

Becoming
A Creation Story

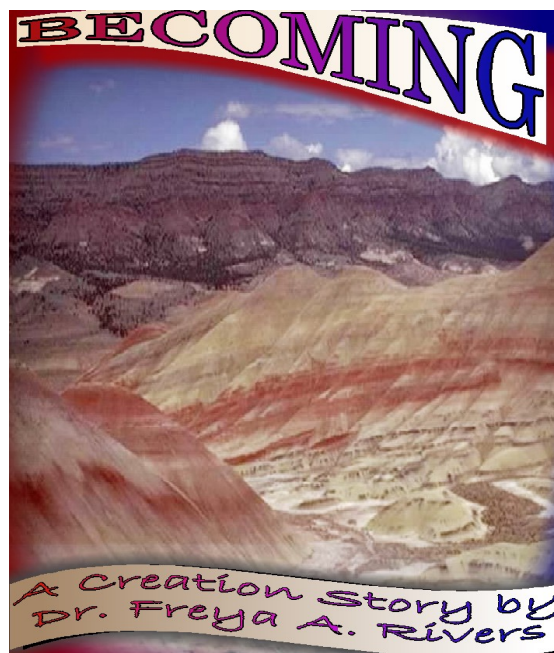
Written by Freya A. Rivers

Designed by LaMailede Assata Moore

Edited by Julian Brooks & Shariba Rivers

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2000





Sankofa Publishing Company
Educational Excellence

Sankofa Publishing Company

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Challenging the Genius Language Arts Curriculum

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The Book

Becoming is a creation story from ancient KMT (Egypt). The story (genre) is fiction. The first part of the book was designed to be read to children and the second part is "The Child's Reader." At the end of the book are goals, comprehension questions, activities, and additional resources. An additional component is an ethical principle for character development.

There are many resources for activities. These activities are part of the holistic curriculum to insure developmentally appropriate practices for young children. Suggestions for activity centers are also included.

An adult who reads the book to children should always begin with **print awareness** skills:

1. Hold the book correctly (right side up) and show that the people and/or things are grounded.
2. Read the title, author, illustrator and define each.
3. Discuss the genre - fiction (make-believe), non-fiction (true), poetry or play.
4. Ask questions to predict what might happen in the story.
5. Show and remind children to gently turn the pages at the right hand corner of the page to protect the book from tearing.
6. Look at pictures, discuss and make predictions.
7. Begin reading and demonstrate reading left to right - pointing to words helps beginning readers to see the spoken-written word relationship.

Reading, writing, grammar and spelling are the goals of the curriculum. Each book has a sequential development of sight words. Each page of the child's book has a writing line and words to practice writing. At the bottom of each page are words for reading and spelling. The words are to be recognized by using phonological skills, sight, tactile, and/or any/all intelligences or senses necessary. Children learn in many different ways. This is the reason for the variety of activities offered in the curriculum that enhance memory-relationship skills. The flashcards should be used frequently to develop fluency. Stories should be read and re-read to expand vocabulary. The activities, vocabulary and comprehension questions will develop comprehension skills and provide experiences for greater understanding. Finally, grammar instruction is explicit in the goals and activities.

In this book, emphasis should be placed on the beginning letter name and sound/s of the words while reading aloud. Children should mimic the adult reader to learn the association of letters and sounds. At the end are flash cards for practicing the beginning sounds "m, n, r, k, s, sh, t, g, h, p" and nouns. Challenging the Genius Language Arts Curriculum provides a total beginning reading program that insures excellence.

Challenging The Genius Language Arts Curriculum

The philosophy of learning in the Challenging the Genius Curriculum is from the Dogon people of Mali, West Africa. They use four words to describe the learning process:

Giri So - Front Word

concrete operations, repetition and drill, rote memory of letters, sounds and words - each letter has a name and makes a sound, phonemic awareness

Benne So - Side Word

recognition of patterns and relationships of letters and sounds, connects letters and sounds to make words, phonics is not taught in isolation but simultaneously with word recognition

Bolo So - Back Word

abstract thinking, utilization of knowledge, decodes words, reads with understanding and fluency, predicts and asks questions

Sodayi - Clear Word

reading and understanding are intrinsic, uses dictionary for vocabulary growth and insight, reads for pleasure and knowledge

The stories in the Sankofa Language Arts Curriculum should be read on a regular basis to the child for reinforcement. Ask the child to tell the story in his/her own words for comprehension. Then read the child's reader to the child and with the child. Finally, have the child read to you. With each story, words and sounds are learned, and students begin to build their reading vocabulary. At the end of each child's reader are flashcards that are to be used on a daily basis to enhance the memorization process. After memorizing several sight words and recognizing patterns and relationships that exist between the letters, sounds and words begin to make sense. This is the time when the next step of reading begins - decoding. Children try to pronounce new words on their own. With the recognition of words, finding the meaning is initiated which expands vocabulary. Comprehension, grammar and spelling will follow.

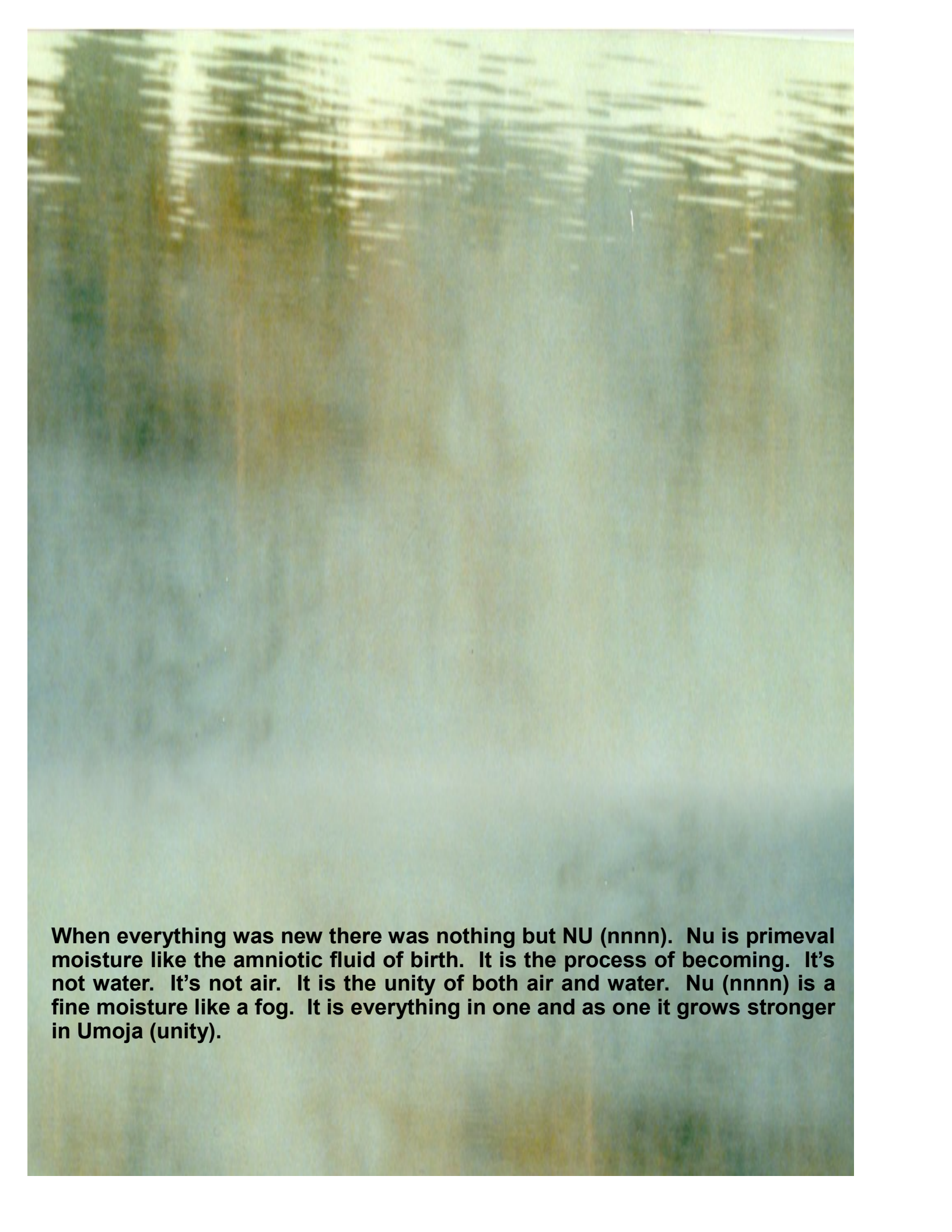
This is a sequential reading program that begins with long and short vowels in one syllable words. The first words taught reinforce vowels because every word in the English language contains a vowel. There are some criminal words (those words that break the vowel rules) included for memorization. Many of these words are the 100 most frequently used words in English. This beginning reading program builds a basic reading vocabulary of more than 100 frequency words and over 100 nouns.

Challenging the Genius Language Arts Curriculum assists children in reaching their maximum potential.

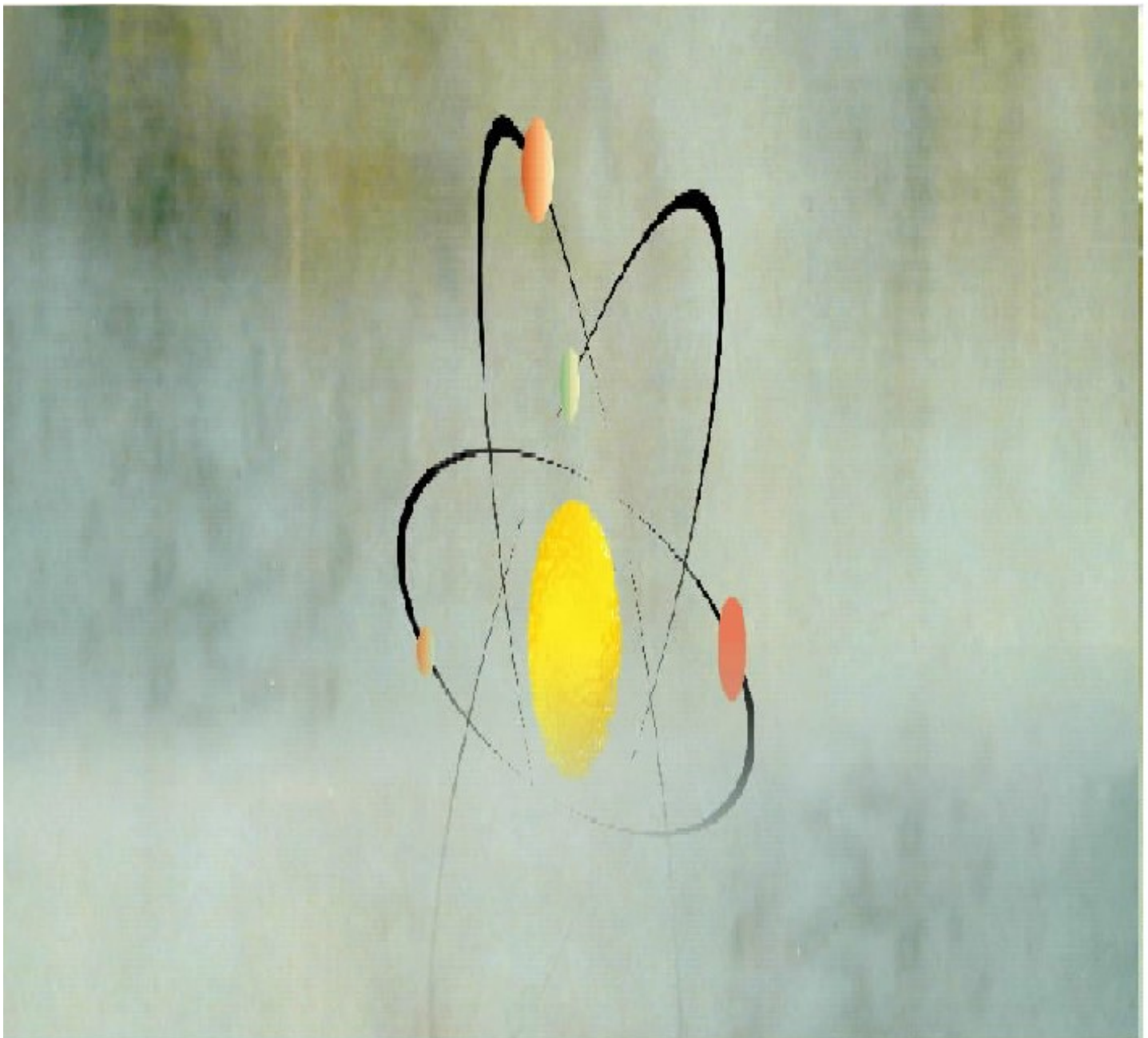
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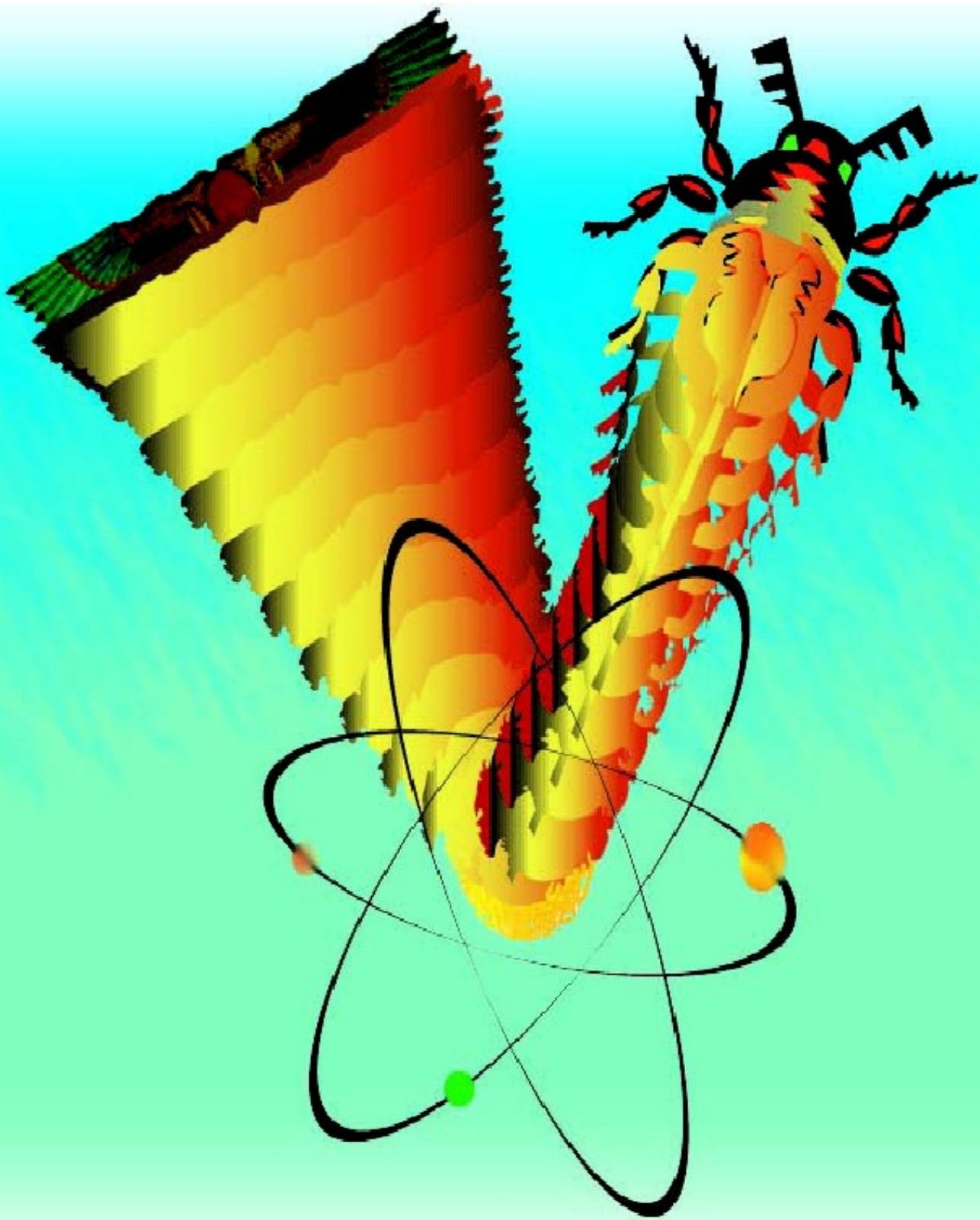
A Creation Story by
Dr. Freya A. Rivers



When everything was new there was nothing but NU (nnnn). Nu is primeval moisture like the amniotic fluid of birth. It is the process of becoming. It's not water. It's not air. It is the unity of both air and water. Nu (nnnn) is a fine moisture like a fog. It is everything in one and as one it grows stronger in Umoja (unity).



Living within Nu was a divine atom called Atum-Ra (rrrr). It was self-determined (Kujichagulia) to create. This atom moved around and around and up and down. It was never placid. This energy was explosive. It created the Big Bang (Boooooom!).



With the explosion, Atum-Ra said, "I created myself out of myself." The one Atum-Ra had become three. The three were Atum-Ra (rrrr), MAAT (mmmm) and Khepera (kkkk).

TRUTH
JUSTICE
PROPRIETY
HARMONY
BALANCE
RECIPROCITY
RIGHTEOUS ORDER



Atum-Ra knew that there must be ethical principles for existence and that is why MAAT was created. MAAT (mmmm) represents the principles of truth, justice, propriety, harmony, balance, reciprocity and righteous order. Her ethical principles teach right and wrong. They keep peace and harmony in the world.



Khepera was the male principle. He created and produced using authoritative utterance called Hu (hhhh) and exceptional insight, Sia (ssss). He was always in the state of becoming while striving for excellence. When an idea is conceived in the heart and mind, it is created with the spoken word. Therefore, the word must be perfect.



Together, as one, Atum-Ra (rrrr), MAAT(mmmm) and Khepera (kkkk) continued creating. Atum-Ra was the divine energy. MAAT maintained the principles for harmony to exist throughout time and Khepera was always becoming in every space. As one, Khepera using HuSia spoke and brought other beings to life.

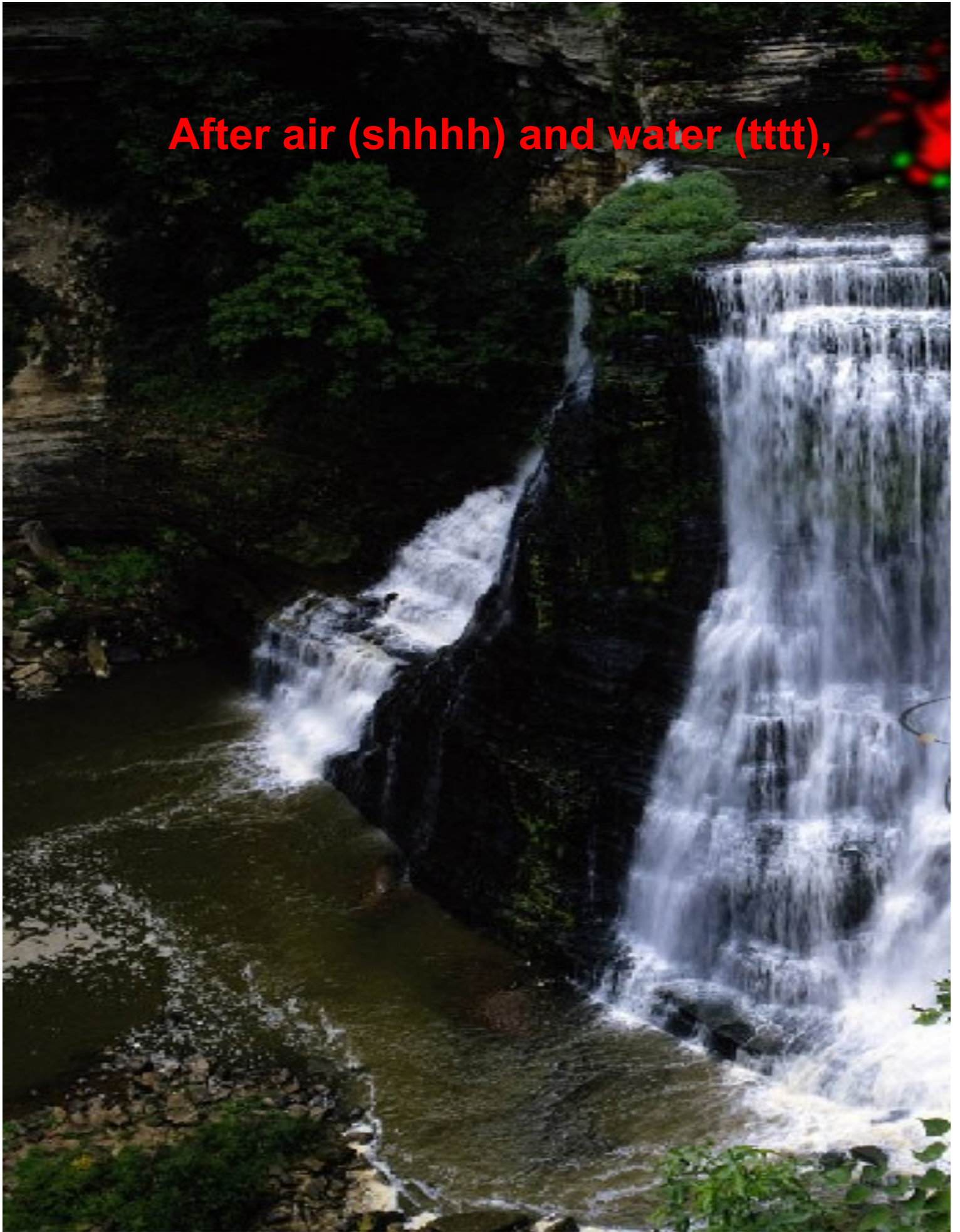


Within this vast space, KhepeRa used HuSia (hhhh-ssss) and the foundation of MAAT (mmmm) to call forth air and water. The divine force from his breath of life breathed air into an empty space. The moisture of his breath caused the water to come forth. The air was called Shu (Shhhh). The water was called Tefnut (tttt).



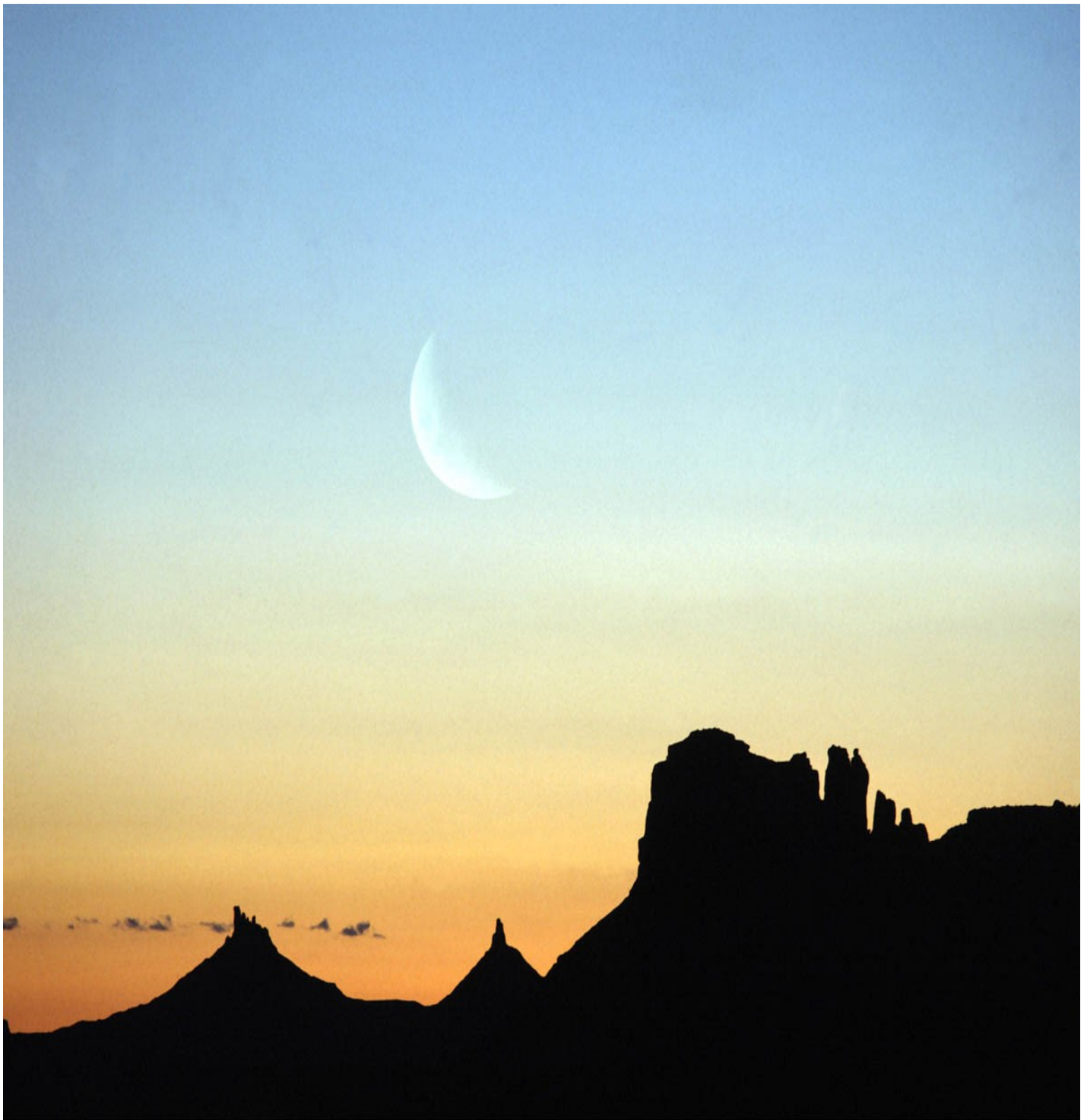
Shu was a combination of the elements hydrogen and oxygen and all the gases needed for life and light. Combining hydrogen and oxygen produced water (H₂O). MAAT and Khepera produced a balance and righteous order to this first creation of Shu (shhhh) and Tefnut (tttt) that allowed them to complement each other with collective work and responsibility (Ujima).

After air (shhhh) and water (tttt),





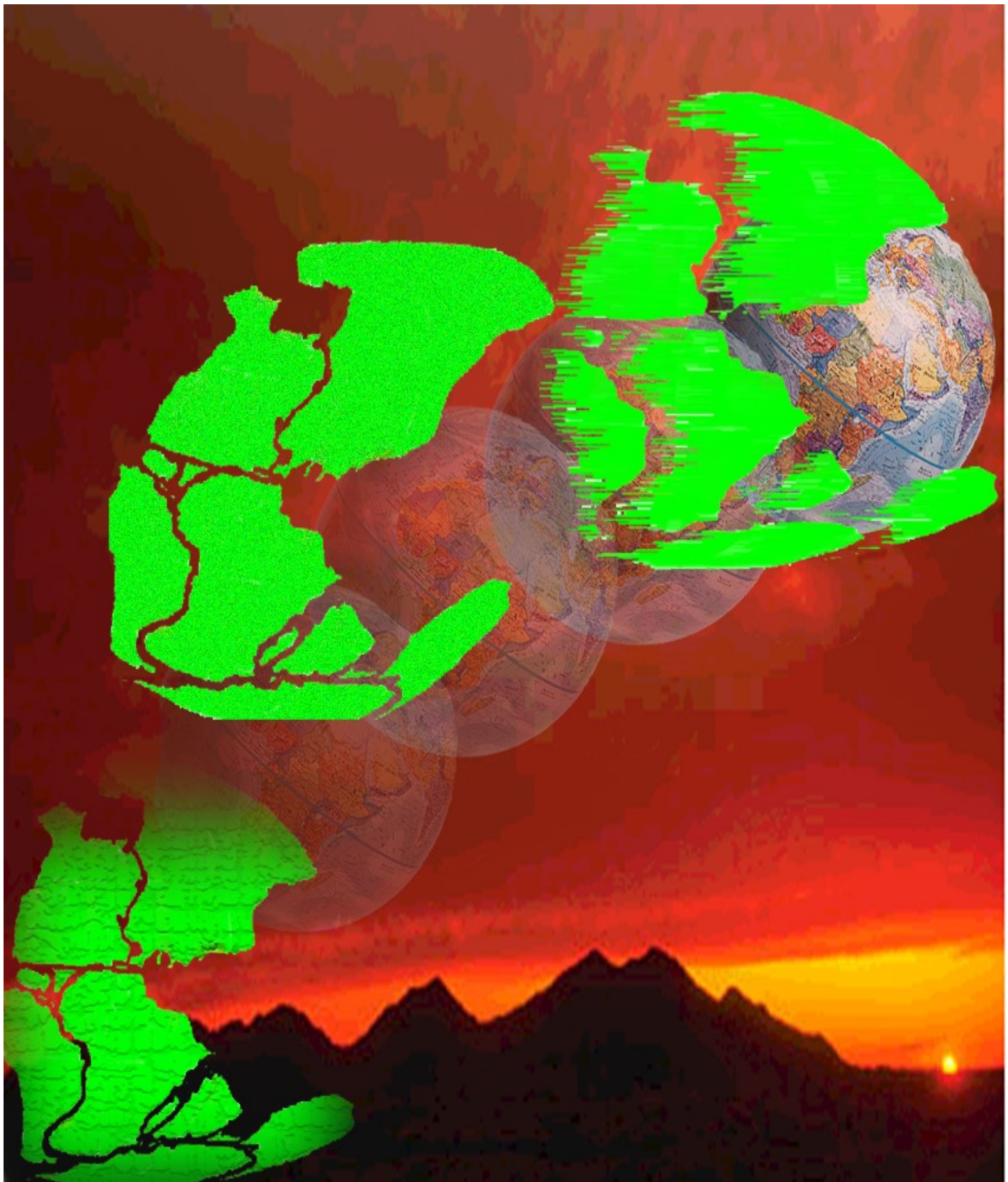
**Khepera
spoke again in HuSia (hhhh-ssss).**



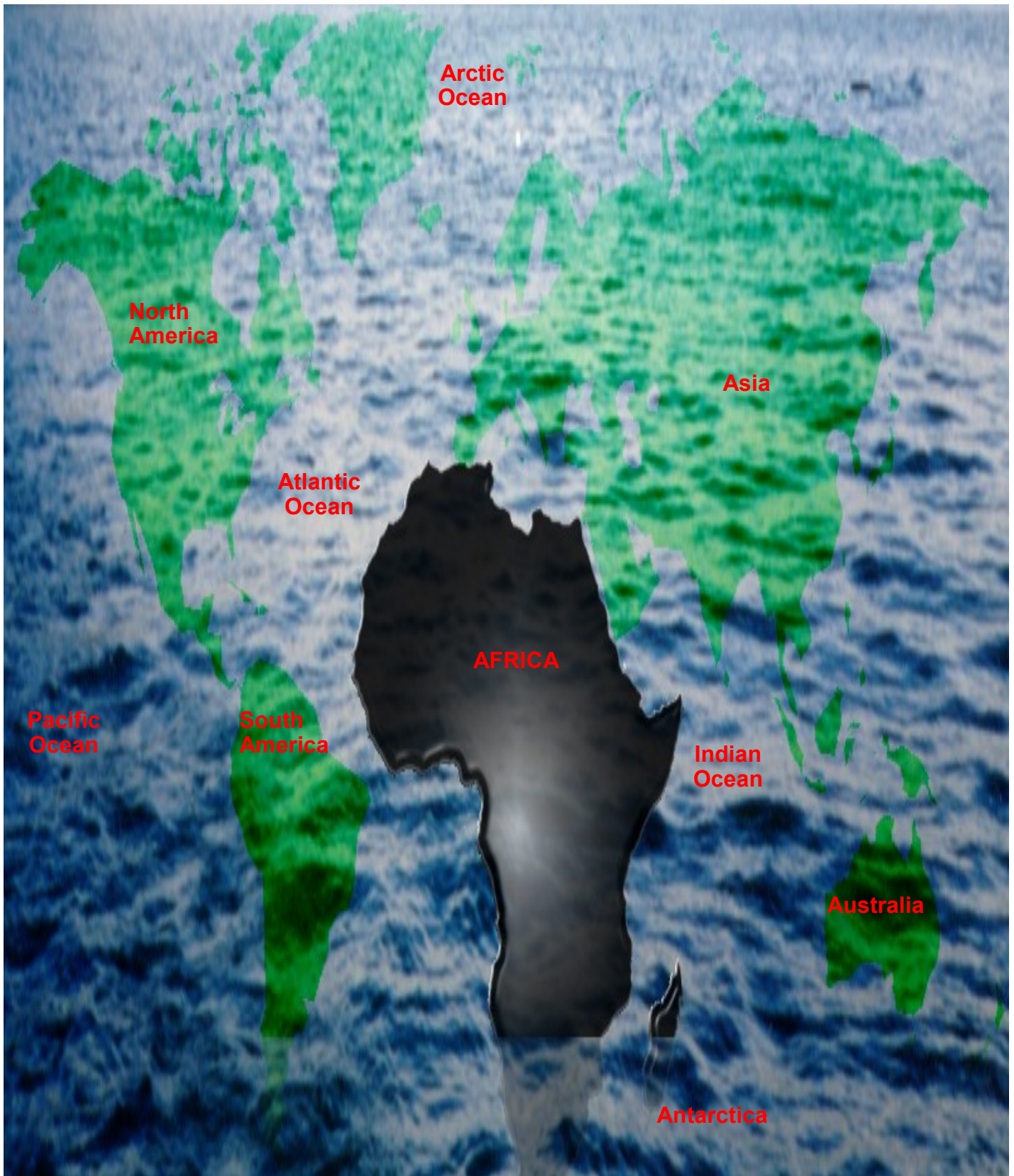
From the desire in his heart and the foundation of Maat, Khepera created Geb and Nut. Geb (gggg) is the earth. Nut (nnnn) is the sky. The sky holds the stars, the planets, the sun, the moon, the meteors and all the galaxies in the universe of ever evolving gases in space.



The earth holds in its arms the land, the water, and the vegetation. It provides the nourishment for all living things to come forth. Nut (nnnn) swallows the moon at night and gives birth to the sun in the morning.



In the beginning, all the land of Geb was called Pangaea (pppp). Then the divine self-determined energy of Atum-Ra made the inside of the earth boil. The land moved and shifted. Volcanoes erupted and earthquakes made the land tremble until finally there were great pieces of land called continents and huge bodies of water called oceans.



Six continents were formed, but only one had two-thirds of the wealth of all the world. It had the richest soil for crops. It contained diamonds, gold, oil, uranium, copper, iron, and much more. This continent is Africa. Together Geb (gggg) and Nut (nnnn) practiced cooperative economics (Ujamaa) by working together to provide the beauty, the nourishment, and the wealth of the world.



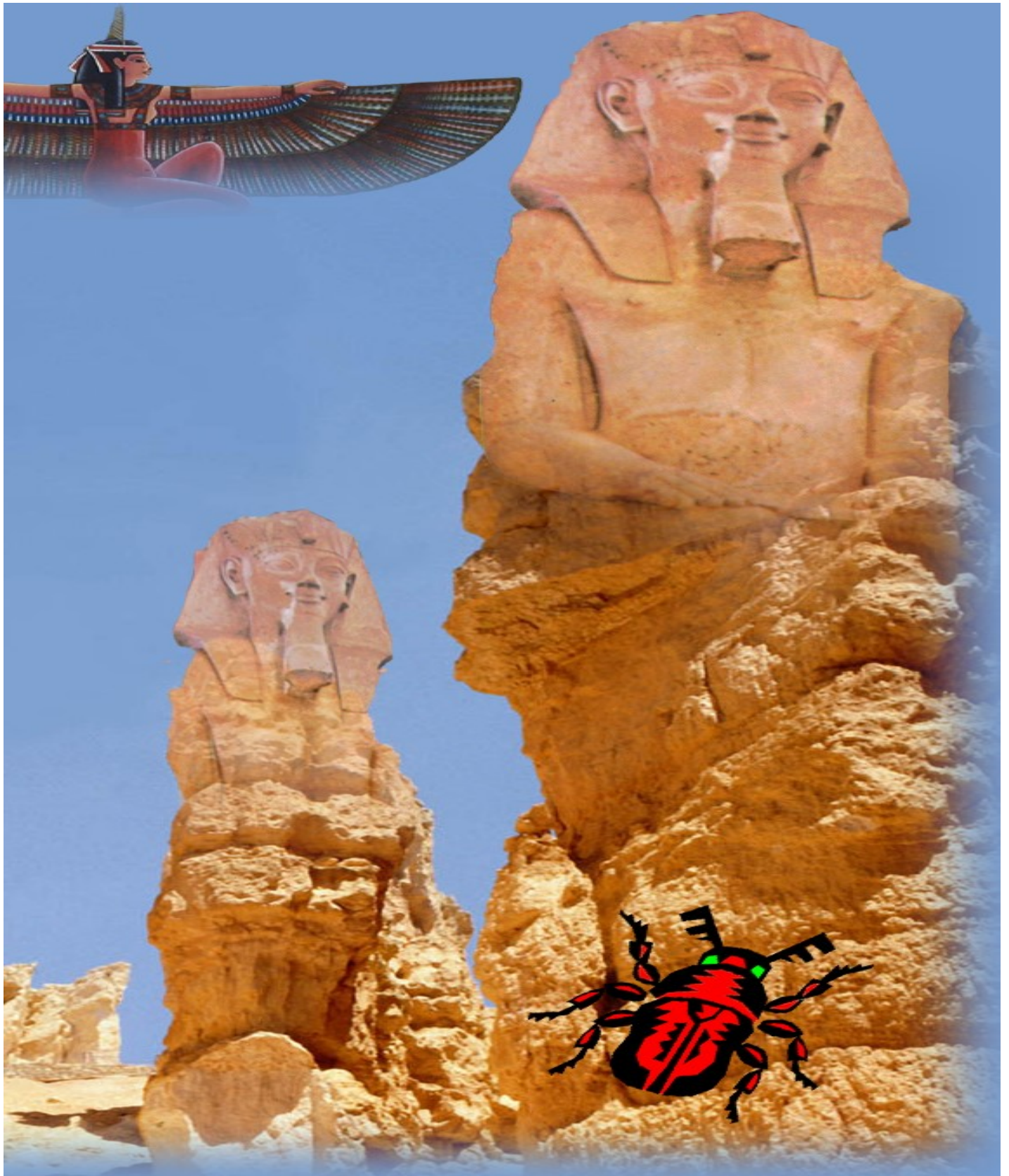
Seeing the land, the sky, the air and the water complementing each other and working together, Khepera desired in his heart and mind something else. With HuSia (hhhh-ssss) in the foundation of Maat (mmmm), he created grass, trees and plants of all kinds. Each thing had a purpose (Nia).



He spoke again and animals came forth. Some of them flew in the sky. Others crawled on the ground. Some walked on two legs and some on four. Many swam in the rivers, the lakes and the oceans. The animals were all created in pairs of male and female. They were different and beautiful. They respected the environment in which they lived. They kept the order, balance and harmony of the universe.



There was no error in the plan of the universe. Khepera (kkkk), MAAT (mmmm) and Atum-Ra (rrrr) contemplated another being, one like themselves. Its only purpose would be to enjoy everything that had been created. This living being would exist with the other creations of the universe in harmony if it could respect itself, respect others and respect the environment.



This creation could think, learn, create and change things. MAAT thought (mmm), “This creation might be dangerous. If it could create, if it could change things, then would it maintain righteous order, balance and harmony?” But the energy could not be stopped.



Khepera (kkkk) using KUUMBA (creativity), spoke loudly and boldly with HuSia (hhhh-ssss):

I create you in TRUTH !

I create you in PROPRIETY !

I create you in BALANCE !

I create you in RIGHTEOUS ORDER !

I create you in JUSTICE !

I create you in HARMONY!

I create you in RECIPROCITY !

I create you in MAAT !



Atum-Ra (rrrr), KhepeRa (kkkk) and MAAT (mmmm) knew that this new world needed faith (Imani). If people had faith in themselves, the divine energy of Atum-Ra (rrrr), the HuSia of Khepera (kkkk), and the ethical principles of MAAT(mmmm) would never cease. In harmony everything is in the continuous process of becoming one like you and me (Umoja).

Ethical Principle: Live by Maat for peace.

Goals

1. Introduce earth science, physical science and life science.
2. Introduce social science and ethical principles.
3. Introduce mathematics concepts of relationships and patterns.
4. Introduce letters of the alphabet. They have a name and also talk. Each letter makes a special sound.
5. Introduce phonetic sounds.
6. Discuss:
 - What is a title? **The title is the name of the book.**
 - What does an author do? **An author writes the book.**
 - What does an illustrator do? **An illustrator creates the pictures.**
 - What is a theme? **The theme tells what the story is about. Look at the title.**
 - Who are characters? **The characters are the actors in a story.**
 - What is a setting? **The setting is the time and place of a story.**
 - What is the plot? **The plot is what happens in the story.**
 - What is the conclusion? **The conclusion is the ending of the story.**
 - What is a critique? **A critique is why one likes or dislikes a story.**
7. Find order and sequence, which is what happens first, next and last.
8. Discuss punctuation marks and reading patterns.
 - Stop at the end of a sentence when it tells you something.
 - Raise your voice at a question mark when it asks a question.
 - Show emotion at an exclamation point to show surprise, fear or anger!
 - Pause at commas to separate things.

Activities

1. Find letters that match the beginning sound for the names of the characters.
2. Put together puzzles of the continents and oceans.
3. Make a solar system, condensation and rain.
4. Echo the sounds of the characters.
5. Pick a letter out of a surprise bag and make the sound.
6. Make sandpaper letters to touch and say.
7. Build a world with clay.
8. Create an alphabet rap.
9. Have students act out the parts.
10. Paint a picture of scenes in the story.
11. Act out a sentence and find the punctuation mark to go with the sentence.
12. Review the sounds of the characters and hold up the characters with the alphabet cards - Nn, Kk, Mm, Sh, Tt, Gg, Hh, Ss, Rr, Pp.
13. Say the name of the letter and the sound it makes when the alphabet talks.

Guide

Comprehension Questions:

1. Name the title of the story. **The title of the story is *Becoming*.**
2. Who is the author of the story? **The author is Freya A. Rivers.**
3. Who is the illustrator of the story? **The illustrator is LaMailede Moore.**
4. What is the genre? **The genre is fiction.**
5. What is the theme of the story? **The theme is about things becoming.**
6. What is the main idea of the story? **The main idea is the creation of the world.**
7. Who are the characters of the story? **Some characters are Atum-Ra, Khepera and Maat.**
8. Where is the setting? **The setting is in space and on Earth.**
9. When were Geb and Nut created? **They were created after Shu and Tefnut.**
10. Why were Shu and Tefnut created? **Shu was created for air and Tefnut for water.**
11. How were people created? **People were created in the principles of Maat.**
12. What happened first, second and third in the story?
13. What is the conclusion? **People were created and the world was in harmony.**

Other Resources

- Anderson, David. (1991). The Origin of Life On Earth. Mt. Airy, MD: Sights Productions.
- Johnson, James Weldon. (1994). The Creation. New York: Holiday House.
- Williams, Sheron. (1992). And in the Beginning.... New York: Macmillan Publishing.
- Karenga, Maulana. (1984). Selections from The Husia. Los Angeles: University of Sankore Press.
- Hamilton, Virginia. (1988). In the Beginning: Creation Stories from Around the World. New York: Harcourt Brace & Co.

Aa

Says "a"
(Africa)

Bb

Says "b"
(beautiful)

Cc

Says "k"
(cartouche)

Dd

Says "d"
(Decan)

Ee

Says "e"
(Edfu)

Ff

Says "f"
(flute)

Gg

Says "g"
(Geb)

Hh

Says "h"
(Hatshepsut)

Ii

Says "i"
(Imhotep)

Jj

Says "j"
(judgment)

Kk

Says "k"
(Khepera)

Ll

Says "l"
(Iyre)

Mm

Says "m"
(Maat)

Nn

Says "n"
(Nile)

Oo

Says "o"
(obelisk)

Pp

Says "p"
(pyramid)

Qq

Says "kw"
(queen)

Rr

Says "r"
(Ramset)

Ss

Says "s"
(sphinx)

Tt

Says "t"
(Tekhen)

Uu

Says "u"
(un)

Vv

Says "v"
(vizier)

Ww

Says "w"
(Waset)

Xx

Says "k"
(xartu)

Yy

Says "y"
(Yebu)

Zz

Says "z"
(Zoser)

•

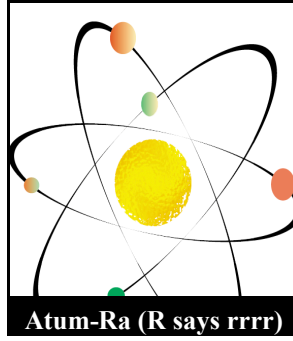
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!

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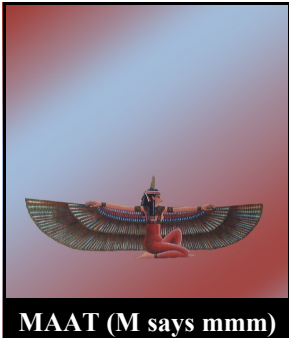
Nu (N says nnnn)



Atum-Ra (R says rrrr)



Khepera (K says kkkk)



MAAT (M says mmm)



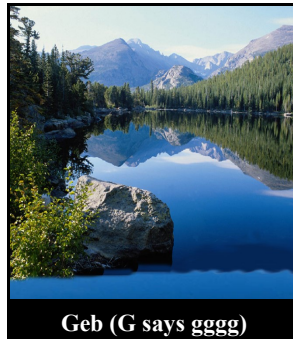
Shu (Sh says ssh)



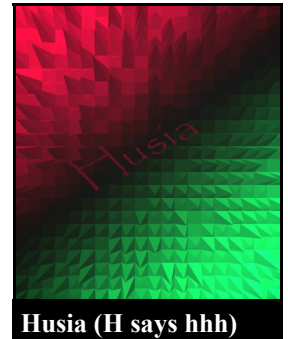
Tefnut (T says tttt)



Pangaea (P says pppp)



Geb (G says gggg)

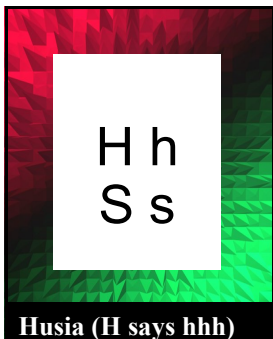
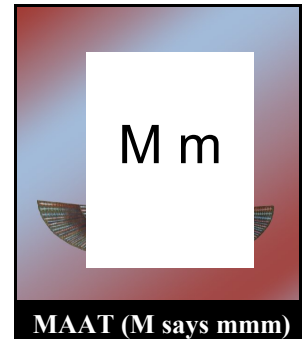
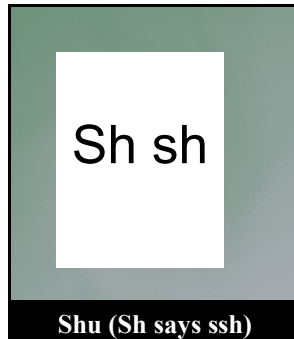
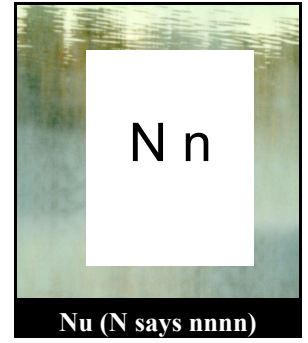
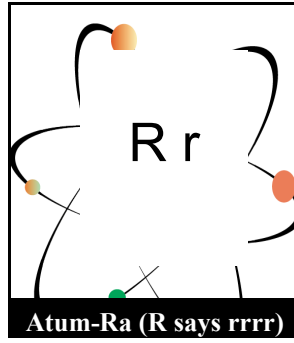
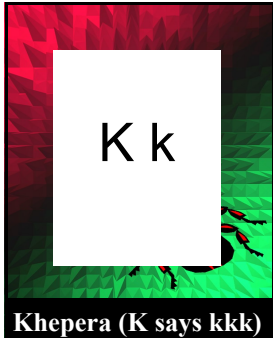


Husia (H says hhh)

NDUN

FLASHCARDS

Cut out the flashcards. Glue to Popsicle sticks Turn them over and say the sound that each one makes. Begin with a few at a time. Start with the beginning sounds used in the “Becoming” story like N (nnnn), M (mmmm), T (tttt), R (rrrr), K (kkkk), H (hhhh), Sh (shhhh), and G (gggg). These sounds will continually be reinforced while others are introduced.



NDUN

FLASHCARDS

Cut out the flashcards. Glue to Popsicle sticks Turn them over and say the sound that each one makes. Begin with a few at a time. Start with the beginning sounds used in the “Becoming” story like N (nnnn), M (mmmm), T (tttt), R (rrrr), K (kkkk), H (hhhh), Sh (shhhh), G (gggg) and P (pppp). These sounds will continually be reinforced while others are introduced.

A B C'S

OF

KMT

(Ancient Egypt)



A



A

a



Africa, Ausar, Aset

B



b



Beautiful, Black Nubians



Cartouche (Shenu)

D



d

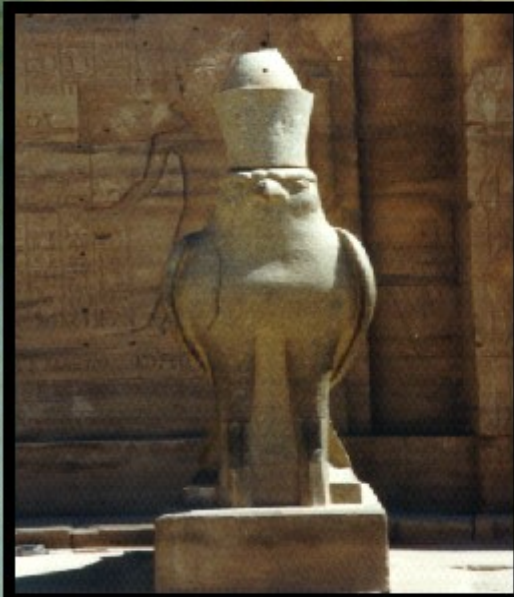


Dendera and Decans

E



e



Edfu, Temple of Heru

F



f



Flute

G



G

g

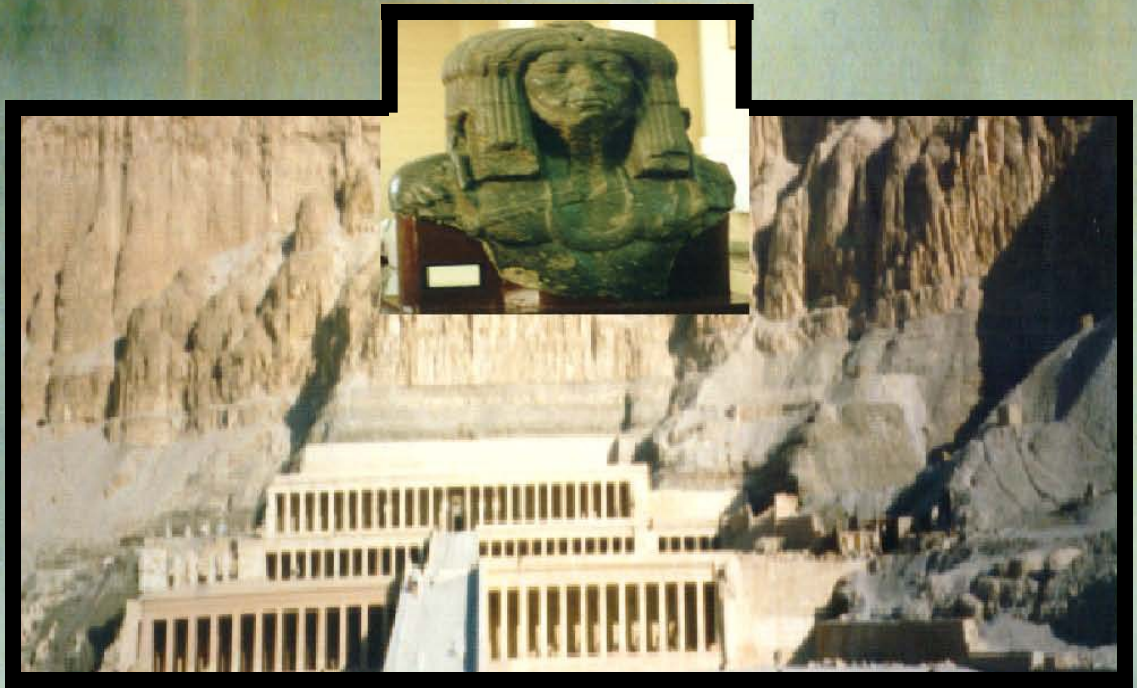


Geb (Earth)

H



h



Hatshepsut



**First architect, physician, mathematician, scientist,
lawyer and priest**

Imhotep

J

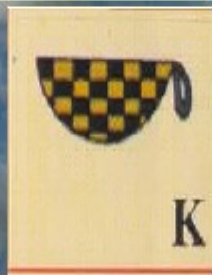


j

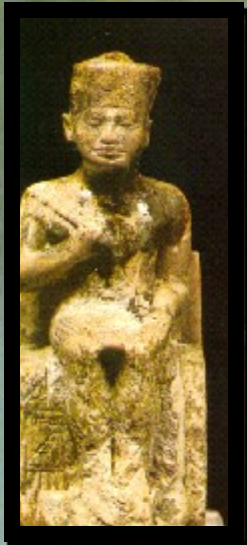


Judges and Judgment

K



k



Khufu, Khafre, Khepera

L

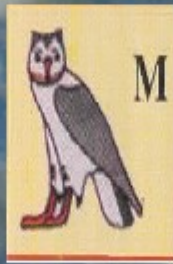


L



Lyre

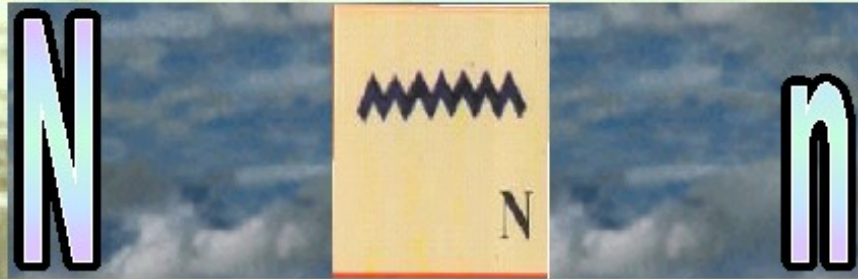
M



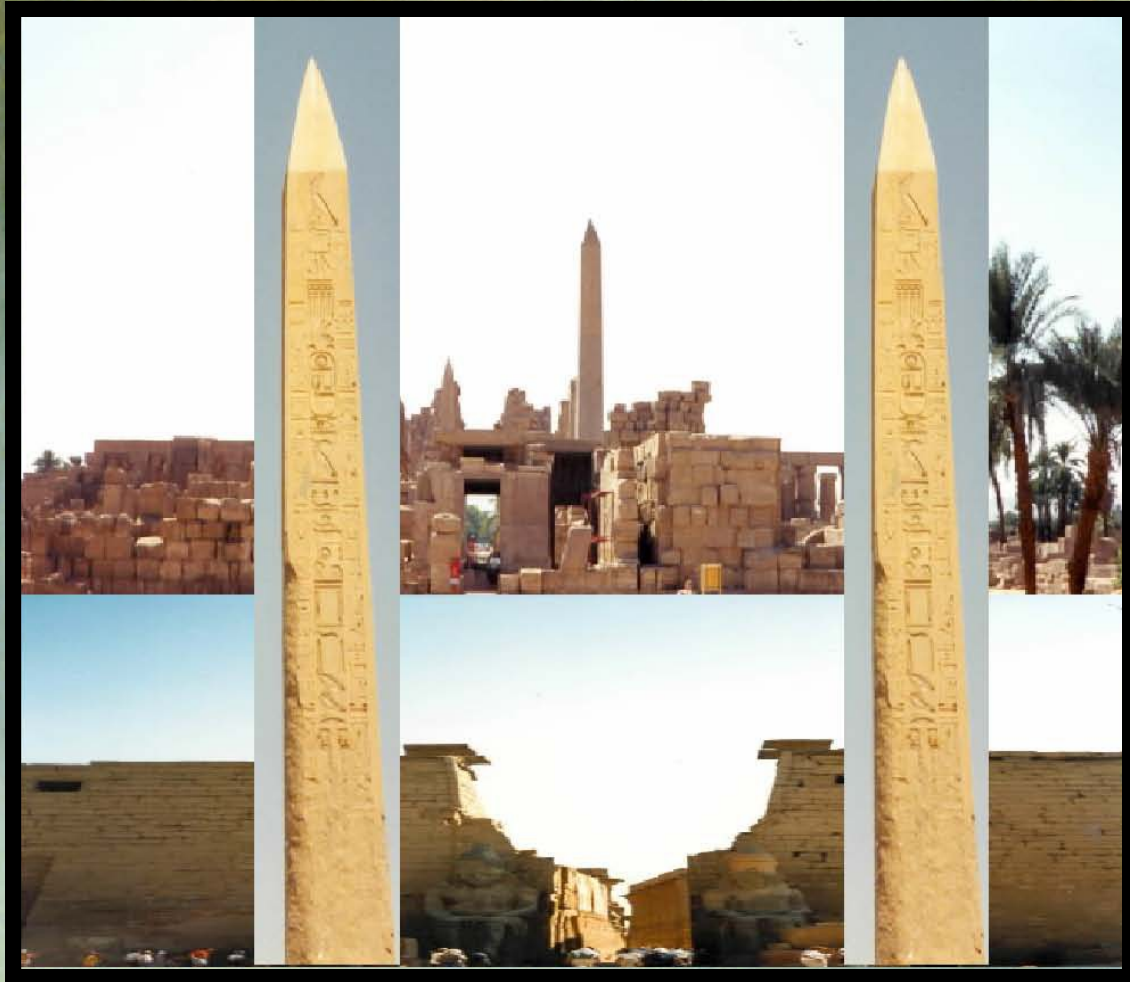
m



Maat



Nut (sky) and Nile River



Obelisk (tekhen)

P



p

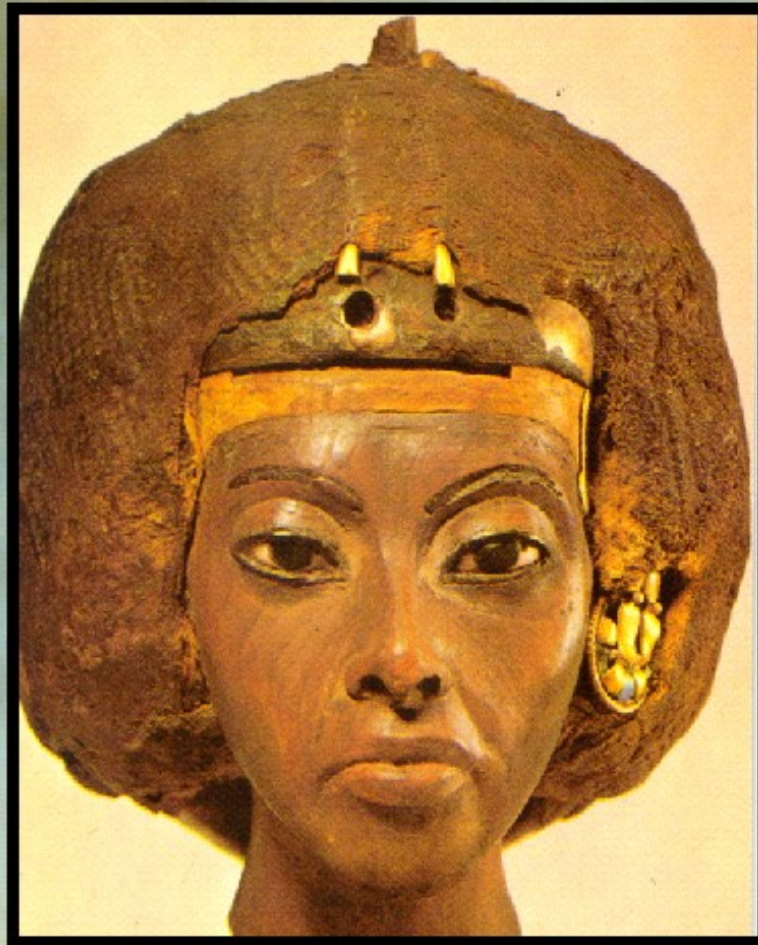


Pyramid

Q



q



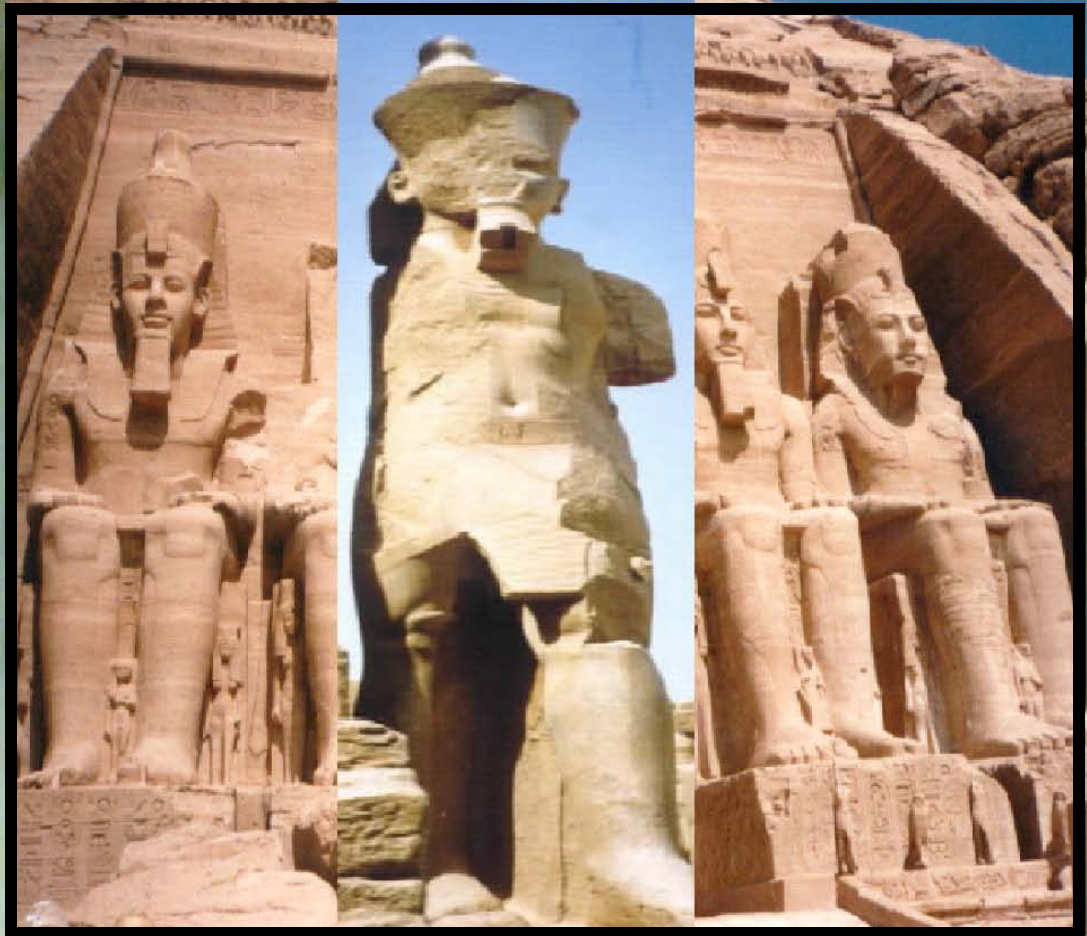
Queen Tiye

R



R

r



Ramses

S



S

Z

S



Step Pyramid

T



T

t

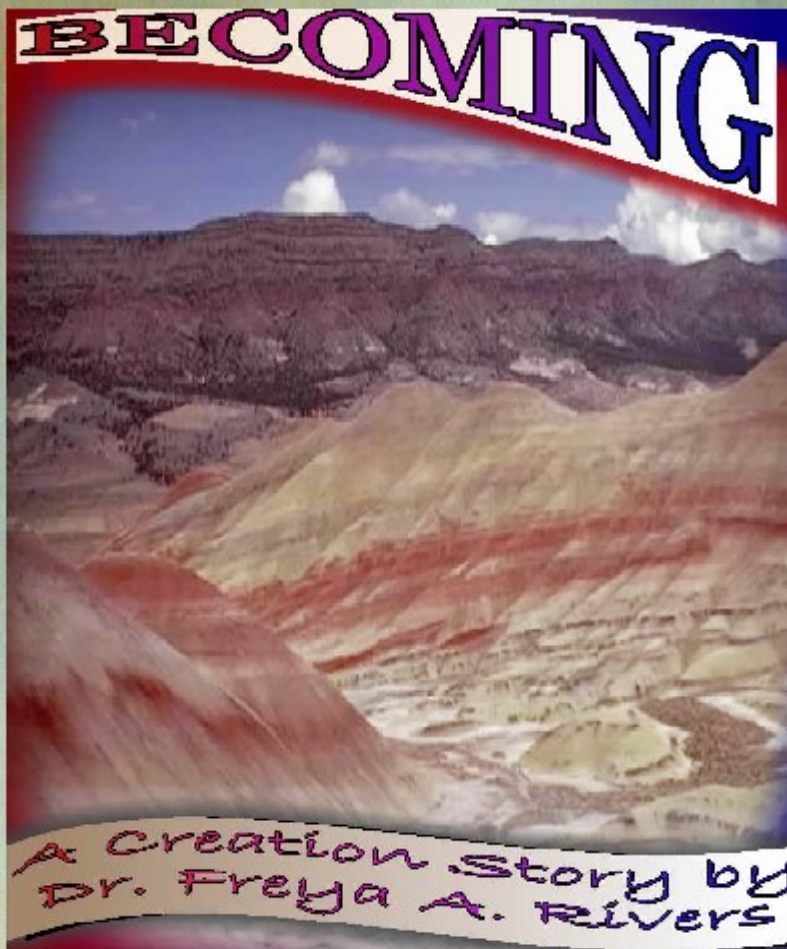


Tutankhamen

U

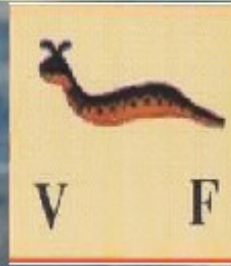
9
U

U



Un (Becoming) and Uraeus

V

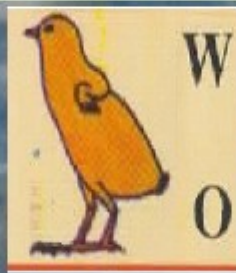


V



Vizier, Ptahhotep

W



W

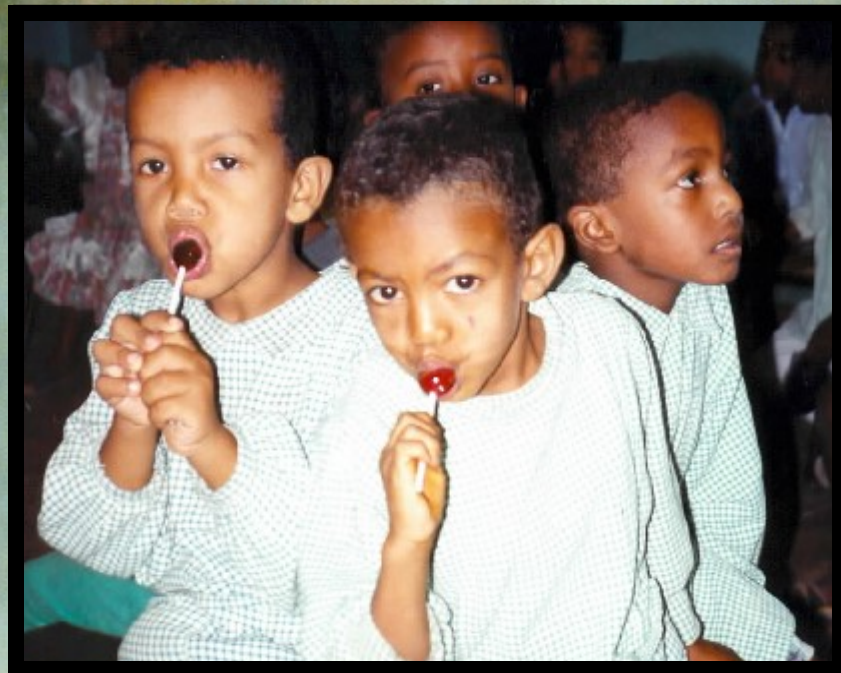


Waset

X



X



Xartu (children)

Y

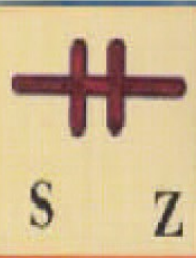


y



Yebu Island, Aswan

Z



Z



Zoser and Zodiac

VOCABULARY

Africa - The continent that gave birth to humanity and civilization. It is the second largest continent on Earth with two-thirds of the world resources.

Beautiful Black Nubians - The original Black African people of KMT.

Cartouche - Only a Per Ah's (Pharaoh) name could be written in a cartouche, an oval shape with a line under it.

Decans - Gods of KMT who were associated with constellations.

Dendera - A temple in KMT that has a gold zodiac ceiling.

Edfu - The temple of Heru who was the son of Ausar and Aset.

Flute - A musical instrument played by blowing into it.

Geb - The God of Earth in the KMT creation story.

Hatshepsut - A female who ruled as a Per Ah. She led a famous expedition to Punt (Somalia).

Imhotep - The world's first multi-talented genius. He was the first architect, physician, scientist, mathematician, poet, and priest.

Judgment - The famous judgment scene from KMT. When a person dies, his/her heart is weighed on a scale against the feather of Maat. The person declares 42 declarations of innocence to the 42 judges at the top of the picture. If the scale balances, the person is led into the Chamber of Ausar and lives eternally. If the heart is too heavy, the person is eaten by the animal next to the scale. The declarations are recorded by Djihuti (Thoth) who is the God of Wisdom.

Maat - The goddess who represented truth, justice, righteousness, order, balance, harmony and reciprocity. The feather is her symbol and it is her feather in the judgment scene.

Nile River - The source of life for the people of KMT. They called the Nile the God Hapi. It is the longest river in the world.

Nut - The goddess of the sky in the KMT creation story.

Obelisk - The KMT name is a tekhen. It was a monument carved from a single piece of granite and inscribed with Mdu Ntr (hieroglyphs). They were also used as sundials.

Pyramid - The most famous pyramids are the three great pyramids of Giza with the Sphinx in front of Khafre's pyramid. However, there are many more pyramids in KMT. The first one was the step pyramid at Saqqara.

Queen Tiye - A very famous queen in KMT. She was the wife of Amenhotep III, the mother of Akhenaten and the grandmother of Tutankhamen.

VOCABULARY

Ramses II - One of the most famous Per Ahs of KMT. He ruled for over 60 years. His statues are everywhere in KMT. He built two famous temples at Abu Simbel.

Sphinx - One of the seven wonders of the world. A sphinx is a monument with a head of a person and a body of a lion to represent man's mind is greater than animal instincts. The most famous sphinx is the one at Giza in front of Khafre's pyramid. The age of the sphinx is unknown, but it is a minimum of over 5000 years.

Step Pyramid - This pyramid was commissioned by Per Ah Zoser. It was designed by Imhotep and built at Saqqara. The Step Pyramid was the first stone building in the world.

Tutankhamen - Per Ah Tutankhamen is the boy king who became famous when his tomb was discovered. The riches of his tomb are displayed in the Cairo Museum. Some of them are his golden mask, three sarcophagi, three mastabas, a folding umbrella, numerous games and much more.

Un - Un in Mdu Ntr means becoming.

Uraeus - The Uraeus is the rearing Cobra worn to protect the Per Ah.

Vizier - The advisor to the Per Ah.



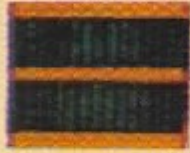


















Waset - The KMT name for the city of Luxor. It has the two great temples of Waset and Karnak.

Xartu - The written language of KMT was called Mdu Ntr (hieroglyphs). Xartu means children in Mdu Ntr.

Yebu - Yebu means elephant. This was the ancient name of Elephantine Island in Aswan.

Zoser - The Per Ah from the third dynasty who commissioned the step pyramid that was designed and built by Imhotep.

Modu Ntra

 A	 H	 P
 B	 J	 Q
 C	 K	 R
 D	 L	 S Z
 E	 M	 T
 V F	 N	 U
 G	 W O	 X