

Strategy #10: A to Z story

Subject: Social Studies

Grade: 5

Unit: Ancient Egypt

Objective: The students will apply what they know about Ancient Egypt by writing an A to Z story.

Example: Ancient Egyptians had a culture that was truly unique.

Before archeologists spent years studying, we knew very little about the Egyptian culture. Clothing was made from linen that was obtained from the fibers of the flax plant. Daily rituals included the making of bread and beer. Emmmer-wheat was the name of the grain the Egyptians used for making bread. Facts about Egyptian life were revealed through the discovery of the Rosetta Stone. Gods and goddesses were the center point of Egyptian religion. Horus, for example, was the God of the Rising Sun. Isis was the Goddess of Womanhood and the wife of Osiris. Jewelry symbolized success, power, and wealth. Kingdoms separate the different time periods in Egypt's history. Land was divided among the wealthy. Mummification is the way in which the Egyptians believed they could come back in the after-life. Never before have we seen such an intact grave as the King Tut tomb discovered in 1922. Often people wonder how such a civilization could come to an end. Possibly, the class distinction was too great. Questions still remain unanswered as archeologists continue to search for more evidence. Religion, as we know, dominated the lives and deaths of everyone in Ancient Egypt. Servants were even killed when their masters died so that they could be brought to the after-life! This may seem outlandish, but it happened. Unfortunately, the life of an Egyptian servant was not a valued life. Value was measured in the amount of money and jewels you owned. We can sit here and judge the Egyptian culture, but we can not forget their contributions. Xeroxed copies of Egyptian art can be found in modern textbooks. You can come to appreciate the Egyptian way of life after examining different discoveries. Zealous archeologists will continue to provide us with information.

I Know Why the Caged Bird Sings

by Maya Angelou

The Beginning of the Story

- A - Arkansas, in the mid-1930's, is the setting of this story.
- B - Bertha Flowers and Momma were having a conversation in which they were greeting each other.
- C - Confused and embarrassed by Grandma's poor grammar, Maya remains silent.
- D - During her childhood, Maya Angelou was abused by her mother's boyfriend.

The Middle of the Story

- E - Excited by her first visit to Mrs. Flowers's house, she heard A Tale of Two Cities being read very eloquently.
- F - For an afternoon snack, Maya was served iced lemonade and tea cookies.
- G - Great aroma filled the house of Mrs. Flowers.

The End of the Story

- H - Happily, Maya heard poetry read for the first time in her life.
- I - Instructed to memorize and recite a poem for the next visit, Maya felt excited.
- J - Joyously, poetry changed Maya's life and she spoke for the first time.
- K - Kindly Mrs. Flowers extended an invitation for a return visit, making her fee accepted for the first time in her life.

I Know Why the Caged
Bird Sings
