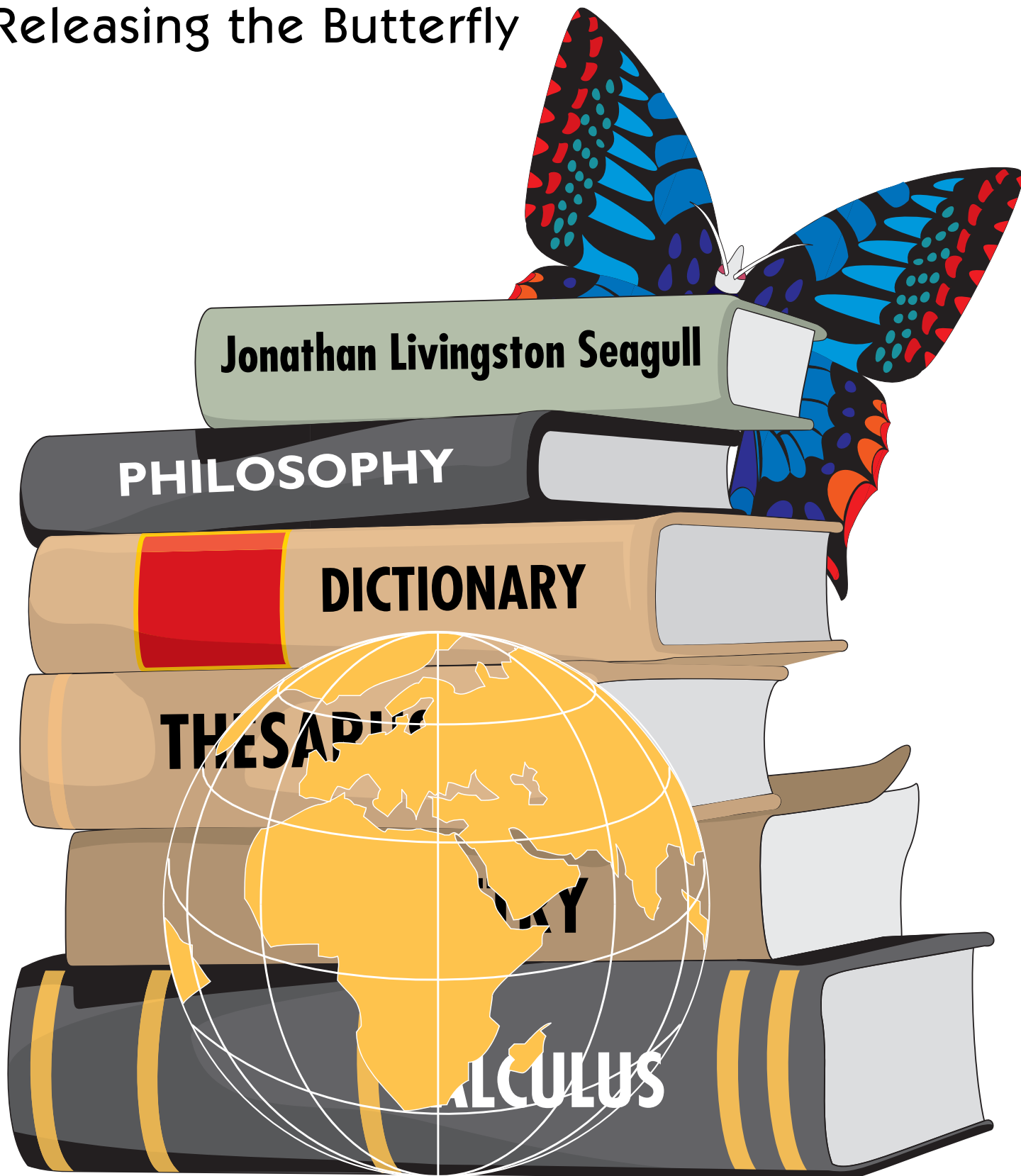


LEARNING TO READ

Releasing the Butterfly





Yo! Is an acronym for The Youth Opportunities Movement. This program is funded by the United States department of Labor. The Local youth opportunity movement- Yo! Memphis – is a collaborative venture between the city of Memphis and grass root citizens, business, clergy, educators, government officials and public and non- profit agencies that are dedicated to helping youth develop into productive and contributing members of the community. The vision of Yo! Memphis Movement is that all youth, particularly, those who are out of school, acquire the necessary skills and work experience to successfully transition into adulthood, careers, further education and training.

Workforce Development Specialist will identify, recruit and enroll eligible youth and

offer alternatives to dropping out of school, opportunities to receive academic tutorial services, job readiness training and links to vocational training.

The mission of Yo! Memphis is to identify and provide the necessary resources to effectively serve economically disadvantaged youth living in the Enterprise Community. Any youth between the ages 14 through 21 who live in the enterprise community are eligible for Membership in Yo! Memphis. The goal of Yo! Memphis is to help youth to stay in school and graduate, earn a GED, learn job skills, attend college, trade school, and or technical school and earn long term employment!



Dr. Marie Milam
Executive Director, Yo! Memphis

LEARNING TO READ

IN TODAY'S WORLD reading is one of the most fundamental capacities that an individual can develop. For some, reading can open up bold new worlds and unlock many untold mysteries. For others reading can end the dilemma of paradox and ambiguity. For everyone, learning to read is essential. This workbook had been designed so that anyone, regardless of age, can learn how to read.

THE INSTRUCTIONAL part of this workbook is to be used as an aid to the person who will explain its contents to the student. The person that is **READING** the information in this workbook is to be the facilitator. The person **LEARNING** to “read” and use the materials in this workbook *is* the learner. The exercises are designed to help the learner learn how to learn.

UNLOCKING THE DYNAMIC LAND OF LANGUAGE

UNDERSTANDING THE BASIC COMPOSITION of letters is a major key to unlocking the dynamic land of language. The words: character, letter and symbol are synonymous (equal) when speaking of words as language.

SOUND IS USED as a means to communicate recognition of our conscious experiences (**ORAL COMMUNICATION**). What is known as letters are representative symbols of **SOUND**. How letters sound when said alone and when they come together to form words is the focus of this workbook.

FIRST THINGS FIRST

IN ORDER TO READ in an effective manner it is important to realize the sounds that are associated with each letter. All letters (symbols) have sounds that they represent.



Some even have multiple sounds. This exercise will help the learner to learn the different sounds that are produced when each letter (character) is joined with another.

The first thing the learner must do is learn the sound or sounds of each letter. By doing this, the learner will be learning the alphabet. Before the learner can read effectively, s/he must know the alphabet.

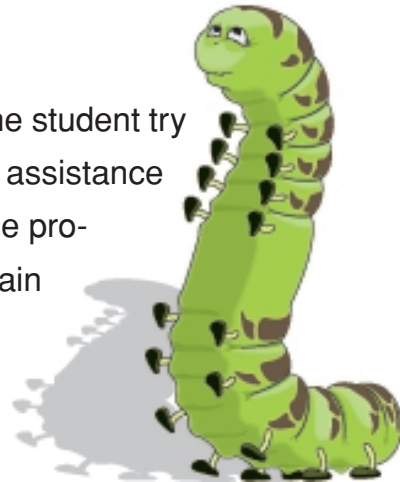
USING THE PHONETIC CHART

AT THIS POINT the facilitator should have the student use a model “phonetic chart”. The charts are found in the back of this workbook. Please ask the student to trace the model “A” chart by hand, making it as neat as possible. The facilitator should practice saying each letter with the student. Each day, for five days (Monday-Friday), have the student make the chart. Ask the learner to write and pronounce each letter as s/he makes the chart.

Each day after the completion of the chart, have the student try to say the alphabet. The facilitator should provide assistance to the student with any letter s/he may have trouble pronouncing. The facilitator should attempt to ascertain the student’s area of difficulty.

PRACTICE THIS PROCEDURE everyday for five days. At the end of this time, if the student does not know the alphabet, the facilitator and student should start again and repeat the process for five more days.

THE FACILITATOR SHOULD BRING to the student’s attention how the mouth is



shaped as each letter is spoken. It is important for student and facilitator to discuss what the student is feeling when he/she sounds each letter. The facilitator can ask the learner such things as, where are the lips, where is the tongue, how do teeth and tongue interact, and is s/he breathing in or out? This is important so that the student learns how the voice, breath, and the whole mouth, nose, jaw, throat, nasal passages and face work together or with each other to form sounds.

THE LETTERS A-E-I-O-U-(Y) at the top of the practice charts are known as vowels. As the student practices the alphabet s/he will also learn the sounds of the vowels. The vowel sounds are slightly different in English than they are in other languages. The facilitator should now direct the student's attention to the sounds that are made when each letter that is a consonant is attached to a letter that is a vowel. When vowels are attached to consonants some vowels will have more than one sound.

IN THE LANGUAGE that is known as English each letter is "not" distinctive, which is contrary to most other languages. It is important to note the different pronunciation that *IS* "distinctive" to American English. In English there are many words that are not pronounced the way that they are spelled, whereas, in most other languages, words are pronounced exactly the way that they are spelled.

FORMING THE BUTTERFLY

AFTER THE ALPHABET has been learned, the student should start the process of connecting the letters on each side of the chart to the vowel located in the center of the page.

IN ORDER TO ACCOMPLISH this task, the student will need a ruler. The ruler will allow the learner to draw a straight line from the letters to the vowel in an attempt to make intersecting lines. An example of how the lines should look is shown in the back of this workbook. With practice and patience the student will learn to make uniform lines.

MAKING THE SOUNDS

AS THE LEARNER draws each line s/he should try to pronounce (say) the sounds of the letters that are joined together.

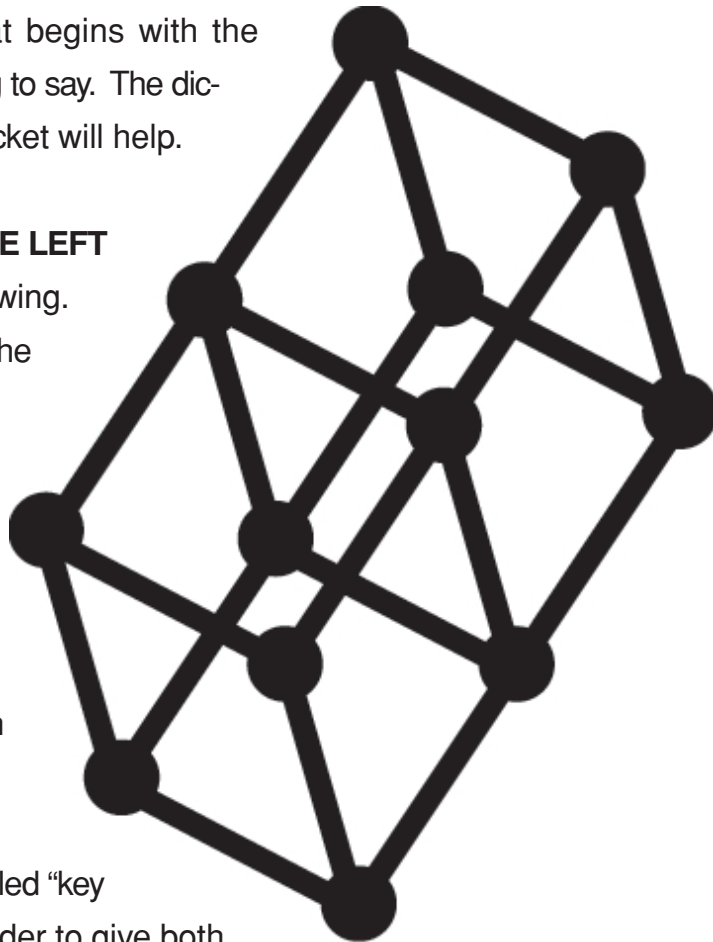
MAKE A LINE, USING THE EXAMPLE CHART AS A MODEL from “A” to “A”. The sound of “A” to “A” is long, regardless of how the sound is made. The rule is that when the same vowel is attached, one to the other, the sound is extended. Using the ruler, draw a line from “B” to “A”. The sound is most often the Latin sound. The sounds will be similar until vowel is attached to vowel. If the learner is having problems with a sound and no one seems to be able to help, s/he can look in the dictionary for a word that begins with the two letters that s/he is trying to say. The dictionary pronunciation bracket will help.

AFTER COMPLETING THE LEFT WING, begin on the right wing.

The learner should make the sound of A-A, A-B, A-C, etc. Draw lines outward from the center to the alphabet on the right.

The learner must practice saying the vowels in both English and Latin.

THE WORDS BELOW, called “key words”, are provided in order to give both the facilitator and the learner a guide that can be used for comparative study.



THE LEARNER SHOULD FIRST learn to pronounce the vowels in Latin.

a as in father

e as in education

i as in ink

o as in oat

u as in boot [note: compare the word toot (oo)]

THE LEARNER MUST NOW LEARN the vowels as they sound in English.

a as in day

e as in eve

i as in idea

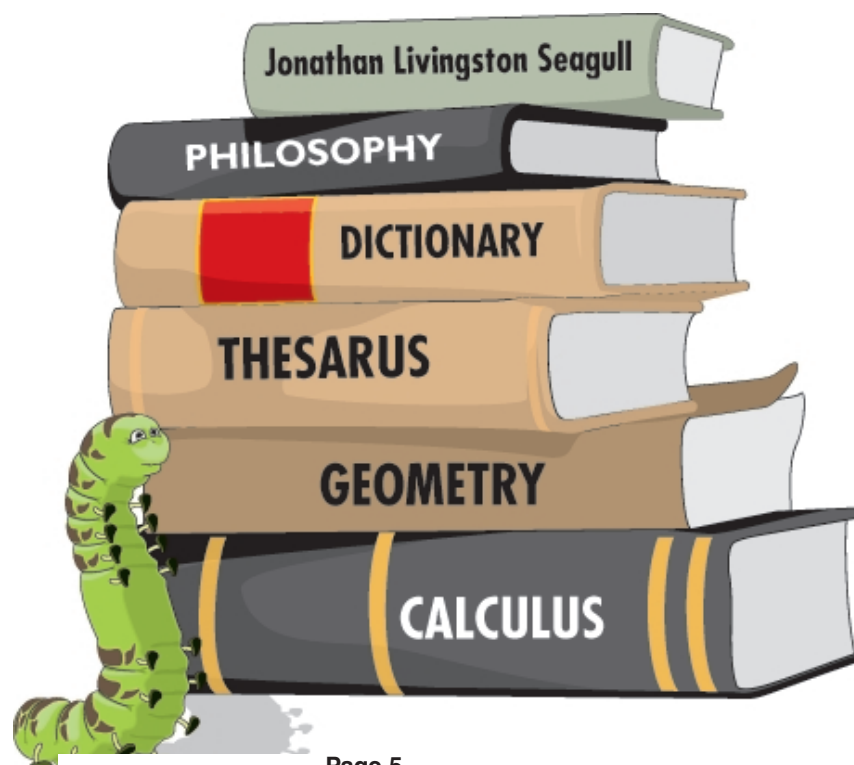
o as in toe

u as in you

y as in boy or dye

EVEN THOUGH THE VARIABLE SOUNDS for all the letters are necessary to know, the primary concern and focus for the learner should be the basic vowel sounds.

THE KEY WORD EXAMPLES should be learned as the model. Later the student will learn to recognize other sounds that these letters have in other words, but for now students should learn these sounds. The student should practice each letter of the alphabet as it connects with the vowel using both sounds that the model charts provide.

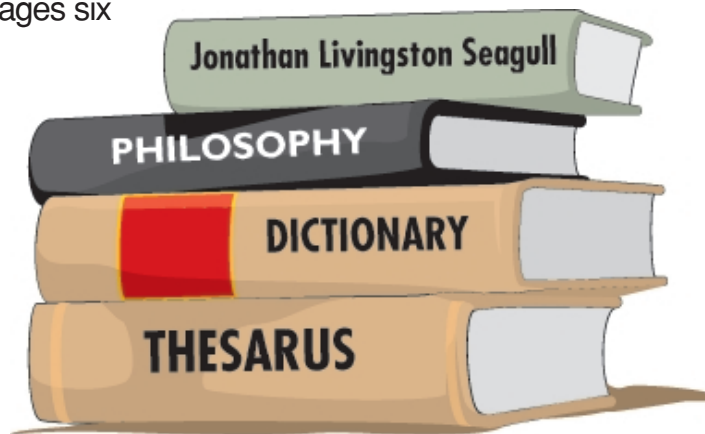


PRACTICING THE SOUNDS

WHEN THE SOUNDS ARE SPOKEN together the consonants have unclear tones. In other words, most words when heard spoken will only convey the vowel as tonal sounds. Examples of the difference in the sounds of the letters as they are attached to other letters are given. There are six (6) letters at the top of each chart these letters are vowels. One entire week should be spent practicing each of these letters.

BEGIN ON MONDAY with the vowel “A” in the center of the chart. Each day the learner should complete one chart and practice the sounds. Friday should be the last day for the “A” chart. The following monday the student should begin on the “E” chart. Place the model chart under a blank sheet of typing paper. This will help to facilitate a more exact and uniform copy. Remember to spend five (5) days on each chart.

AFTER COMPLETING THE LEFT WING of the chart, the student should begin on the right wing. The learner should now begin to make the sound A-A, A-B, A-C, etc. The learner should practice saying the vowels in both English and Latin. An example of how to pronounce the vowels in Latin and English is shown on pages six (6) and seven (7) of this workbook.



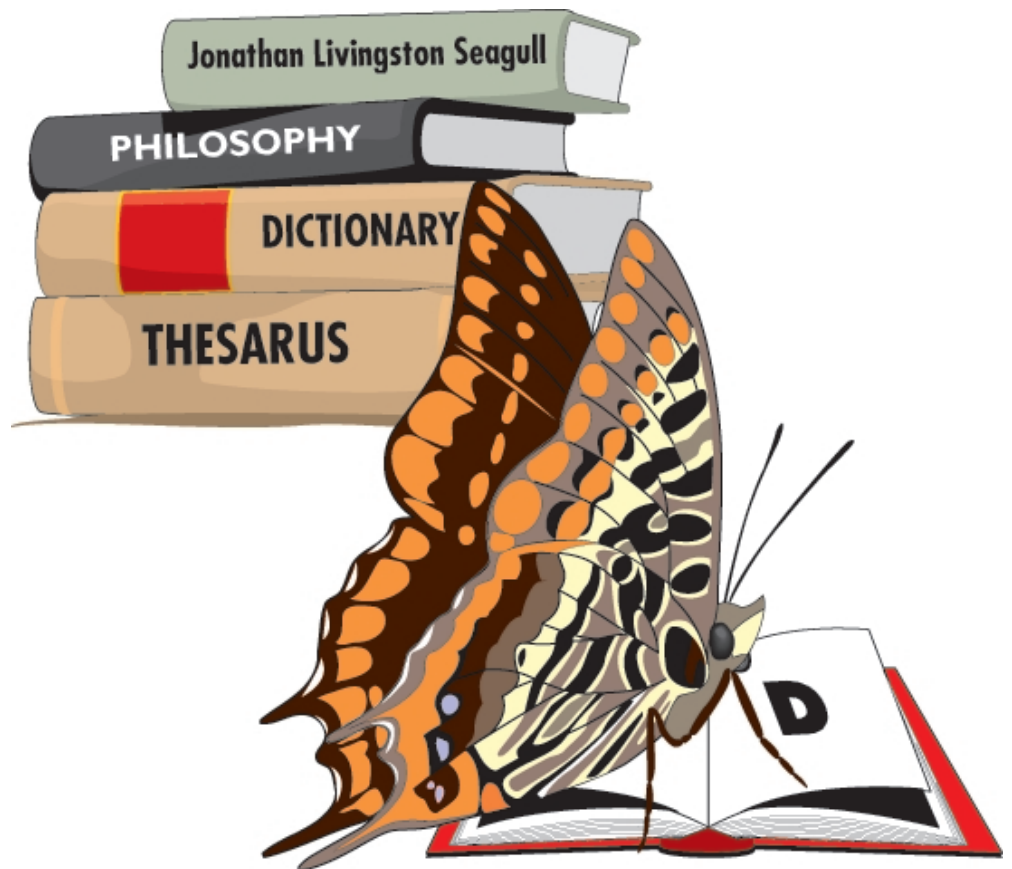
THE RULE OF X

WHEN A WORD BEGINS with the letter “x” or the letter “x” is followed by a vowel, the “x” is pronounced “z” (zee). When a vowel is followed by the letter “x”, the “x” is pronounced “x” (ex).

READING IS EASY

READING DOES NOT NEED TO BE AS DIFFICULT AS it has been in the past for millions of people. Indeed, when a constant pattern is followed, learning to read can be very easy. At the end of six (6) weeks of practicing the sounds using the phonetics charts, the learner should be able to read/pronounce any word that he/she encounters. If at the end of six (6) weeks the student still cannot read, or pronounce words, do not despair. Go back to your original “A” chart and say the sounds of B-A-B, B-A-C, B-A-D, ETC. C-A-B, C-A-C, C-A-D, ETC.

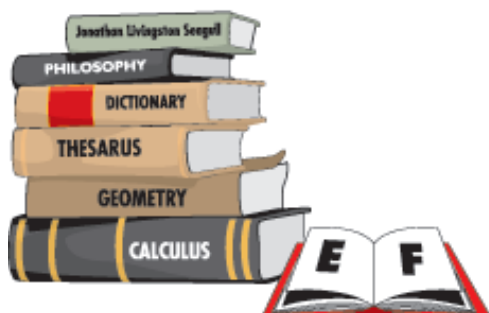
ATTENTION FACILITATOR: If the learner is not able to proceed as scheduled, s/he should try again paying careful attention to the area of difficulty.



ATTENTION: Both the facilitator and learner must practice the “virtue” known as PATIENCE. Patience will be the key factor in learning to draw neat lines that will intersect to form a BUTTERFLY.

WHEN THE LEARNER HAS COMPLETED the six (6) or twelve (12) weeks working with the vowel charts and is reading with some degree of satisfaction, s/he should read aloud the summary that follows.

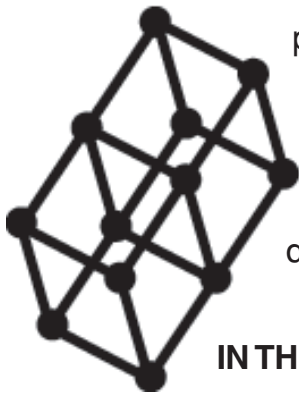
The facilitator must be carefully cognizant of any words that the learner has trouble with. Reading words without comprehension is NOT TRUE reading. The facilitator should to ask the learner to look up in a dictionary any and all words that the learner does not understand.





METAMORPHOSIS

THIS SUMMARY is to be read by the learner and heard by the facilitator.



WHAT I HAVE BEEN DRAWING day after day for these past weeks is a picture of the BUTTERFLY. There is an old saying that “a PICTURE is worth a thousand words”. The butterfly is a beautiful creature that SYMBOLICALLY represents the developing (transforming) stages in the growth of man. The word man means mind. In essence we are looking into the development of our most important capacities (mentality).

IN THE EARLY STAGES or levels of life the butterfly is a surface (worm) being and its sustenance is derived from the matter or material of THINGS. In the latter stages of life the butterfly transforms through a crystallizing process and changes completely, growing wings, so it can then FLY. At this stage the winged wonder has outgrown the surface or superficial things and is ready to derive its sustenance from the NECTAR (life).

THE FREEDOM THAT KNOWLEDGE provides allows me to transcend to the point of mind over matter. I as the master (teacher of myself) will ponder the essential quality of things. Quantity is a fact of matter but quality is the essence of BOTH fact and matter.

TO THE LEARNER

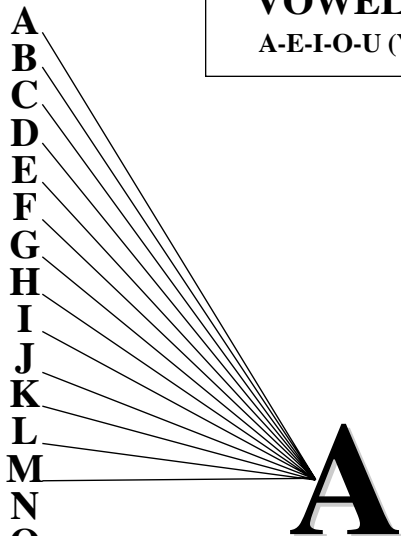
In order to better comprehend (understand) the message above, you (the learner) should now research (investigate) and find material that has been written about the butterfly. Start by looking up the word, butterfly, in the dictionary. Next you should explore the encyclopedia for information about the butterfly. As you gain greater insight into the metamorphosis process you will learn to see deeper into yourself. Learning to read is the start of a long journey that can lead you onto the path-way to the inner-SELF.

Clifford Black



VOWELS

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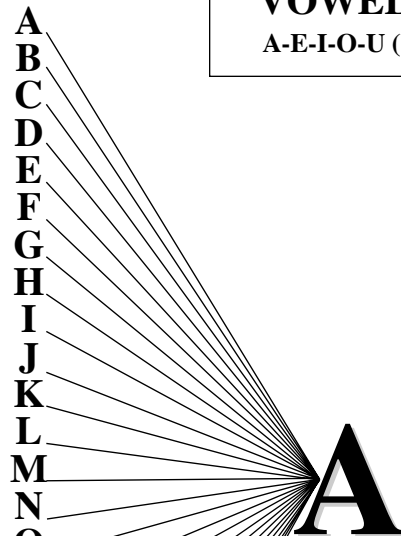


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PHONETIC CHART

VOWELS

A-E-I-O-U (Y)



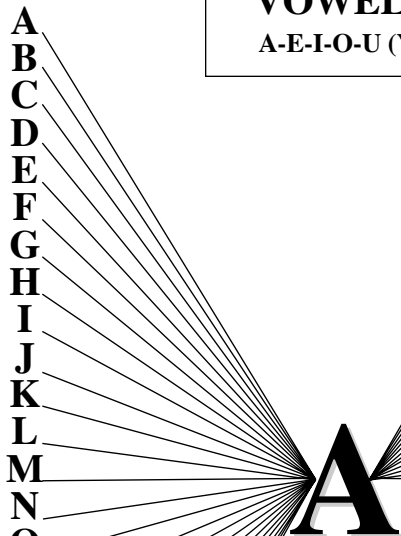
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PHONETIC CHART

Sample

VOWELS

A-E-I-O-U (Y)

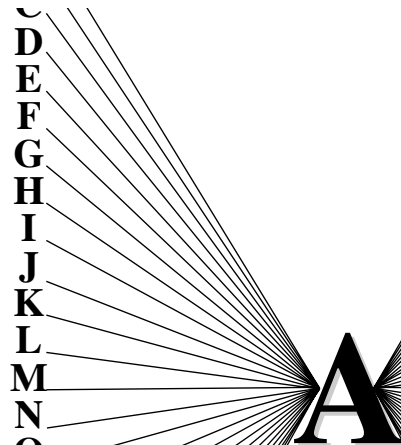


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PHONETIC CHART

VOWELS

A-E-I-O-U (Y)



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PHONETIC CHART

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PHONETIC CHART

VOWELS

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PHONETIC CHART

VOWELS

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PHONETIC CHART

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PHONETIC CHART

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PHONETIC CHART

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THE

ALPHABET

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INTRODUCTION

The lineage of the English alphabet in these charts was first constructed hundred two years ago by scholars who wanted to show the progression of the Western languages from precursor languages.

The purpose of this review is to facilitate a learning process for those aspiring to become proficient in the use of “the English language, as well as the relationship between English and other languages.

Every serious reader (of English) should be aware that each letter in the English alphabet has an exact meaning. The letters used to write the English language are derived from “Latin” and are not original English. The shape of the letter derives from the Mediterranean Romans. The Romans received the letters from the Greeks. The meaning or concept behind the symbol for each letter is ultimately derived from the African (Egyptian) Hieroglyphics.

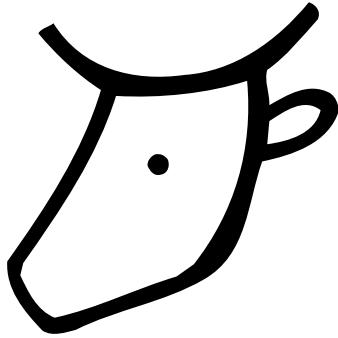
The capacity of the human mentality to reach a higher sense of perceptive cognition will be a useful facility as the techno-information age gains momentum. But this greater sense of awareness, like photographic film, must be developed through the process of education.

Therefore, it is of utmost importance that American children are weaned from the thought that the letter “A means apple” and the letter “B means ball.” The facility of higher education can be reached only when correct information is processed at the earliest opportunity. True education permits the student to take stock of his/her strengths and weaknesses. By recognizing and then concentrating on strengths, great changes in the conditions of human life can be accomplished.

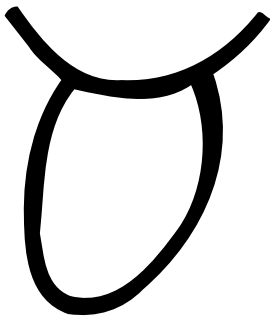
One of the greatest problems or obstructions to a more harmonious planet is language. As the modern world is constantly being reshaped by global events, it is becoming increasingly essential for people to change to meet the transformation to a global society.

As the world is perceived, language is the fundamental “stuff” or principal component that shapes perception. Because of the power of words, there are always ever new and more exciting “worlds” to be explored. The essence of language, spoken and/or written, is the pictures, symbols, and signs used to convey ideas. The most essential component of the English language is the ALPHABET.

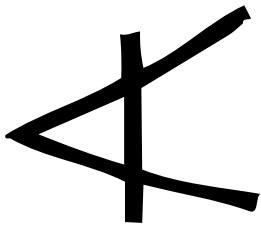
Note: BCE - Before the Christian Era
 A.D. - Anno Domini
 Kemet - An Original African name for Egypt



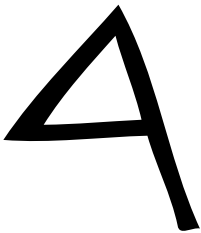
African (Egyptian) hieroglyphic symbol for ox, dated 3500 B.C.E.



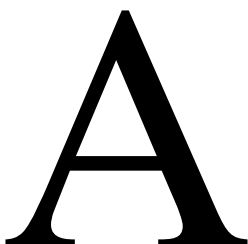
Hebrew modification of the symbol called "aleph," Hebrew word for ox. Approximately 1500 B.C.E.



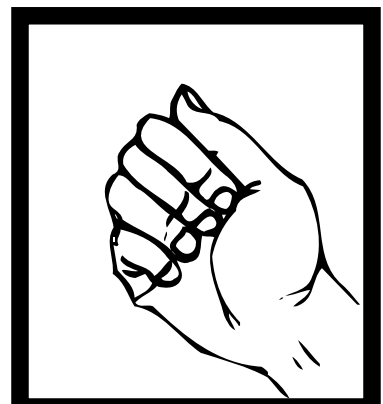
The Phoenicians changed the structure about 1000 B.C.E.

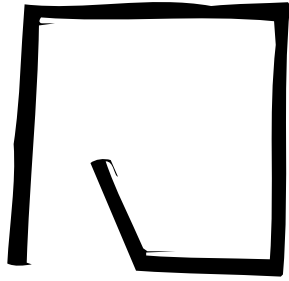


The Greeks received and changed the letter about 600 B.C.E. They named the letter alpha

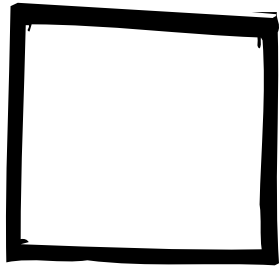


The Latin-speaking Romans used the letter in its present form approximately 114 A.D.

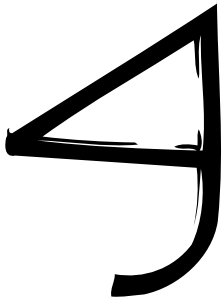




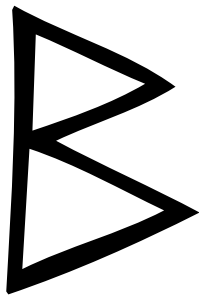
This African (Kemetic) hieroglyphic was the symbol for house. 3500 B.C.E.



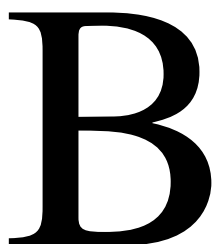
The Hebrews (Semites) changed the symbol approximately 1500 B.C.E. They named the letter "beth" their word for house.



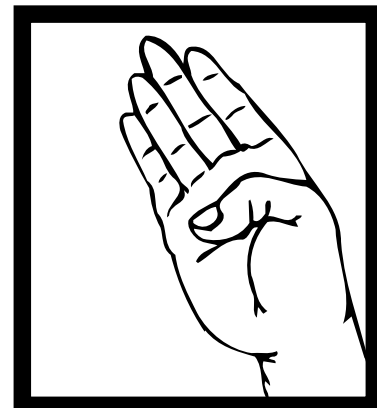
The Phoenicians changed the symbol to house with doorway about 1000 B.C.E.

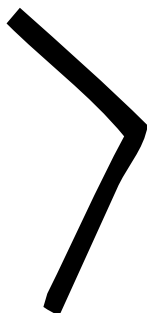


The Greeks changed the letter approximately 600 B.C.E. and called it Beta.



The Romans gave the letter its present shape 114 A.D.



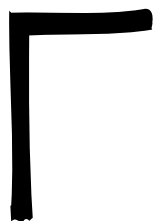


The African (Egyptian) hieroglyphic symbol of a boomerang. The letters C and G evolve from this picture. 3500 B.C.E.



In a dictionary, look up the Hebrew and Arabic word used for C

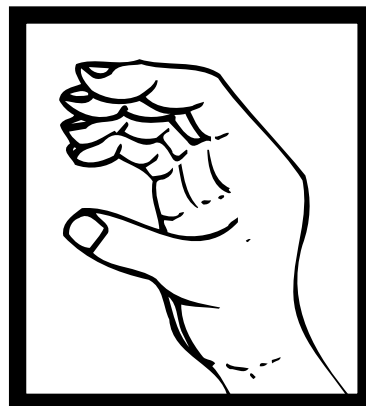
The Phoenicians changed the symbol approximately 1000 B.C.E.

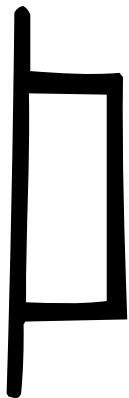


The Greeks changed the letter to a right angle approximately 600 B.C.E. They called it "gamma"

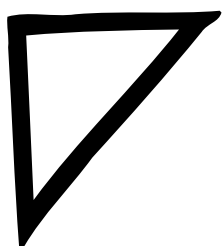


The Romans gave the letter its present shape about 114 A.D.

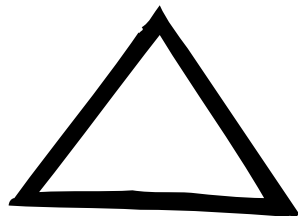




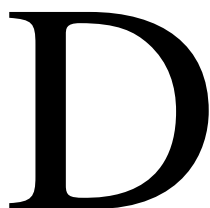
Africans in Egypt (Kemet) drew this symbol of a door about 3500 B.C.E. The Semites later called this symbol "daleph," their word "door."



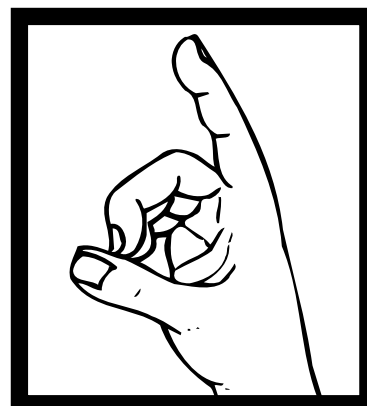
The Phoenicians changed the symbol about 1000 B.C.E.



The Greeks changed the shape to an equilateral triangle and called the letter "delta."

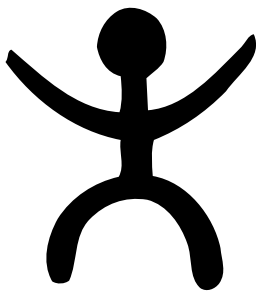


The Romans changed the letter to its present form about 114 A.D.

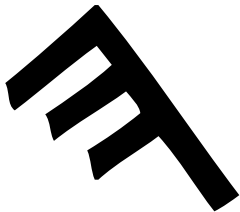




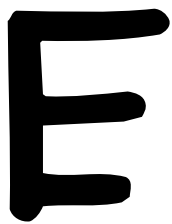
This African (Egyptian) symbol represents a person shouting for joy. Approximately 3500 B.C.E.



The Semites (Hebrew) changed the symbol and called it "he" or man shouting. 1500 B.C.E.



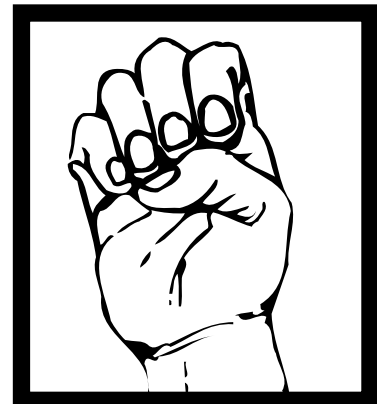
The Phoenicians changed the symbol about 1000 B.C.E.



The Greeks changed the symbol and named it epsilon about 600 B.C.E.



The Latin-speaking Romans gave the letter its present shape about 114 A.D.



Y

This African (Egyptian) symbol dated 3500 B.C.E. The Semites called the symbol "waw," their word for hook

Y

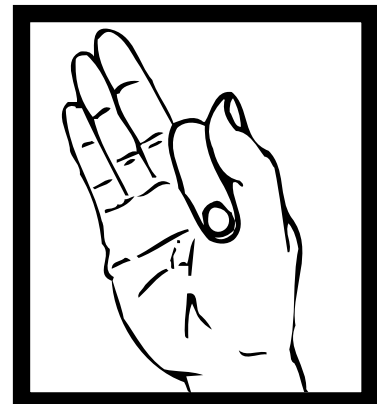
The phoenicians changed the symbol about 1000 B.C.E.

F

The Greeks later changed the symbol and called it "digamma."

F

The Romans gave the capital F its present shape about 114 A.D.

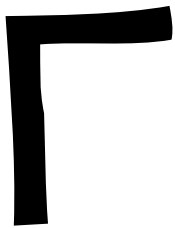




African Egyptians (Kemet) drew the symbol of a boomerang about 3500 B.C.E. The letters G and C develop from this symbol.



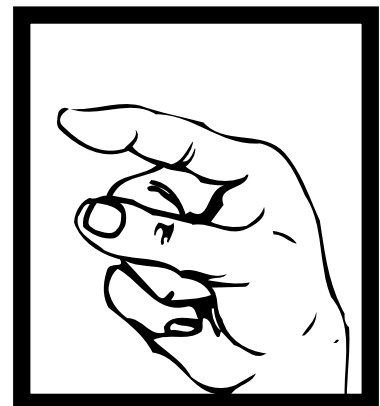
The Phoenicians changed the shape about 1000 B.C.E.

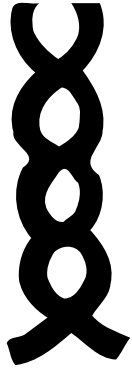


The Greeks changed the shape and called it gamma.

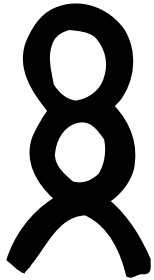


The Romans gave the letter its present shape 114 A.D.

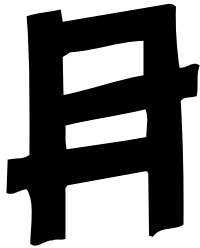




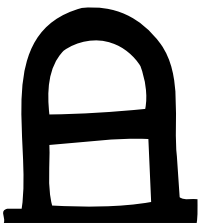
The Egyptians in Africa are recorded to have written this symbol representing a rope, 3500 B.C.E.



The Semites (Hebrews) changed the symbol about 1500 B.C.E. They called the symbol "cheth."



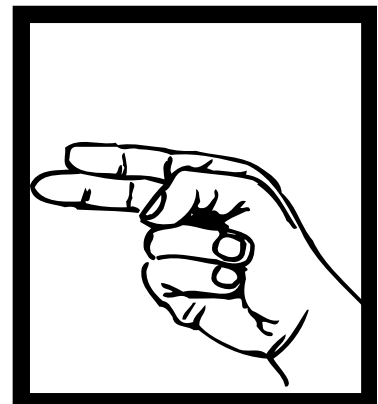
The Phoenicians changed the symbol 1000 B.C.E.

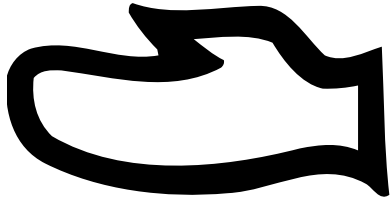


The Greeks later changed the letter and named it "eta."

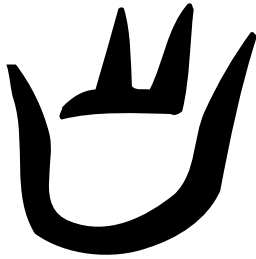


The Romans received the letter from the Greeks and created the present shape. 114 A.D.





The Africans in Egypt (Kemet) drew this symbol of a hand about 3500 B.C.E.



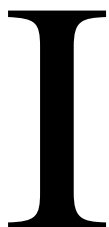
The Semites changed the symbol about 1500 B.C.E. They called the symbol "YOD" meaning hand.



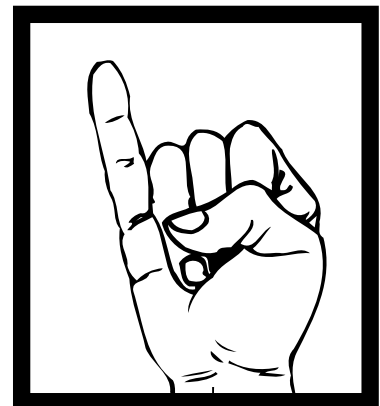
The Phoenicians changed the symbol about 1000 B.C.E.



The Greeks made the letter a single stroke and called it "iota" about 600 B.C.E.



The Romans gave the letter its present shape about 114 A.D.





This symbol of "hand," had developed in Egypt (Kemet) by the year 3500 B.C.E. The letters J and I developed from this symbol



Semitic "YOD"



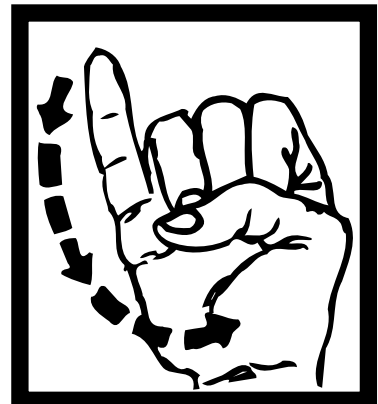
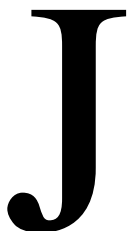
Phoenician changed 1000 B.C.E.



Greek "iota"

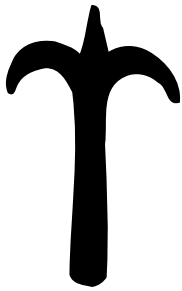


Writers of Latin added a tail to the I about 340 A.D. The J does not exist prior to this time.

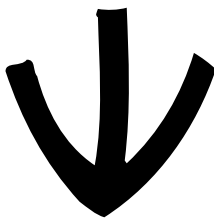




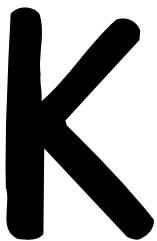
The Africans of Egypt (Kemet) drew this symbol representing a slightly cupped hand about 3500 B.C.E.



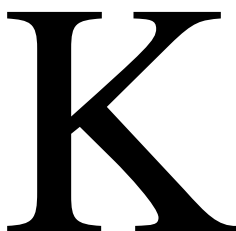
The Semites changed the symbol about 1500 B.C.E. They named the letter "kaph," their word for "palm of the hand."



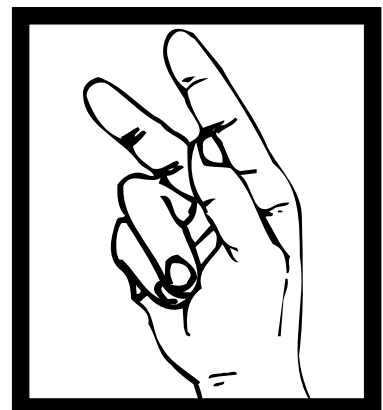
The phoenicians changed the letter about 1000 B.C.E.

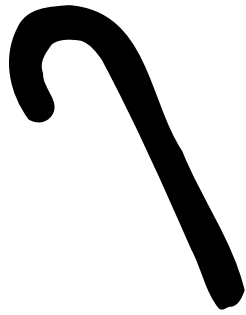


The Greeks gave the letter its present shape about 600 B.C.E. They called the letter "kappa."

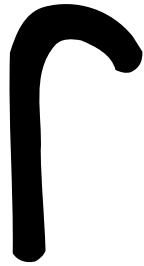


The Romans began using this Greek letter about 114 A.D.

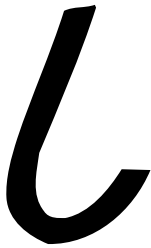




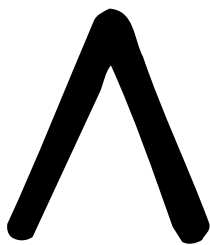
The Africans (Egyptian) about 3500 B.C.E. drew a symbol that represents a crooked "staff" called a "goad."



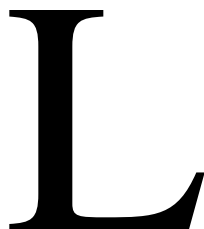
The Semites changed the Egyptian hieroglyphic about 1500 B.C.E. They named the symbol "lamed," which was their word for "goad."



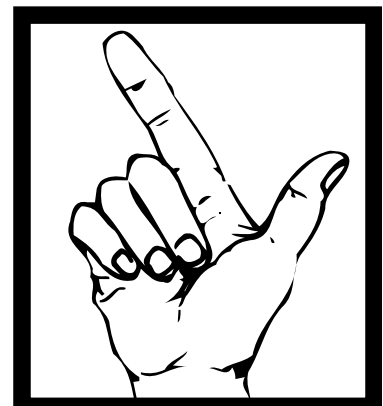
The Phoenicians turned the symbol upside-down about 1000 B.C.E.



The Greeks changed and began using this symbol about 600 B.C.E., they named it Lambda



The Romans gave the letter its present shape about 14 B.C.E.





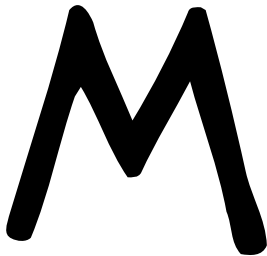
The African (Egyptian/Kemetic) symbol was a wave of water



The Semites slightly changed the symbol about 1500 B.C.E. and called it "mem," their word for water.



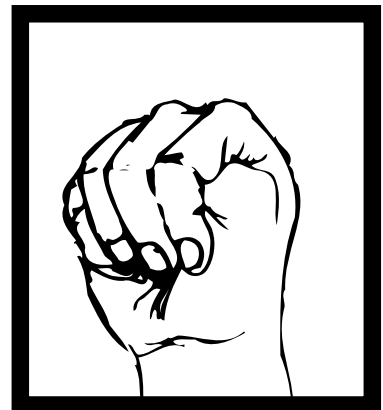
The Phoenicians changed the letter about 1000 B.C.E.

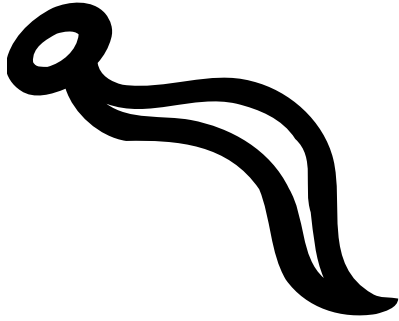


The Greeks changed the letter and call it "mu."

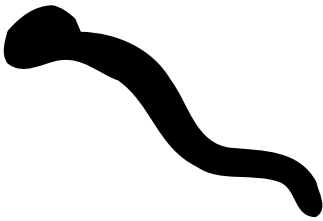


The Romans about 114 A.D. gave the letter its present capital shape.

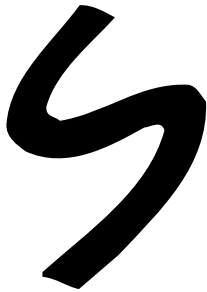




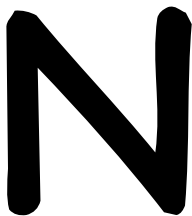
The African (Egyptian) hieroglyphic was the symbol of the snake about 3500 B.C.E.



The Semites slightly changed the letter and called it "nun" their word for fish.



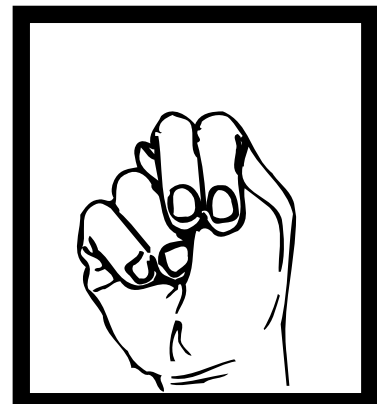
The Phoenicians changed the symbol about 1000 B.C.E.



The Greeks changed the letter and called it "nu" about 600 B.C.E.

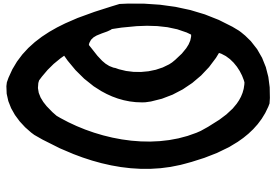


The Romans used the letter 114 A.D.

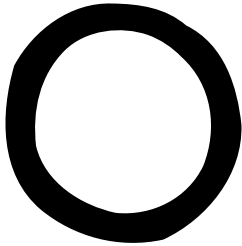




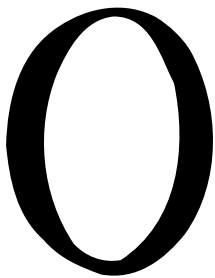
The Africans (Egyptians) drew the symbol representing an eye about 3500 B.C.E.



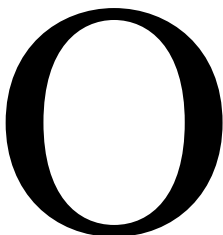
The Semites changed the symbol about 1500 B.C.E. They named the letter "ayin" their word for eye.



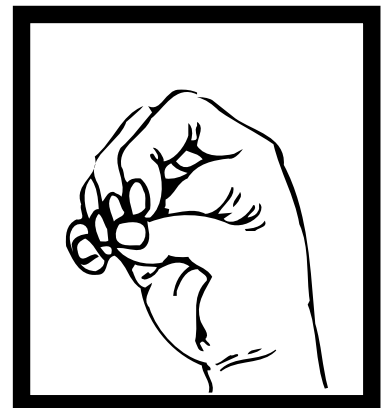
The Phoenicians drew the symbol as a circle about 1000 B.C.E.

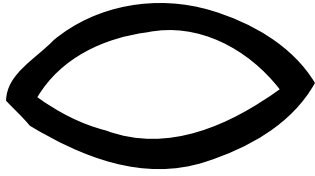


The Greeks made slight changes about 600 B.C.E. The Greeks called the letter "omicron."



The Romans gave the O its present shape about 114 A.D.

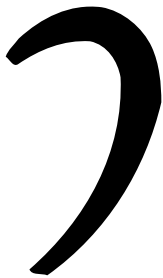




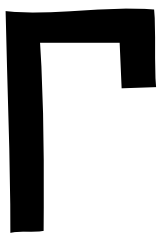
The Egyptians in ancient African (Kemet) drew this symbol for "mouth" about 3500 B.C.E.



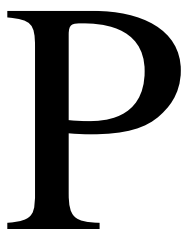
The Semites (Hebrew) changed the shape of the symbol and called it "pe," their word for "mouth." 1500 B.C.E.



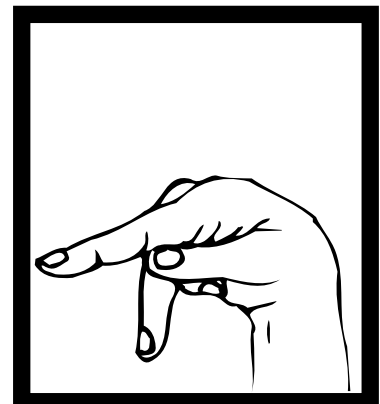
The Phoenicians changed the symbol to a hook-shape about 1000 B.C.E.

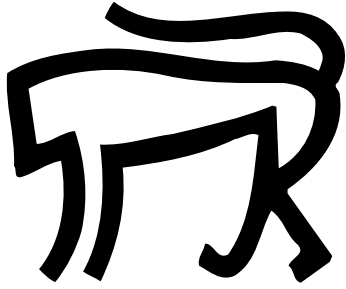


The Greeks rearranged the shape about 600 B.C.E. and called the letter "pi."

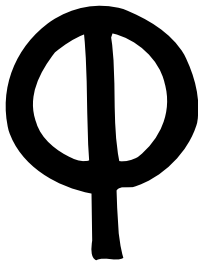


The Romans gave the letter P its present shape about 114 A.D.

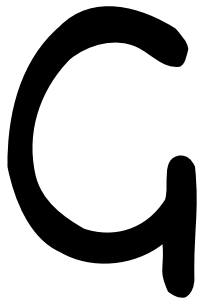




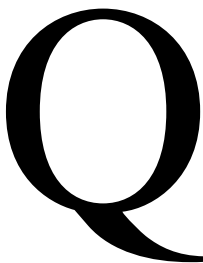
This African (Egyptian) hieroglyphic depicted a symbol of a monkey. The Semites adapted the symbol and named it "qoph," their word for ape or monkey.



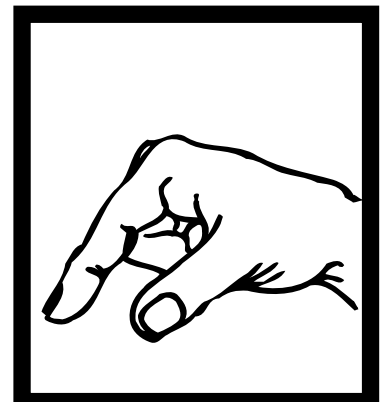
The Phoenicians changed the symbol to a "knotted cord" called "qoph" about 1500 B.C.E.

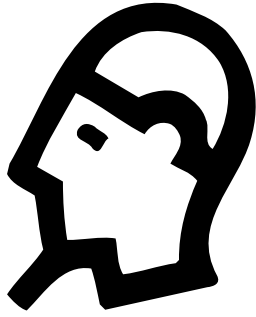


The Greeks changed the letter and called it koppa

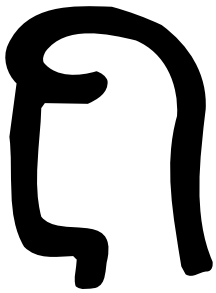


The Romans gave the present shape to Q around 114 A.D.

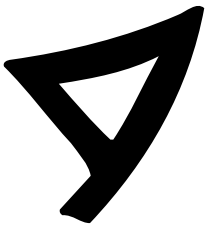




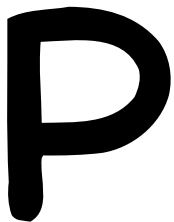
The Africans in Egypt (Kemet) used the hieroglyphic of an human head about 3500 B.C.E.



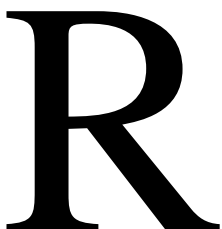
The Semites adapted the Egyptian symbol about 1500 B.C.E. and called the letter "resh," their word for head.



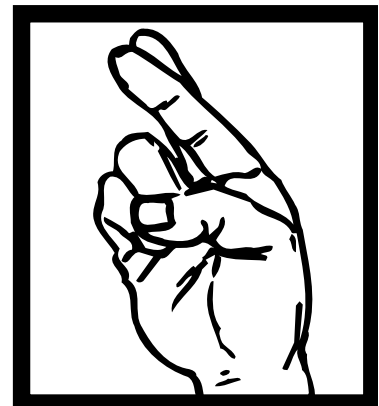
Phoenician symbol, 1000 B.C.E.



The Greeks changed symbol and called it "rho" about 600 B.C.E.



The Romans gave the letter its capital form 114 A.D.

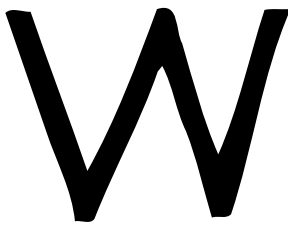




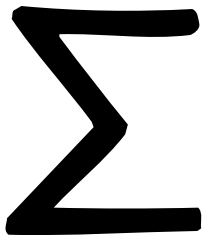
The Egyptian in Africa had this symbol of a "tusk" in 3500 B.C.E.



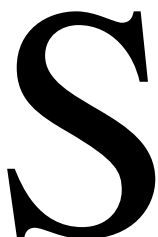
The Semites(Hebrew) developed a letter they called "shin," which was their word for tooth.



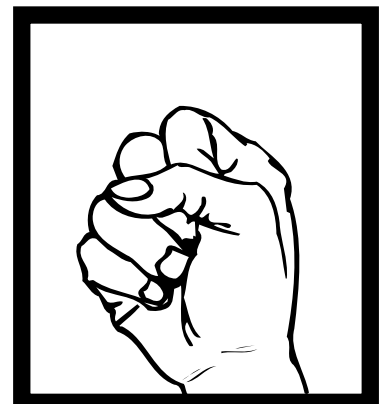
The Phoenician change took place about 1000 B.C.E.

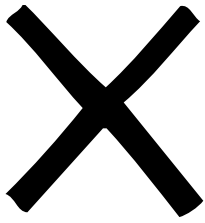


The Greeks changed the letter and called it "sigma" about 500 B.C.E.

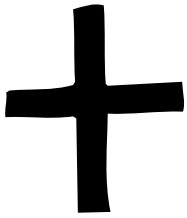


The Latin-speaking Romans gave the letter S, its present capital form about 114.A.D.

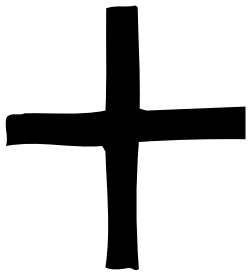




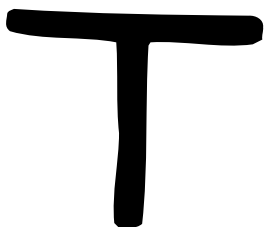
The Africans in Egypt (Kemet) used this mark about 3500 B.C.E



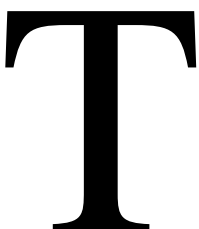
The Semites (Hebrew) changed the shape about 1500 B.C.E. They called the letter "taw," their word for mark.



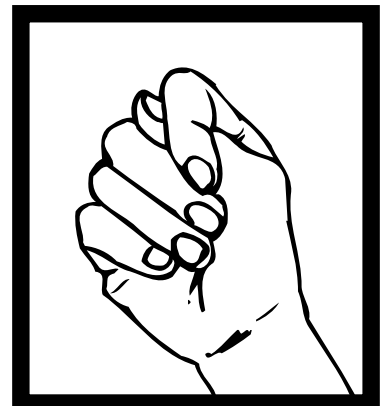
The Phoenicians reshaped the letter to a cross-shaped about 1000 B.C.E.

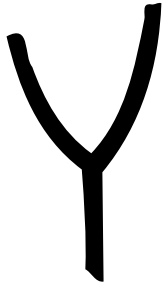


The Greeks put the crossbar at the top of the vertical line. They called the letter "tau" about 600 B.C.E.

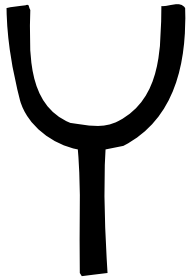


The Romans gave the letter its capital form about 114 A.D.

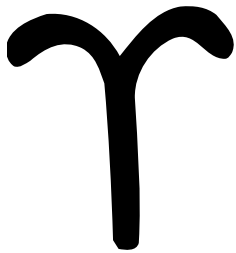




The African (Egyptian) hieroglyphic was pictured as a "hook." The Semites adapted the symbol and called it "waw," their word for hook.



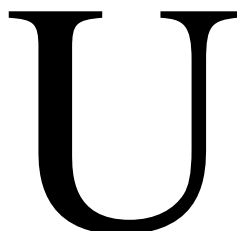
The Phoenicians changed the letter slightly about 1000 B.C.E.



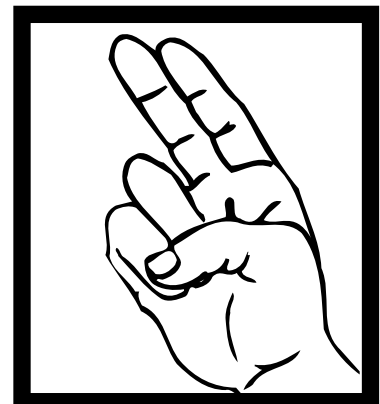
The Greeks changed the letter and called it "upsilon" about 600 B.C.E.

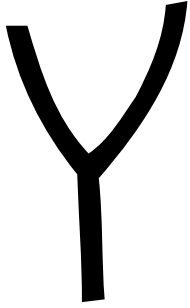


The Romans gave the symbol the V shape about 114. A..D

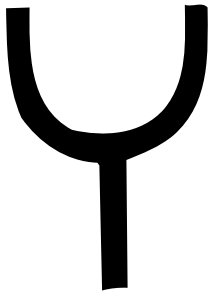


The Latin scholars changed the shape again and began writing U for a vowel and V for a consonant about 340 A.D.

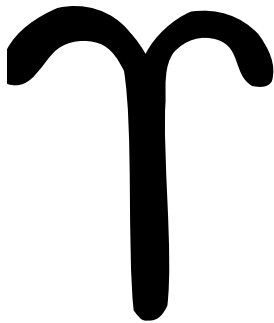




The African (Egyptian) hieroglyphic was pictured as a "hook" about 3500 B.C.E. The Semites adapted the symbol and called it "waw," their word for hook.



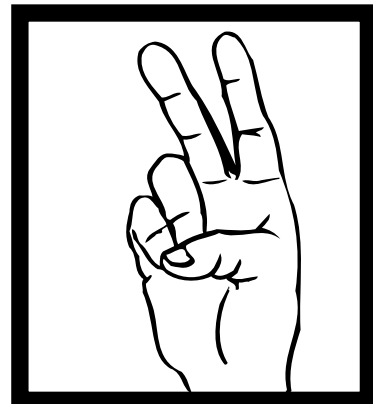
The Phoenicians changed the letter slightly about 1000 B.C.E.

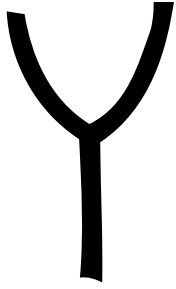


The Greeks changed the letter and called it "upsilon" about 600 B.C.E.

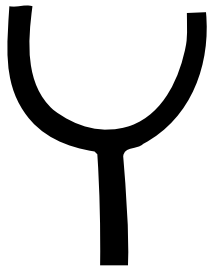


The Romans gave the symbol the V shape about 114. A..D

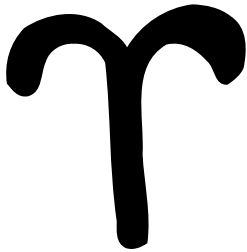




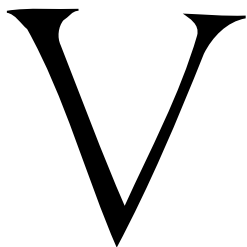
This African (Egyptian) hieroglyphic was pictured as a "hook" about 3500 B.C.E. The Semites adapted the symbol and called it "waw," their word for hook.



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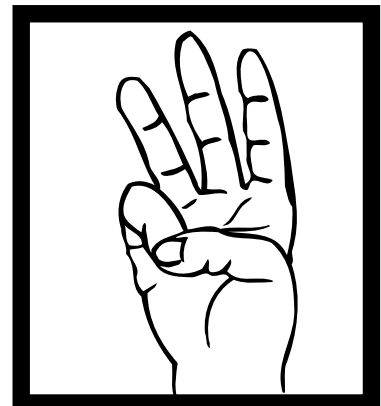
The Greeks changed the letter and called it "upsilon" about 600 B.C.E.

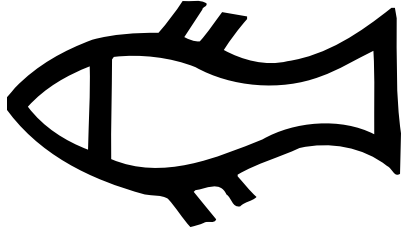


The Romans gave the symbol the V shape about 114. A..D

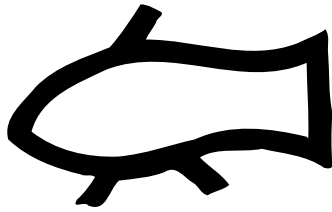


The Latin scholars in 340 A.D. used vv as a letter. W was also written uu in 1000 A.D. The letter became known as "double U."

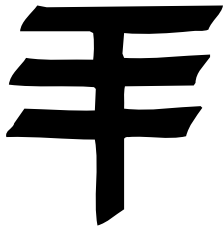




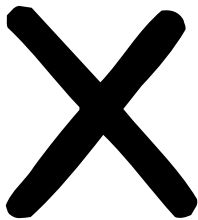
The Africans in Egypt (Kemet) drew this symbol of a fish about 3500 B.C.E.



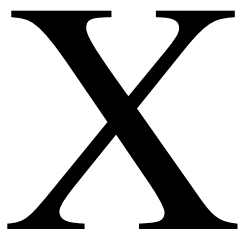
The Semites called the letter "samekh" also fish.



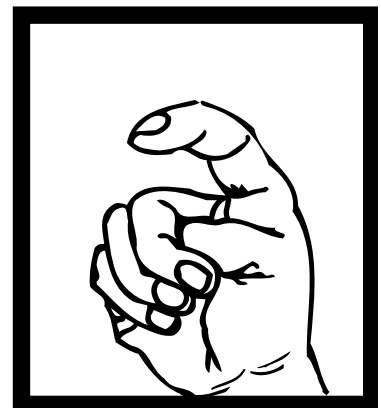
The Phoenician symbol for fish developed about 1000 B.C.E.

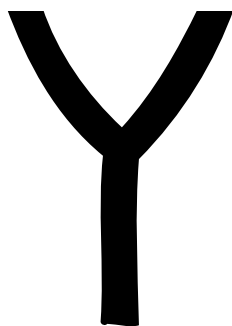


The Greeks changed the symbol about 600 B.C.E. They called the letter "chi."

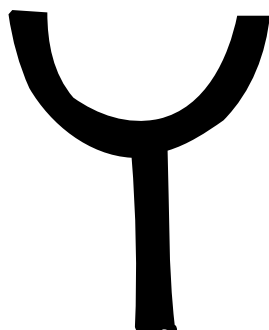


The Romans gave the letter its present capital form about 114 A.D.

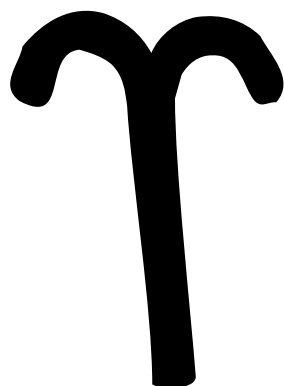




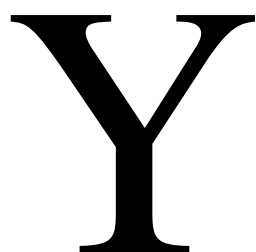
The African (Egyptian/Kemetic) hieroglyphic symbol of a supporting pole, about 3500 B.C.E. The Semites adapted the symbol and named it "waw," their word for "hook."



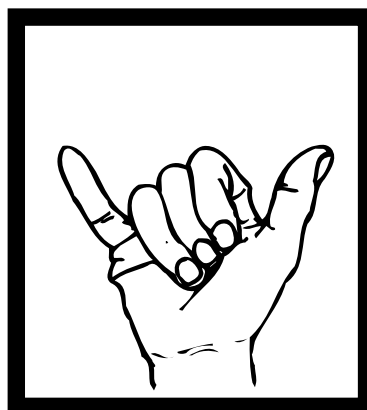
The Phoenicians slightly changed and used the hook in their alphabet about 1000 B.C.E.

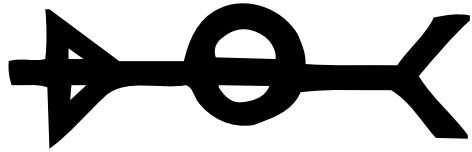


The Greeks changed the symbol about 600 B.C.E. and called the letter "upsilon"!



The Romans used the letter when they wrote words borrowed from Greek. The small letter y developed about 300 A.D. The present form evolved about 1500 A.D.

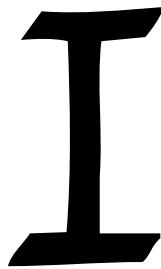




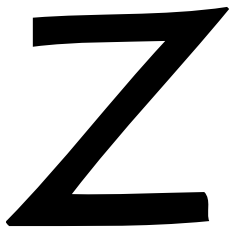
The Africans in ancient Egypt (Kemet) used the symbol of an arrow about 3500 B.C.E.



The Semites (Hebrews) changed the symbol and called the letter "zayin" their word for "weapon" about 1500 B.C.E.



The Phoenician symbol. 1000 B.C.E.



Greeks changed it to the sixth letter of their alphabet about 600 B.C.E. They called it "zeta."



The Romans used the letter when they wrote words borrowed from Greek about 14 A.D.

