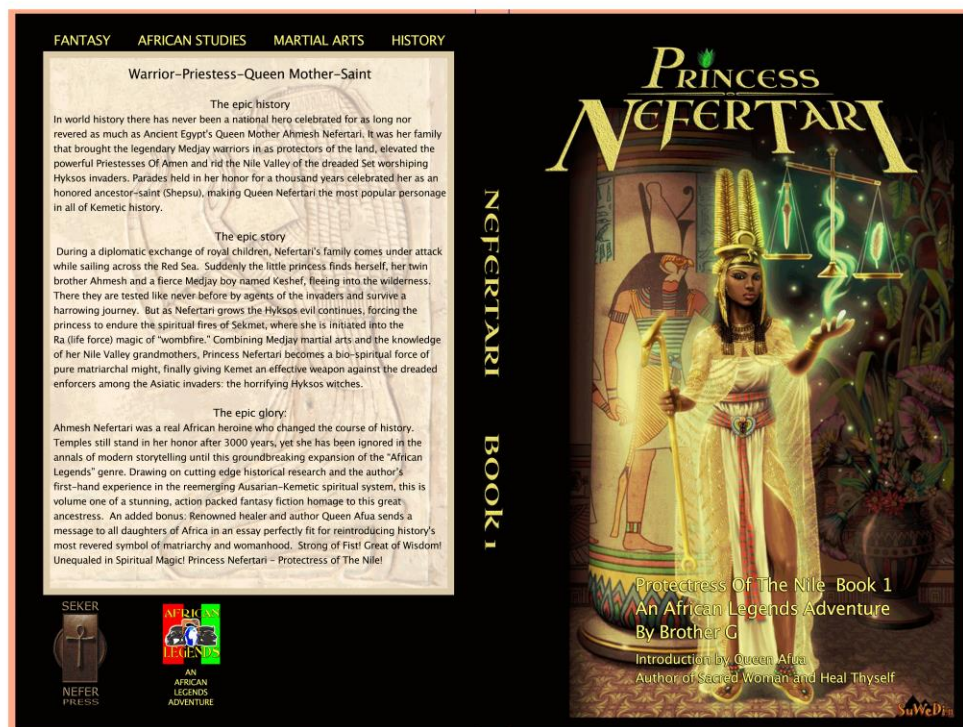
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Area Instruction Officer

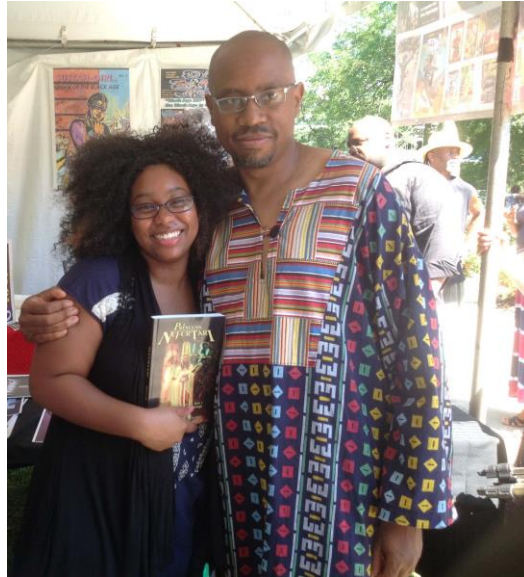
Winner:
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“Finally an accurate portrayal of the many cultures represented in ancient history.”
Amazon.com 4-star review

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“She is one who built a legacy on her words and actions. She is one who was written in the stones of history. She is one who made a place for you to know the way to honor and respect in the world and her name is....Nefertari”

From the introduction by Queen Afua

“Brother G has again mined historical gold and forged it into a rod of modern day cultural relevance, causing literary lightning to strike again!”

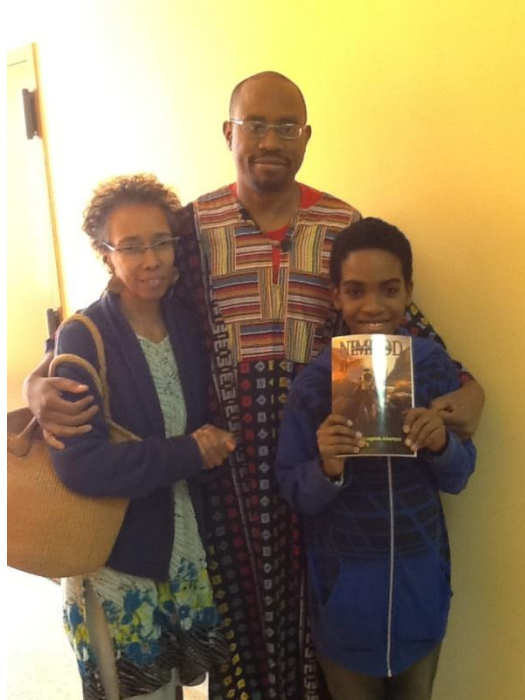
Max Rodriguez , Founder and Publisher of QBR The Black Book Review and The Harlem Book Fair



Available from Ingram Book Distributors and Amazon.com

ISBN #978-0-9662374-1-2

“A fantastical work of art, so captivating and full of surprises and lessons!!! Amazon.com fan review



November 19, 2011 at KamitFest Brooklyn, NY

Gregory "Bro. G" Walker debuts "Nimrod the Hunter," his latest epic about a young boy who transcends blindness and despair through his faith in God and becomes a renowned biblical hero! Parents, teachers and fans agree that Brother G, winner of the 2009 Octavia Butler Humanitarian Award for his "Shades of Memnon" series, writes the most powerful and positive historical adventures on the market, especially for black youth!

Contact: greg.brotherg@gmail.com

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Shades of Memnon Book 1
Teaching Guide

By Dr. Clyde A. Winters, PhD

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See rear section of guide for Rubrics and more charts and graphics

Permission given to photocopy charts and graphics for educational use

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A Letter to My Colleagues

Dear Colleagues:

I am pleased to join you in the education of your students. This brief letter is written to tell you a little about the Teaching Edition of *Shades of Memnon 1&2*. This state of the art Teacher's Edition of *Shades of Memnon 1&2* provides you with ideas and lesson plans that can assist your use of this text in your Language Arts or Social Studies programs.

Each lesson plan for the individual chapters of *Shades of Memnon 1&2* use the FWKWC method of learning and instruction. These letters stand for (F)luency, (W)ord (K)nowledge, (W)riting and Comprehension. The lesson plans are written to encourage students to apply FWKWC to mastering the necessary reading and writing skills required for full participation in the information rich 21st Century.

These lessons conform to National Language Arts and Social Studies Standards. In the Teacher's Edition there are motivational approaches that encourage learning, and clearly stated objectives for each chapter that will stimulate students to learn while they gain valuable skills that will help them succeed in mastering District and State tests of academic achievement. This Teacher's Edition bridges the prior experiences of the student with the subject matter of each chapter.

The evaluation and closure sections for each chapter offer questions and activities that monitor the student's comprehension of the text. Here teachers will find optional research ideas, independent practice and homework suggestions.

After applying the language arts and social studies skills presented in the Teacher's Edition, students will gain respect, and a fuller appreciation of these content areas. This Teacher's Edition will help your students strive for excellence, and have a rewarding experience reading a fine piece of literature.

Sincerely

Clyde Winters, PhD

Lecturer Education Department
Governors State University
University Park, Illinois

Accommodations

Modifications/Adaptations for Students with Disabilities

| | TYPE | DEFINITION |
|---|-----------------------|--|
| 1 | SIZE | Adapt the number of items that the learner is expected to learn or complete. |
| 2 | TIME | Adapt the time you allot and allow for learning, task completion or testing. |
| 3 | INPUT | Adapt the way instruction is delivered to the learner |
| 4 | OUTPUT | Adapt how the learner can respond to instruction. |
| 5 | DIFFICULTY | Adapt the skill level, or problem type, or rules on how the learner may approach the work. |
| 6 | PARTICIPATION | Adapt the extent to which a learner is actively involved in the task. |
| 7 | LEVEL OF SUPPORT | Increase the amount of personal assistance to an individual learner. |
| 8 | ALTERNATE GOALS | Adapt the goals or outcome expectations while using the same materials. |
| 9 | SUBSTITUTE CURRICULUM | Provide different instruction and materials to meet a learner's individual goals. |

This section recommended for Social Studies Courses

**“The Meaning of Memnon In The Western Literary Tradition”
by author Brother G/Greg Walker**

Memnon. When I mention this name to most people they usually have one of three reactions: “Mem what? Or, “Is that like Agamemnon from the legend of Troy?” Or, “How do you pronounce that again?”

To set the record straight, it is pronounced “Mem,” as in “memory” and “non” as in “none of your business.” Yes there is a linguistic relation between Memnon and Agamemnon, and this is who he is:

Memnon is the most glorified figure in the familiar saga from Greek myth known as the Trojan War. He starred in the third epic poem related to this saga, **“The Ethiopis,”** by Arctinus of Miletus. Most of you will say that you never heard of **“The Ethiopis,”** which along with **“The Illiad”** and **“The Odyssey”** forms the foundation of the whole western literary tradition. It is in **“The Ethiopis”** that the most well known hero of the Trojan War, Achilles, is shot in the heel and killed. Ever heard of an “Achilles heel?” Then you have heard of a tradition from **“The Ethiopis.”**

Now **“The Ethiopis,”** as the title of the poem suggests, had largely to do with the contribution of Black people to the Trojan War saga. Most of us have no idea that Africans were included in this tradition, but they were, and quite prominently. Here is a brief rundown of this amazing, forgotten story as told by the writer Arctinus in the 7th century BC:

When the Trojans were being overrun by the coalition led by Achilles and Agamemnon, they called the man who at that time was considered the greatest, most just and chivalrous warrior on Earth, Memnon (whose name means “immortal”). He came with an army consisting of Ethiopian (Greek=Burned faced people) warriors from his homeland (which, according to tradition, was far to the west across the Atlantic Ocean!) and a contingent of Ethiopians from ancient Iran.

When Memnon arrived the Trojans were overjoyed and predicted a victory for their side, because Memnon and his warriors were known as being unstoppable. Soon the battle was engaged, and just as the Trojans predicted, the Ethiopians, led by Memnon, were soundly defeating the armies of Agamemnon and Achilles. Then in the midst of it all the greatest warriors in the world, Memnon and Achilles, went at it in single combat. Memnon, who was known as the son of the Titan/goddess Eos (The Dawn) and Achilles, the son of the sea goddess Thetis, were each supported by half of the gods of Olympus. Each mother plead to Zeus for the life of her child, but in the end Zeus sided with the gods who wanted Troy destroyed.

And so Zeus called the two fates to him and sent the fate of life to Achilles and the fate of death to Memnon. Then great Memnon was killed. But even death could not hold this greatest of warriors, for as soon as the Trojan War was over, Eos led a coalition of gods to complain about the fate of Memnon. Zeus, himself regretting the unjust fate that he had turned upon this great hero, brought Memnon back to life, made him immortal and then did something that was unprecedented in the annals of Greek myth. Something that was only done once throughout the whole of Greek mythical tradition: Instead of sending the immortalized Ethiopian king to live with the gods on Mt. Olympus, or to live in the Elysian Fields (a Greek paradise), Zeus sent

Memnon home, because the place where he came from was considered to be paradise upon the Earth.

I know that many of you reading this are shocked and surprised that you have never heard this tale. How could something so powerful go unnoticed in the annals of history. The answer is: It wasn't. There are 7th to 3rd century BC vase paintings depicting Memnon in several museums around the world. Herodotus in "The Histories" (5th century BC) and Diodorus (1 BC) mention Memnon's name in association with monumental structures in Africa and Asia. When the Greeks under Alexander took over Kamit (Ancient Egypt) around 320 BC, they named two huge statues near Thebes "The Colossi of Memnon." Millions of visitors each year view these statues to this day.

The range of allusions to Memnon in western literature are truly astonishing. Many more writers than those quoted below mentioned this great hero in their books, poems and essays. W.E.B. Dubois in "The Souls of Black Folks," for instance, calls a young man he sees a "sable Memnon" in reference to his dark skin and handsome looks. Here then, are 25 of the strongest poetic references to Memnon from some of the most popular writers in western literary history: "And Eos Begot Brazen Crested Memnon, King Of The Ethiopians"

Hesiod, "Works and Days" - 1000 BC

"To Troy No Hero Came Of Nobler Line,
Or, If Of Nobler, Memnon It Was Thine"

Homer, "The Odyssey" 800 BC

"He Was Dark As Ebony, But The Handsomest Man Alive
And, Like Achilles, His Arms Were Forged By Hepheastus"

Arctinus of Miletus, 700 BC

"Aias Rages With His Polished Spear
And Memnon Lusts For Blood"

Alkman, 700 BC

"And Often, We Others, The Gods,
Are Fasting In Token Of Mourning
For The Death Of Memnon"

Aristophanes, "The Clouds" - 420 BC

"And Swarthy Memnon In His Arms He Knew,
His Pompous Ensigns, And His Indian Crew."

Virgil, "The Aeneid" - 31 BC

"Then Asked What Arms The Swarthy Memnon Wore,
What Troops He Landed On The Trojan Shore"

Virgil, "The Aeneid" - 31 BC

"Oh Thetis, Nymph Of The Sea,
Know That Memnon Still Lives,
Still Speaks To His Mother Aloud,
When Warmed By Her Light,
On The Bank By The Mount
Which The Nile Cleaves From Thebes,
Gated City So Proud
While The Voice Of Achilles,

Thy Battle Crazy Boy,
Can No Longer Be Heard,
Either In Greece Or In Troy”

Anonymous Greek Writer - Graffiti on Colossi- 15 BC

“Lord Memnon, Thou Spake Aloud And Shril,
When Struck By The Rays Burning Hot Of Apollo
For Much Of Thee Still Sits In Majesty Here
On This Spot”

Titus Petronius Secundus,

Governor Of Egypt From Rome - Graffiti on Colossi - 100 AD

“As if an army of the Gauls should go,
With their white standards, o’er Alpine snow
To meet in rigid fight on scorching sands
The sunburnt Moors and Memnon’s swarthy bands”

Marco Vida, “Scacchia Ludus,” 1510

“Whose Saintly Visage Is Too Bright
To Hit The Sense Of Human Sight,
And Therefore To Our Weaker View
O’erlaid With Black, Staid Wisdom’s Hue;
Black, But Such As In Esteem,
Prince Memnon’s Sister Might Beseem
Or That Starred Ethiop Queen...”

John Milton, “Pensoroso” -1638

“From Susa, His Memnonian Palace High,
Came To The Sea, And Over Hellspont
Bridging His Way, Europe And Asia Joined”

John Milton, “Paradise Lost,” 1674

“And as for the other, the darker,
And more thoughtful, who smiles not,
But looks as serious though serene as night,
He shall be Memnon, from the Ethiop king,
Whose statue turns a harper once a day.”

Lord Byron, “The Deformed Transformed,” 1824

“Prophetic Sounds And Loud, Arise Forever
From Us, And From All Ruin, Unto The Wise
As Melody From Memnon To The Sun.”

Edgar Allen Poe, “The Coliseum”, 1833

“All Poets And Heroes, Like Memnon,
Are Children Of Aurora,
And Emit Their Music At Sunrise...
Morning Is When I Am Awake
And There Is A Dawn In Me.”

Henry David Thoreau - “Walden” - 1854

"And Drinking In Her Sunrise Note,
Which Memnon-like, Seems Struck
From The Golden Window"

Herman Melville, "The Piazza" - 1856

"Six Days The Silent Memnon Waits,
Behind His Temple's Folded Gates"

Oliver Wendell Holmes, "The Organ Blower" - 1872

"I The Heir Of Pain,
A Silent Memnon With Blank Lidless Eyes,
Wait For The Light And Music Of Those Suns
Which Never Rise"

Oscar Wilde, "Humanitad" - 1881

"Of Memnon's Image At The Set Of Sun
To One Who Travels From The Dusking East:
Sighs, Too, As Mournful As That Memnon's Harp"

John Keats, "Hyperion" - 1884

"He Views The Sun Uplift His Golden Fire,
Or Sink, With Heart Alive Like Memnon's Lyre"

William Wordsworth, 1888

"At The Second Cataract...On A Great
Granite Throne Sits The God Memnon.
All Night Long He Watches The Stars,
And When The Morning Star Shines
He Utters One Cry Of Joy,
And Then He Is Silent."

Oscar Wilde "The Happy Prince" 1891

"What Dreaming Memnon Wakes And Sings
Of Miracles On Mercury?"

Don Marquis, "Dreams And Dust" - 1917

"I stood of Egypt's lone monarchal stream,
And saw immortal Memnon, throned supreme
In gloom as of that Memphian night of yore,
Fold upon fold purpureal he wore,
Beneath the star-borne canopy extreme-
Carven of silence and colossal dream"

Clark Ashton Smith, "Memnon At Midnight" - 1927

"Go Back Again And Find The Divine Dark,
Seal Up Your Eyes And Be As Tombs
See That Yourselves Shall Be As Memnon Was,
Then, If You Have The Strength To Curse The Darkness,
And Praise A World Of Light, Remember Memnon..."

Conrad Aiken, "Preludes For Memnon" - 1945

"Dark Like The Shade Of No Other

Dark Like The Shade Of My Father And My Mother
Dark Like The Shade Of My Sister And My Brother
Dark Like The Shade Of His Color
The Shade Of Memnon
The Shade Of Memnon”

Bang Masta D, “Shades Of Memnon” - 1998

The astute reader will no doubt notice that there are three major themes to the Memnon tradition in poetry:

1. Memnon’s greatness and nobility.
2. Memnon’s black skin.
3. Memnon’s attachment to the famous Colossi near Thebes.

The first theme, Memnon’s nobility, overshadows all aspects of the tradition in the earliest mentions of him in the Greek documents. There are several reasons for this:

1. As a royal figure among the “blameless Ethiopians,” Memnon would be expected to be the best of all among these highly civilized people.
2. Memnon was portrayed as having a superior bloodline, as the quote from Homer “To Troy No Hero Came Of Nobler Line” demonstrates best. Hesiod in “Works and Days” introduces Memnon as the son of a the goddess Eos and her husband Tithonos, brother of Priam, who was king of Troy. It is clear that Memnon was great in large part due to his lineage, which was not only royal, but semi-divine.
3. Memnon and the rest of the “high souled” Ethiopians were portrayed to exist as a spiritually advanced people who were favored by the Gods. Thus Memnon, as king of the Ethiopians, would be expected to conduct himself in a “high souled” manner.

The second theme, Memnon’s blackness, was in part attached to the first. A study of the ancient Greek’s allusions to Ethiopians indicates admiration and awe. When a person with black skin was spied near them, that person was expected to exhibit nobility, goodness and wisdom. As strange as it may seem today, this attitude was still prevalent well into the middle ages, as the quote from Milton (O’erlaid With Black, Staid Wisdom’s Hue; Black, But Such As In Esteem) or Marco Vidas in his famous poem about chess(The sunburt Moors and Memnon’s swarthy bands) indicates. There seemed to be a sort of fascination with black skin as exotic, as different, but not as inferior, as demonstrated by the quotes from Arctinus and Virgil.

The third theme has to do with the two giant statues near Thebes. First erected at the gate to the temple complex of the Kamitic (Egyptian) king Amenhotep III around 1390 BC, these 33 foot statues were renamed the “Colossi Of Memnon” by the Ptolemaic Greeks who took over the country around 320 BC. There has been much scholarly debate about why the Greeks came to name the statues after the hero they knew from Greek legends. Some say it was because the name Memnon resembles the prenom or extra name of Amenhotep III. Some say it was just the Greeks way of restructuring the unfamiliar surroundings of the Kamitic lands to suit them. It remains a mystery. Regardless, the name “Colossi Of Memnon” stuck and is still in use to this day.

Then something stranger happened. In 27 BC an earthquake occurred, damaging the northern statue. It began afterwards to emit a strange sound at day break. Today the speculation is that the sun warmed air inside a crack in the statue, and through some acoustical fluke, became the source of the sound. This may well be, but to the Greeks and Romans it meant much more. From then on the statue was known as the “vocal Memnon” and strengthened the tradition of Memnon as the son of Eos, the sun goddess. This is best exemplified by the quoted anonymous Greek graffiti writer: “Know That Memnon Still Lives, Still Speaks To His Mother Aloud, When Warmed By Her Light.”

The statue was repaired in the third century A.D., but the legend of the “Vocal Memnon” lives on. Today the Memnon tradition has come full circle, as the quote from hip hop artist Bang Masta D indicates. As the subject of an African Legends book series, a rap recording and numerous works of art being introduced by Seker Nefer Productions, Memnon will go on to inspire new generations.

It is clear that Memnon is a well established part of the western literary tradition. The fact that great monumental structures and statues are today referred to as “Memnonian” by architects and art historians says much more about the status of this legendary figure. He is even in the Encyclopedia Britannica. But why has the Memnon tradition not been adopted into popular culture? The answer is simple: Slavery and Racism. Memnon is an African character who was king of those whom the ancient Greek writers called “Blameless Ethiopians.” This story could not be popularized in the western world over the last few hundred years. But I am not here to dwell upon that.

I am here to let the world know that after more than 2000 years Memnon is back. My book series “Shades Of Memnon” is the culmination of 10 long years of research, development and writing. In it I hope to fulfill the dreams of millions of people for a truly international, world class African hero. I also want to reveal and help restore the western world’s tradition of respect for people of African descent. The Memnon tradition proves that this respect was there from the very foundation. This is what Memnon means. I invite all people, no matter what your race or ethnicity, to join me on this journey.
Peace.

Brother G

References:

- (1) Robert Graves “*The Greek Myths*”, 313-318-1955
- (2) Homer: “*The Illiad*,” 20.215-41-800 BC
- (3) Proclus, quoting Arctinus: “*The Chrestomathy*” II-1 BC
- (4) Alexander Braghine “*The Shadow of Atlantis*,” 214-215-1940
- (5) Gregroy Nagy: “*The Best of The Achaeans*” - 213-216-1979
- (6) Homer: “*The Oddyessy*” 11:471-540-800 BC (7) A.H. Gardner: *The Egyptian Memnon:*” *Journal Of Egyptian Archeology* 47: 91-99- 1961

(Page 48) Lesson Plan; Chapter One, day 1

Selection Summary

The day before a scribal student name Memna-un graduates from the Hall of Enlightenment he begins to question a future career as a scribe. After confronting his professor Shu-ha, about his desire to become a warrior, Memna-un returned home to find kidnappers threatening his mother and sister Neftiji.

Objectives

Students will:

Demonstrate how the text reflects the author's point of view.

Identify the main idea

Recognize the different motives and feelings of each character in this selection.

Motivate

Tell the students that the setting of the chapter is ancient Egypt. Ask the students to tell you what they know about ancient Egypt. Record the comments on the board and discuss several with the class.

Teach

Introduce key terms. Tell each student to write the words down. Next tell students to brain storm how life would have been for them in ancient Egypt.

Use guided reading to help students obtain fluency in reading. Tell students to work in pairs to answer the reading comprehension questions.

Key terms: *reluctant, scroll, papyrus enlightenment indignant bout sacred triumph wrenched*

Evaluation

Assess student comprehension of the lesson via questioning during the discussion. Use observation to determine if students are working together to generate new knowledge about the text.

Homework

Distribute to the students a story map they will complete. Tell students to write each term three times. Tell students to create one thinking strategy they can use to make themselves familiar with the key terms for this chapter.

Question on page 49:

1. Why do you think Memna-un referred to himself as the reluctant student? (He used this reference because he really didn't like school.)

Question on page 50:

1. In what ways are Memna-un and Amistan different? (Amistan is a good student and likes learning. Memna-un is not interested in school and wants to be a warrior like his father.)
2. What lesson was Shu-ha teaching his Kamitian Kushite students when he called Amistan to 'make good speech'? (He was teaching them that a person's nationality or ethnic origin had nothing to do with intelligence and knowledge.)

Question on page 51:

1. How do you think the Hall of Enlightenment looks? (Answers will vary.)

Place Question on page 54:

1. Why did Memna-un pretend not to see Amistan? (Answers will vary.)

Question page 55:

1. How did the parental backgrounds of Amistan and Memna-un affect their personalities? (Amistan used his knowledge of trade to help him earn extra money. Memna-un showed the aggressiveness that comes from being the son of a warrior in his interactions with Shu-ha.)

Question page 56:

1. What was the lesson Memna-un learned from his conversation with Amistan about judging creatures by the way they look? (Memna-un should have learned that we should judge a person by his character, not his size, ethnic background or color.)

Question on page 57:

1. Why was Meri Ta surprised at her son's abilities as a warrior? (Meri Ta was surprised because she had sent Memna-un to learn to be a scholar not a warrior.)

Question on page 58:

1. Why doesn't Memna-un help his mother during the fight? (Memna-un's mother had told the young student to save his sister.)

2. Why do you think the body of Memna-un's Mut, was tossed down at his feet? (This event was probably done to cause Memna-un to be caught off guard so his enemies could overpower him.)

Handout

*Copy and distribute the comprehension questions to your students
from next page without answers.*

1. Why was the enemy of Memna-un killed by Kho-An-Sa, the Kushite before he could kill the young scribe? (The Kushite probably wanted to kill the young scribe himself or he had other plans for the young man.)
2. How would the lesson of Memna-un learned from Amistan about the two cats help Memna-un understand the appearance of a Kushite in the company of Northerners? Explain. (This incident was to help Memna-un understand that just because people are from different nations does not mean you can assume how they will act.)
3. Who was the young panther? (The young panther was Memna-un.)
4. How was Kho-An-Sa able to persuade Memna-un to become his servant? (Memna-un was forced to serve Kho-An-Sa if he wanted his sister to remain alive.)

Handout

1. Why was the enemy of Memna-un killed by Kho-An-Sa, the Kushite before he could kill the young scribe?
2. How would the lesson of Memna-un learned from Amistan about the two cats help Memna-un understand the appearance of a Kushite in the company of Northerners? Explain.
3. Who was the young panther?
4. How was Kho-An-Sa able to persuade Memna-un to become his servant?

(Page 61) Lesson Plan: Chapter One day 2

Motivate

Open up the lesson by reviewing with students what they have learned thus far in the story. Encourage students to outline the story thus far and reintroduce to their classmates what they hope to learn in the next chapter.

Teach

Place the students into groups of two. Tell the students to complete the compare and contrast graphic describing the differences between Amistan and Memna-un. Tell students they will share their work with the rest of the class.

Evaluation

Assess student completion of the compare and contrast graphic chart. Observe student interactions while working as partners. Visit each community of learning and question students in each COL about their work as they complete compare and contrast graphic chart.

Materials: *textbook, compare and contrast chart, pen and paper*

Compare and Contrast Graphic Organizer

Directions: Use the Graphic Organizer below to compare and contrast the Memna-un and Amistan.

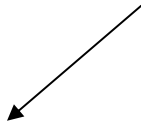
Memna-un

Amistan



How Are They Alike

How are they Different



Story Map

Characters:

Setting:

Problem:

Event 1:

Event 2:

Resolution: