Amarigna & Tigrigna Qal Book Series Teacher's Guide

Classroom Instructional Guide

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by Legesse Allyn

.

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I. SYTHESISING WITH BLOOM'S TAXONOMY

OVERVIEW

There are several current trends in social studies education. Among them are multicultural education, and the value of using phenomena similar to the learners' life and/or society to enhance and stimulate learning and motivation. These two trends are often mutually supportive and complimentary, as they are in the present case of the AIOS Amarigna & Tigrigna Qal Book Series Curriculum.

In 1994, the AIOS National School Program curriculum was endorsed by the Black Education Commission of the Los Angeles Unified School District (LAUSD), the second largest school district in the United States.

I

In reference to multicultural education the AIOS Amarigna & Tigrigna Qal Book Series Curriculum serves to expand the learners view of the ancient society, language and people of Ancient Gebts. Gebts is the ancient name of Egypt and the name Ethiopians and Eritreans continue to refer to Egypt by.

Much has been written regarding the effect of mass communication and electronic media in narrowing the world community into a global village. In this context, the AIOS Amarigna & Tigrigna Qal Book Series Curriculum gives depth and meaning to the media images and provides positive examples of the functioning of ancient African societies.

The latter factor doubly is important because the AIOS Amarigna & Tigrigna Qal Book Series Curriculum counteracts the often-negative stereotypes of Africa and its people, and serves as an instrument in enhancing the important cognitive functions, as defined in Benjamin Bloom's *Taxonomy Of Educational Objectives: Cognitive Domain.* The Curriculum provides students the opportunity to compare and contrast the ancient society of Egypt and its hieroglyphic language, observe the similarities and differences, and facilitates the development of systematic thinking in the student (see appendix I, for summary of Bloom's Taxonomy).

A second factor of importance is the potential of the curriculum as a motivational instrument, which will enhance positive and productive learning behavior by the African-American student, as well as continental African and Africa-descended students wherever they may go to school. Also, it is important for students from other ethnic groups to become aware of ancient and modern African languages, cultures and people, such as this curriculum provides. American educators have generally accepted the importance and need for multicultural education as a means of addressing the problems of alienation and hostility, which exist between ethnic groups in America.

II

There are numerous possibilities of synthesizing the AIOS Amarigna & Tigrigna Qal Book Series Curriculum with Bloom's Taxonomy. However because of time limitations, this brief introduction presents a mini-module of instructional plans as an example of how a synthesis of Bloom's Taxonomy and the AIOS Amarigna & Tigrigna Qal Book Series Curriculum might be developed.

GOAL: To develop students awareness, knowledge, and comprehension of hieroglyphic writing and the hieroglyphic languages of ancient Egypt.

OBJECTIVE 1: KNOWLEDGE

After discussing hieroglyphs in any of the Amarigna & Tigrigna Qal book series, students will be able to identify factors relating the use of hieroglyphic characters to write out pronunciation sounds.

Method Level 1:

Instruct students to become an ancient Egyptian scribe and learn a sentence from their copy of Amarigna & Tigrigna Qal Rosetta Stone and find as many of the words as possible in their copy of Amarigna & Tigrigna Qal Hieroglyphs for Beginners.

This will help them become familiar with the hieroglyphic words and their use to write Amarigna and Tigrigna pronunciation sounds and words.

Instruct students to rewrite their entire selected hieroglyphic sentence.

OBJECTIVE 2: COMPREHENSION

Given the examples of writing hieroglyphic characters, words, and sentences in the Amarigna & Tigrigna Qal book series, students will be able to recognize and describe the similarities of writing in ancient Egypt and America.

Method Level 1:

> Ancient Egyptian scribes had many ways to spell words, as we do with European languages, including English and Spanish.

> Instruct students to write out the different ways to write an Amarigna and/or Tigrigna hieroglyphic word. Their Amarigna & Tigrigna Qal books list many ways in which they can write out both ancient Egyptian and European words.

> Afterwards, instruct students to write out the different ways to write a European word.

OBJECTIVE 3: APPLICATION

Following a discussion of hieroglyphic characters and words mentioned in the Amarigna & Tigrigna Qal book series, students will demonstrate their understanding of the conduct of writing pronunciation sounds, words and sentences with hieroglyphs.

Method Level 1:

Instruct students write out the hieroglyphic ways to write out pronunciation sounds that match European ones, including English and Spanish.

Have students select words from the ones mentioned in the copy of their Amarigna & Tigrigna Qal book series.

OBJECTIVE 4: ANALYSIS

After discussion of multiple ways of writing a hieroglyphic and European word, students will distinguish the most effective way of writing a word to get their point across.

Method Level 1:

> Instruct students to select a word and describe the different possible reasons for using particular characters to write out the ancient Egyptian and European versions of the word.

OBJECTIVE 5: SYNTHESIS

Following reading, audio-visual presentations (when available), and discussions of the life of an ancient Egyptian scribe, have each student compose a report about being a scribe in ancient Egypt.

Method Level 1:

Instruct students to imagine themselves as an ancient Egyptian scribe and write a short skit about their life as a scribe. Have them utilize their finished worksheets from the other exercises to give the class an example of their methods used as an ancient Egyptian scribe.

Conclusion

The foregoing objectives, which synthesize Bloom's Taxonomy with the AIOS Amarigna & Tigrigna Qal Book Series Curriculum, are a limited sample of the possibilities and potentials resulting from the synthesis. The AIOS National School Program curriculum invites teachers to manifest their creativity in teaching students to expand their cognitive capacities and the knowledge and appreciation of Eritrea, Ethiopia, and other African countries, their languages, people, culture and cities, as well as ancient Egypt, and all the languages of the world.

Appendix I
RELATIONSHIP BETWEEN TERMINAL BEHAVIOR
(INSTRUCTIONAL OBJECTIVES) AND COGNITIVE DOMAIN
(Based on Taxonomy of Educational Objectives, edited by Benjamin S. Bloom)

COGNITIVE DOMAIN	TERMINAL BEHAVIOR
KNOWLEDGE **(Level 1)**	to recall to recite to list to enumerate to memorize
COMPREHENSION **(Level 2)**	to translate to interpret in own words to rewrite to edit to extrapolate
APPLICATION **(Level 3)**	to use rules, laws, generalizations in a new problem situation to apply known solutions to new events to employ guides (road maps, charts, graphs) to apply new skills in effecting solutions to construct models for problems solving
ANALYSIS **(Level 4)**	to illustrate a relationship between parts of a whole to take apart the elements of an object of event to interchange equivalent parts to separate events for more careful study to reorder the parts for clearer conceptualization
SYNTHESIS **(Level 5)**	to derive a unique approach to a given situation to formulate an hypothesis to produce a new plan of operation (alternatives) to contribute unique ways of viewing well-worn solutions to develop research problems
EVALUATION **(Level 6)**	to render an opinion based on relevant data to give a point of view supported by valid evidence to judge the worth of an object or event based on external criteria to judge the worth of an object or event based on internal criteria to support a position following careful analysis based on valid evidence

II. PRONUNCIATION GUIDE

(some common hieroglyphs)

PRONOUNCE-IT
Use the following vowel sounds for the pronunciation guide below.

ä - as in "feather"

u - as in "loop"

i - as in "he"

a - as in "father"

e - as in "hey"

ə - as in "ship"

o - as in "so"

Source: amorä (አሞራ) eagle (noun) (Amarigna)

አ	ኡ	ኢ	አ	ኤ	እ	ኦ
ä	u	i	a	e	ə	o
ዐ	ዑ	ዒ	ዓ	ዔ	ዕ	ዖ
ä	u	i	a	e	ə	o
ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
hä	hu	hi	ha	he	hə	ho
ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
hä	hu	hi	ha	he	hə	ho
ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ
hä	hu	hi	ha	he	hə	ho

Source: əj (እጅ) hand, arm (verb) (Amarigna)

አ	ኡ	ኢ	ኣ	ኤ	እ	ኦ
ä	u	i	a	e	ə	o
ዐ	ዑ	ዒ	ዓ	ዔ	ዕ	ዖ
ä	u	i	a	e	ə	o
ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
hä	hu	hi	ha	he	hə	ho
ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
hä	hu	hi	ha	he	hə	ho
ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ
hä	hu	hi	ha	he	hə	ho
የ	ዩ	ዪ	ያ	ዬ	ይ	ዮ
yä	yu	yi	ya	ye	yə	yo

adägä (አደገ) grow (verb) (Amarigna)

አ	ኡ	ኢ	ኣ	ኤ	እ	ኦ
ä	u	i	a	e	ə	o
ዐ	ዑ	ዒ	ዓ	ዔ	ዕ	ዖ
ä	u	i	a	e	ə	o
ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
hä	hu	hi	ha	he	hə	ho
ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
hä	hu	hi	ha	he	hə	ho
ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ
hä	hu	hi	ha	he	hə	ho

ኢ	ዒ					
i		i				
የ	ዩ	ዪ	ያ	ዬ	ይ	ዮ
yä	yu	yi	ya	ye	yə	yo

Source: hodädä (ሖደደ) designated land or estate as hudad (noun) (Amarigna)

ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
hä	hu	hi	ha	he	hə	ho
ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
hä	hu	hi	ha	he	hə	ho
ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ
hä	hu	hi	ha	he	hə	ho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጬ	ጭ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho

Source: amärar (አመራር); mmhdr (ምምሕዳር) management (verb) (Amarigna/Tigrigna)

መ	ሙ	ሚ	ማ	ሜ	ም	ሞ
mä	mu	mi	ma	me	mə	mo
ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
nä	nu	ni	na	ne	nə	no

Source: maəkälawi (ማእከላዊ); makäla (ማእከላይ) inner, central, middle, medium (adjective) (Amarigna/Tigrigna)

መ	ሙ	ሚ	ማ	ሜ	ም	ሞ
mä	mu	mi	ma	me	mə	mo
ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
nä	nu	ni	na	ne	nə	no

ΛΛΛΛΛ

Source: may (ማይ) water (noun) (Tigrigna)

መ	መ፦	ሚ	ማ	ሜ	ም	ሞ
mä	mu	mi	ma	me	mə	mo
ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
nä	nu	ni	na	ne	nə	no

ΛΛΛΛΛ

ΛΛΛΛΛ

Source: əña (እኛ) we (pron.) (Amarigna)

ኘ	ኙ	ኚ	ኛ	ኜ	ኝ	ኞ
ñä	ñu	ñi	ña	ñe	ñə	ño

Source: ጨንበለ   CH'ənəbələ mask, crown (noun)

ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
nä	nu	ni	na	ne	nə	no

Source: waəro (ፎ ዕ ሮ) lioness (noun) (Tigrigna)

ሬ	ሩ	ሪ	ራ	ሬ	ር	ሮ
rä	ru	ri	ra	re	rə	ro
ለ	ሉ	ሊ	ላ	ለ	ል	ሎ
lä	lu	li	la	le	lə	lo

Source: läT'äT'ä (ለጠጠ) stretch to open (verb) (Amarigna)

ለ	ሉ	ሊ	ላ	ለ	ል	ሎ
lä	lu	li	la	le	lə	lo
ሬ	ሩ	ሪ	ራ	ሬ	ር	ሮ
rä	ru	ri	ra	re	rə	ro

ቦ

Source: qäläsä (ቀለሰ) bend someone or something over (verb) (Amarigna)

ሠ	ሡ	ሢ	ሣ	ሤ	ሥ	ሦ
sä	su	si	sa	se	sə	so
ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
sä	su	si	sa	se	sə	so
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ዘ	ዙ	ዚ	ዛ	ዜ	ዝ	ዞ
zä	zu	zi	za	ze	zə	zo
ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
jä	ju	ji	ja	je	jə	jo

Source: ərsha (አርሻ) farm (noun) (Amarigna)

ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ሠ	ሡ	ሢ	ሣ	ሤ	ሥ	ሦ
sä	su	si	sa	se	sə	so
ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
sä	su	si	sa	se	sə	so
ዘ	ዙ	ዚ	ዛ	ዜ	ዝ	ዞ
zä	zu	zi	za	ze	zə	zo
ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
khä	khu	khi	kha	khe	khə	kho
ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
jä	ju	ji	ja	je	jə	jo

Source: N/A

ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
sä	su	si	sa	se	sə	so
ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
sä	su	si	sa	se	sə	so
ዘ	ዙ	ዚ	ዛ	ዜ	ዝ	ዞ
zä	zu	zi	za	ze	zə	zo
ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ከ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
jä	ju	ji	ja	je	jə	jo

Source: ashäshä (አሽሸ) to drive away, to send away, hide (verb) (Amarigna)

ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
jä	ju	ji	ja	je	jə	jo
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho

ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
hä	hu	hi	ha	he	hə	ho

ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
hä	hu	hi	ha	he	hə	ho

ነ	ኑ	ኒ	ና	ኔ	ን	ኖ
hä	hu	hi	ha	he	hə	ho

ooo

Source: gämäd (ገመድ) rope, cord (noun)

ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ሀ	ሁ	ሂ	ሃ	ሄ	ህ	ሆ
hä	hu	hi	ha	he	hə	ho
ሐ	ሑ	ሒ	ሓ	ሔ	ሕ	ሖ
hä	hu	hi	ha	he	hə	ho
ኀ	ኁ	ኂ	ኃ	ኄ	ኅ	ኆ
hä	hu	hi	ha	he	hə	ho

◿

Source: qulqulät (ቁልቁለት) downhill (noun) (Amarigna)

ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ዠ	ዡ	ዢ	ዣ	ዤ	ዥ	ዦ
jä	ju	ji	ja	je	jə	jo

Source: borCH′ (ቦርጭ) belly (noun) (Amarigna)

ጪ	ጬ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
jä	ju	ji	ja	je	jə	jo

Source: kubaya (ኩባያ) cup (noun) (Amarigna)

ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ጀ	ጁ	ጂ	ጃ	ጄ	ጅ	ጆ
jä	ju	ji	ja	je	jə	jo

Source: gan (ጋን) large jar (noun) (Amarigna)

ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ዠ	ዡ	ዢ	ዣ	ዤ	ዥ	ዦ
jä	ju	ji	ja	je	jə	jo

ነ

Source: gəmälə (ግመል) camel (noun)

ገ	ጉ	ጊ	ጋ	ጌ	ግ	ጎ
gä	gu	gi	ga	ge	gə	go
ቀ	ቁ	ቂ	ቃ	ቄ	ቅ	ቆ
qä	qu	qi	qa	qe	qə	qo
ከ	ኩ	ኪ	ካ	ኬ	ክ	ኮ
kä	ku	ki	ka	ke	kə	ko
ቸ	ቹ	ቺ	ቻ	ቼ	ች	ቾ
chä	chu	chi	cha	che	chə	cho
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o
ኸ	ኹ	ኺ	ኻ	ኼ	ኽ	ኾ
khä	khu	khi	kha	khe	khə	kho
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho
ዠ	ዡ	ዢ	ዣ	ዤ	ዥ	ዦ
jä	ju	ji	ja	je	jə	jo

Source: bat (ባት) calf of leg (noun) (Amarigna)

በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
bä	bu	bi	ba	be	bə	bo
ፈ	ፉ	ፊ	ፋ	ፌ	ፍ	ፎ
fä	fu	fi	fa	fe	fə	fo
ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
wä	wu	wi	wa	we	wə	wo

Source: wänbär (ወንበር) chair (noun) (Amarigna)

በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
bä	bu	bi	ba	be	bə	bo
ፈ	ፉ	ፊ	ፋ	ፌ	ፍ	ፎ
fä	fu	fi	fa	fe	fə	fo
ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
wä	wu	wi	wa	we	wə	wo

Source: zy (ዝይ) goose (noun) (Amarigna)

ዘ	ዙ	ዚ	ዛ	ዜ	ዝ	ዞ
zä	**zu**	**zi**	**za**	**ze**	**zə**	**zo**
ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
sä	**su**	**si**	**sa**	**se**	**sə**	**so**
ሠ	ሡ	ሢ	ሣ	ሤ	ሥ	ሦ
sä	**su**	**si**	**sa**	**se**	**sə**	**so**
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	**shu**	**shi**	**sha**	**she**	**shə**	**sho**

Source: zəgə (ዝግ) closed (adj.) (Amarigna)

ዘ	ዙ	ዚ	ዛ	ዜ	ዝ	ዞ
zä	zu	zi	za	ze	zə	zo
ሰ	ሱ	ሲ	ሳ	ሴ	ስ	ሶ
sä	su	si	sa	se	sə	so
ሠ	ሡ	ሢ	ሣ	ሤ	ሥ	ሦ
sä	su	si	sa	se	sə	so
ሸ	ሹ	ሺ	ሻ	ሼ	ሽ	ሾ
shä	shu	shi	sha	she	shə	sho

Source: (the sound the snake makes)

ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ደ	ዱ	ዲ	ዳ	ዴ	ድ	ዶ
dä	du	di	da	de	də	do
ተ	ቱ	ቲ	ታ	ቴ	ት	ቶ
tä	tu	ti	ta	te	tə	to
ጠ	ጡ	ጢ	ጣ	ጤ	ጥ	ጦ
T'ä	T'u	T'i	T'a	T'e	T'ə	T'o
ጨ	ጩ	ጪ	ጫ	ጬ	ጭ	ጮ
CH'ä	CH'u	CH'i	CH'a	CH'e	CH'ə	CH'o

Source: id (እ.ዴ.) hand (noun) (Tigrigna)

ዴ	ዱ	ዲ	ዳ	ዴ	ድ	ዶ
dä	du	di	da	de	də	do
ተ	ቱ	ቲ	ታ	ቴ	ት	ቶ
tä	tu	ti	ta	te	tə	to
ጠ	ጡ	ጢ	ጣ	ጤ	ጥ	ጦ
T'ä	T'u	T'i	T'a	T'e	T'ə	T'o
ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o

Source: wT'tərätə (ውጥረት) tension (noun) (Amarigna)

ደ	ዱ	ዲ	ዳ	ዴ	ድ	ዶ
dä	du	di	da	de	də	do
ተ	ቱ	ቲ	ታ	ቴ	ት	ቶ
tä	tu	ti	ta	te	tə	to
ጠ	ጡ	ጢ	ጣ	ጤ	ጥ	ጠ
T'ä	T'u	T'i	T'a	T'e	T'ə	T'o
ፀ	ፁ	ፂ	ፃ	ፄ	ፅ	ፆ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o
ጸ	ጹ	ጺ	ጻ	ጼ	ጽ	ጾ
TS'ä	TS'u	TS'i	TS'a	TS'e	TS'ə	TS'o

◠

Source: dabo (ዳቦ) bread (noun) (Amarigna)

ደ dä	ዱ du	ዲ di	ዳ da	ዴ de	ድ də	ዶ do
ተ tä	ቱ tu	ቲ ti	ታ ta	ቴ te	ት tə	ቶ to
ጠ T'ä	ጡ T'u	ጢ T'i	ጣ T'a	ጤ T'e	ጥ T'ə	ጦ T'o
ጸ TS'ä	ጹ TS'u	ጺ TS'i	ጻ TS'a	ጼ TS'e	ጽ TS'ə	ጾ TS'o
ፀ TS'ä	ፁ TS'u	ፂ TS'i	ፃ TS'a	ፄ TS'e	ፅ TS'ə	ፆ TS'o

@

Source: wəha (ው፦3) water (noun) (Amarigna)

ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
wä	wu	wi	wa	we	wə	wo
ረ	ሩ	ሪ	ራ	ሬ	ር	ሮ
rä	ru	ri	ra	re	rə	ro
ፈ	ፉ	ፊ	ፋ	ፌ	ፍ	ፎ
fä	fu	fi	fa	fe	fə	fo
በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
bä	bu	bi	ba	be	bə	bo

Source: wäT'at (ወጣት) adolescent (noun) (Amarigna)

ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
wä	wu	wi	wa	we	wə	wo
ረ	ሩ	ሪ	ራ	ሬ	ር	ሮ
rä	ru	ri	ra	re	rə	ro
ፈ	ፉ	ፊ	ፋ	ፌ	ፍ	ፎ
fä	fu	fi	fa	fe	fə	fo
በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
bä	bu	bi	ba	be	bə	bo

Source: fhukh bele (ፍሑኽ በለ) crawl, creep (verb) (Tigrigna)

ፈ	ፉ	ፊ	ፋ	ፌ	ፍ	ፎ
fä	fu	fi	fa	fe	fə	fo
ወ	ዉ	ዊ	ዋ	ዌ	ው	ዎ
wä	wu	wi	wa	we	wə	wo
በ	ቡ	ቢ	ባ	ቤ	ብ	ቦ
bä	bu	bi	ba	be	bə	bo

III. GAMES & ACTIVITIES

FIND-A-WORD
Findand circle the consonant and vowel groups

A/H/Y M/N	W/Y L/R	Y/Q/G S/Z/TS/SH/CH		D/T/TS/Z W/B/F	P/V/W/B/F W/U/O	H/Q/K/G/CH/SH/KH/J E/U/EE/AA/AE/EH/O				
AA	G	Z	T	KH	F	X	M	D	G	M
I	CH	X	M	D	K	EH	J	Z	KH	T
EH	Z	V	R	P	SH	Y	G	R	KH	O
O	D	I	A	Y	B	Q	V	S	P	K
X	H	F	H	Q	K	G	CH	SH	KH	J
F	EH	W	Y	I	F	J	B	Z	F	C
C	Z	D	EE	T	C	D	T	TS	Z	M
SH	K	Y	G	M	J	X	M	X	AA	Y
U	H	H	E	N	V	L	O	P	T	AE
I	M	X	F	K	P	R	W	I	F	B
G	EH	P	V	R	D	J	B	X	C	K
B	Z	U	J	P	V	B	F	W	P	EE
T	I	J	C	Z	M	I	CH	U	U	Y
G	KH	E	U	EE	AA	AE	EH	O	Z	H
E	Y	U	D	F	X	H	D	H	U	M
Z	V	C	U	H	P	Y	R	B	F	AA
	X	I	J	AE	SH	D	I	Z	CH	J

CONSONANT-CRUNCH

Identify the consonant groups in the many ways to pronounce "house"

Tigrigna	geza
Old English	hus
Old Norse	hus
German	haus
Spanish	casa
Old Frisian	hus
Dutch	huis
Swedish	hysa
Slovenian	hisa
Serbian	kucha
Romanian	casa
Japanese	kaoku
Italian	casa
Hungarian	haz
Croatian	kucha
Chinese	jizu
Bulgarian	kushta

(circle the consonants used in the pronunciations above)

A/H/Y   W/Y   Y/Q/G   D/T/TS/Z   P/V/W/B/F   H/Q/K/G/CH/SH/KH/J
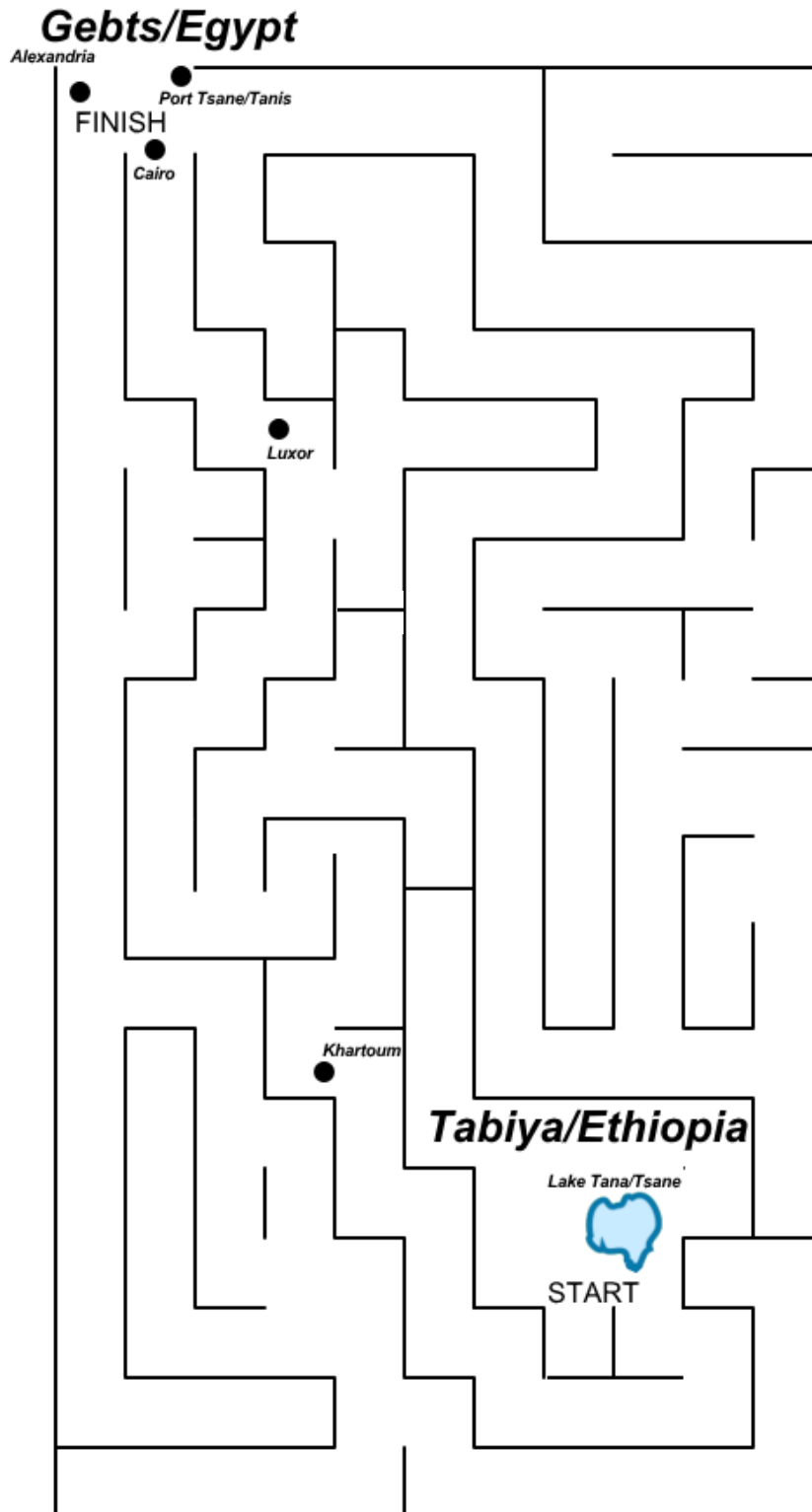M/N   L/R   S/Z/TS/SH/CH   W/B/F   W/U/O   E/U/EE/AA/AE/EH/O

DOT-TO-DOT

Connect the lines to draw the amora,
a hieroglyphic letter for any vowel and the letter H
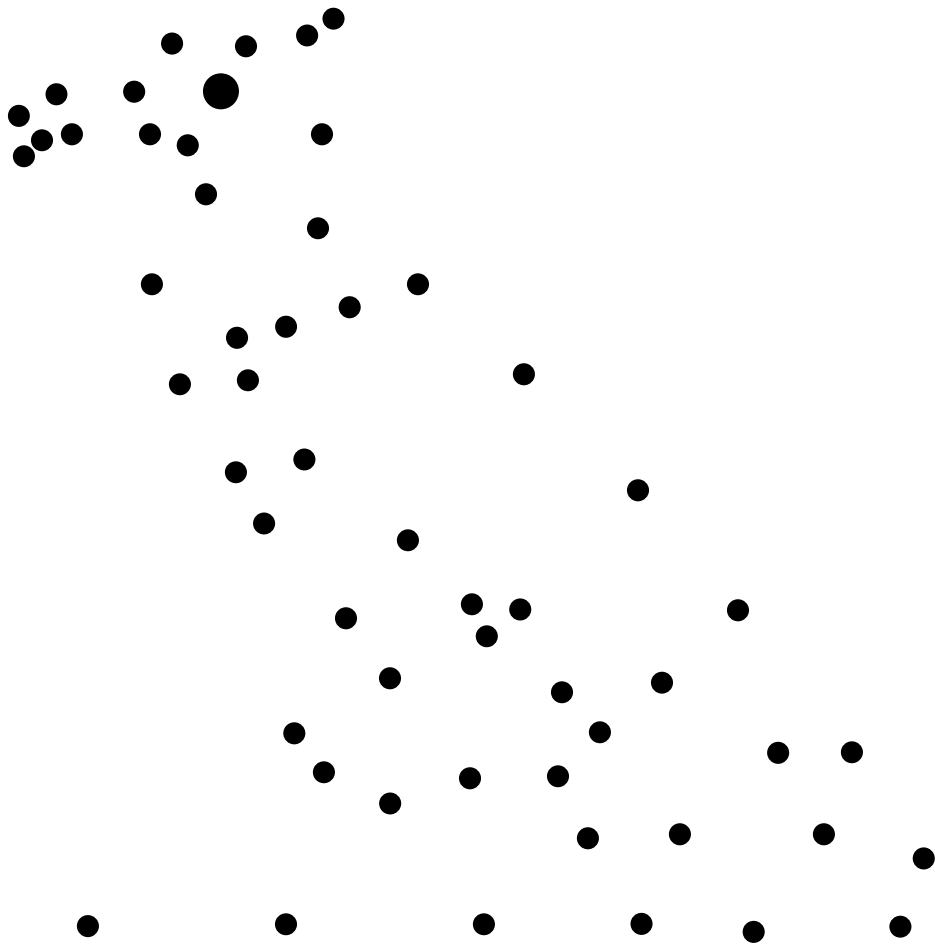
A-MAZE
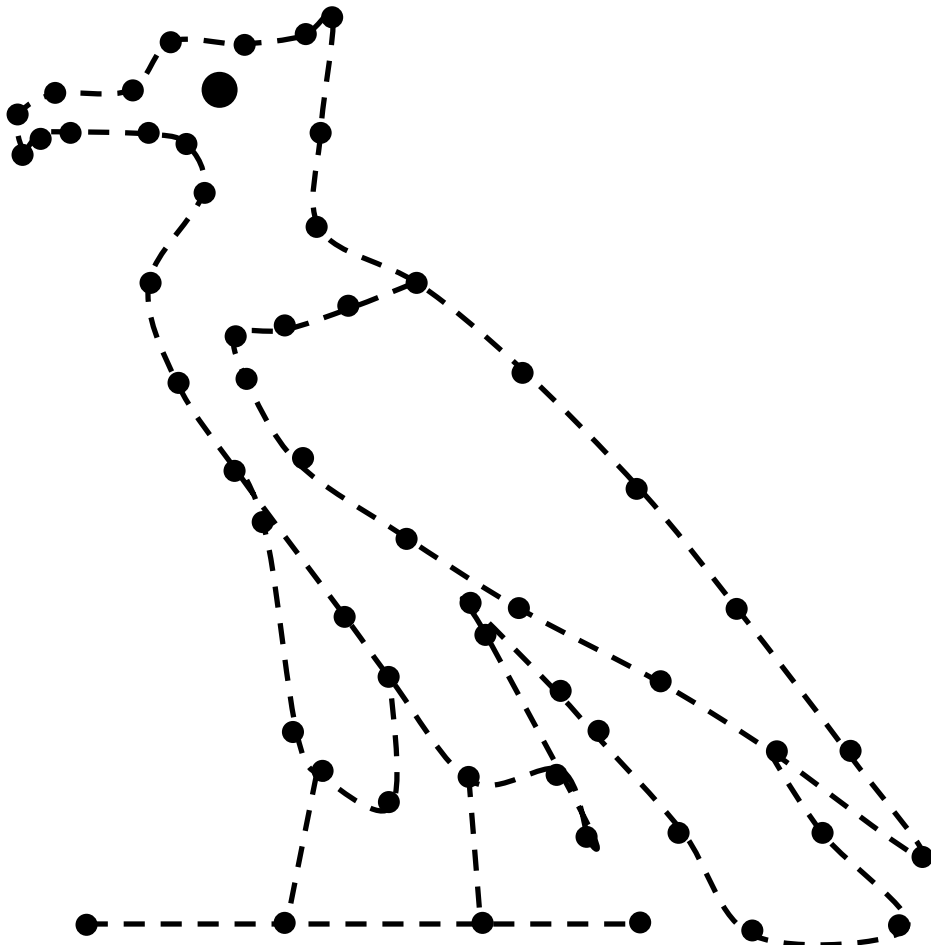*Follow the Nile River into Egypt,*
which gets nearly 85% of its water from Lake Tana (earlier name is Lake Tsane)

WORD-SEARCH KEY

```
                    Y
      A             Q             S
      H    Q    K   G   CH  SH  KH  J
W     Y                     Z
                    D   T   TS  Z
      M
      N             L
                    R   W
                        B
      P    V    B   F   W
                        U
E     U    EE   AA  AE  EH  O
```
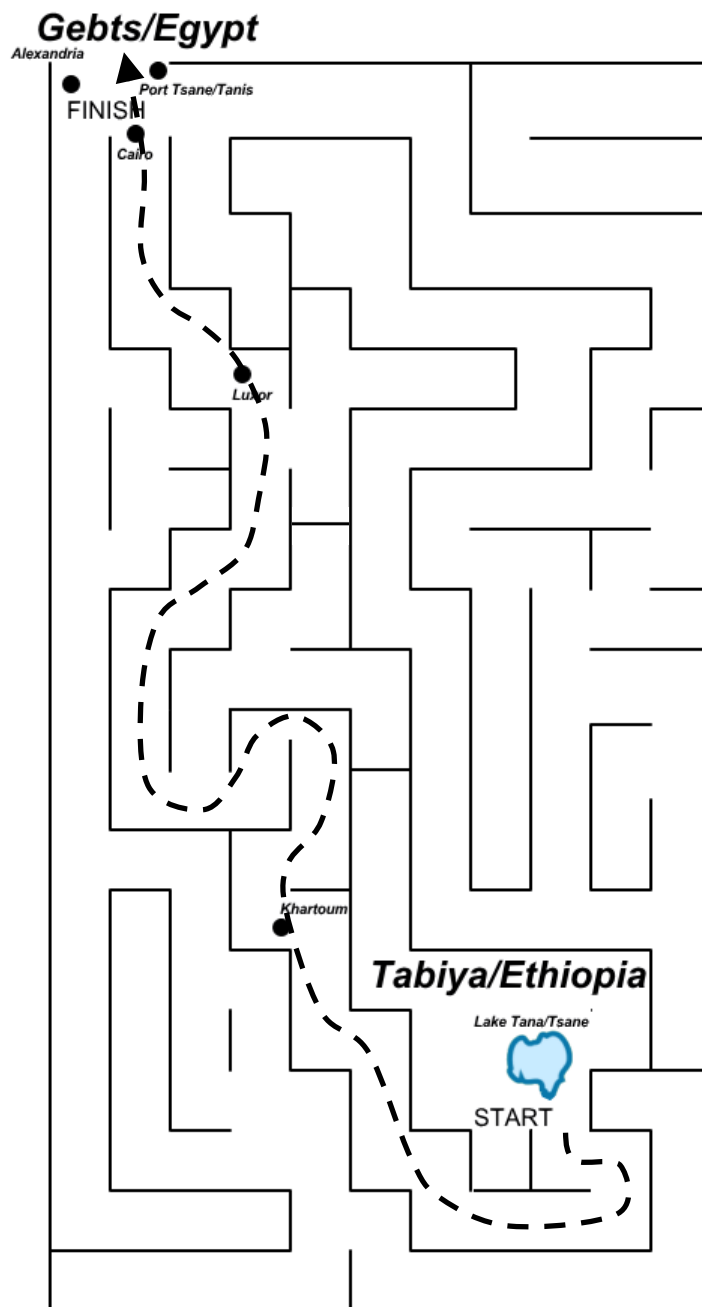
DOT-TO-DOT KEY

CONSONANT-CRUNCH KEY

A/H/Y	W/Y	Y/Q/G		D/T/TS/Z	P/V/W/B/F	H/Q/K/G/CH/SH/KH/J
M/N	L/R	S/Z/TS/SH/CH/K		W/B/F	W/U/O	E/U/EE/AA/AE/EH/O

A-MAZE KEY

Gebts/Egypt

Alexandria

FINISH

Port Tsane/Tanis

Cairo

Luxor

Khartoum

Tabiya/Ethiopia

Lake Tana/Tsane

START

"American educators have generally accepted the importance and need for multicultural education as a means of addressing the problems of alienation and hostility, which exist between ethnic groups in America."

There are several current trends in social studies education. Among them are multicultural education, and the value of using phenomena similar to the learners' life and/or society to enhance and stimulate learning and motivation.

These two trends are mututally supportive and complimentary, as they are in the present case of the AIOS Amarigna & Tigrigna Qal Book Series Curriculum.

In reference to multicultural education, the AIOS Amarigna & Tigrigna Qal Book Series Curriculum serves to expand the learners' view of the ancient society and people of Ancient Egypt.

There are numerous possibilities of synthesizing the AIOS Amarigna & Tigrigna Qal Book Series Curriculum with Bloom's Taxonomy. However because of time limitations, this brief introduction presents a mini-module of instructional plans as an example of how a synthesis of Bloom's Taxonomy and the Curriculum might be developed.

This curriculum provides a one-world/one-language perspective in which all students can find their place."