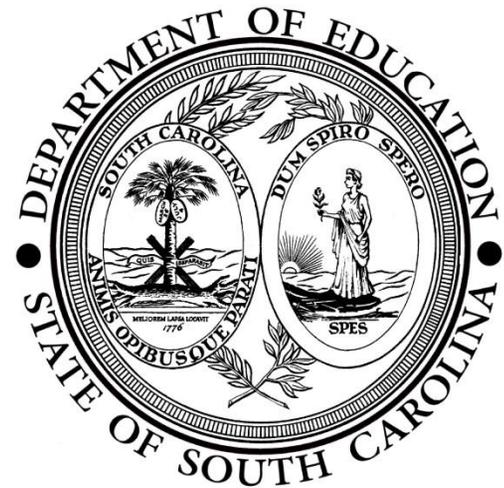


# Grade 9

## Preserving/Promoting Linguistic Diversity

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
June 2017



## **9<sup>th</sup> Grade Geography: Culture/Linguistic Ecology “Preserving/Promoting Linguistic Diversity”**

This lesson focuses on the social studies skills of cause and effect relationships, reading maps (linguistic refuges), and reading a historical narrative, as well as the literacy skill of citing evidence. Students will compare and contrast historical and current models of language preservation strategies. These are skills that are included in the Profile of the South Carolina Graduate, specifically, critical thinking and problem solving, collaboration and teamwork, communication, using information, media and technology, and developing a global perspective. The purpose of the lesson is for students to analyze various examples of locally spoken languages and compare and contrast the cultural and ecological factors that have led to their preservation or extinction. This lesson should take 2 days of 55 minutes per day instruction.

### **Standard(s) and/or Indicator(s)**

#### **Targeted:**

**Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.**

WG-4.3 Compare the roles that cultural factors such as religious, linguistic, and ethnic differences play in cooperation and conflict within and among societies.

WG-4.4 Explain the spatial processes of cultural convergence.

WG-4.5 Explain how a blending of cultures can alter cultural solidarity.

#### **Embedded:**

**Reading Informational Texts Standards for English:**

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

**Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.**

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.**

5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### **“I Can” Statements**

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can analyze linguistic refuges and determine the various reasons for the creation, survival, and continuity of a locally spoken language. (WG 4.3-4)*
- *Day 2: I can compare the Gullah language and its continuity to the languages spoken in the Basque region, Ireland, Wales, Cornwall, Taiwan, Inuit, Romansh, and among the Khoisan people. (WG 4.4-5)*

### **Essential Question(s)**

The following are **suggested** essential questions that will help guide student inquiry.

- What is the relationship between a people’s environment and linguistic distinctiveness and continuity?
- What strategies can a community use to revive or continue language usage?
- What is the role of language in a group’s cultural identity?
- Why do people desire to continue minority language usage in the face of globalization?
- How does globalization effect lesser-used languages?

### **Academic Vocabulary**

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Language
- Dialect
- Pidgin
- Acculturation
- Globalization
- Cultural Ecology
- Linguistic Refuge

### **Prior Knowledge**

In the prior unit students learned the basic definitions of language, dialect, pidgin, and linguistic ecology. Students previously learned how and why some locally spoken languages can survive in isolation. Students learned the threats that globalization (especially of English) plays to the continuity of locally spoken languages like Gullah. (WG 4.3-5)

### **Subsequent Knowledge**

Using their knowledge students will be able to identify how other languages on Earth have survived or suffered extinction based on their ability or inability to react to outside forces (i.e. conquest, invasion, religious conversion, globalization).

## Potential Instructional Strategies

**Day 1: I can analyze linguistic refuges and determine the various reasons for the creation, survival, and continuity of a locally spoken language. (WG 4.3-5)**

### Warm Up/Hook –

- Day 1: Definitions/examples of linguistic refuges and locally spoken languages.
- Day 2: Discussion/reflection on ways a country can preserve languages (from the linguistic videos).

### Materials:

- Multimedia presentation system (i.e. keynote or PowerPoint) demonstrated on an Active Panel, projector, or similar device
- Student notebooks (digital or traditional)
- 2018 South Carolina Calendar digital link/or printed copy (March)

### Procedure (Day 1)

- Students will participate in a Socratic style review of the key vocabulary term in the warm up or bell-ringer activity; a question posted on the board daily for students to respond to immediately after entering the classroom.
- Students will review the various components of language: family, branch, dialect, pidgin, tree.
- Students will actively participate in a lecture/discussion model demonstrating how languages have diminished in the past 1,000 years due to conquest, colonization, missionary work, and more recently the globalization of English. Maps that demonstrate this effect will be analyzed. Maps and videos will be demonstrated as support material.
- Students will brainstorm in small groups of 2-3 at least four government and nongovernmental policies that may act to preserve a locally spoken language.
- Students will respond to a reflective essay prompt before exiting the classroom

### Reflection:

- What are the threats that locally spoken languages face?
- How would the loss of language use impact a specific culture?

**Day 2: I can compare the Gullah language and its continuity to the languages spoken in the Basque region, Ireland, Wales, Cornwall, Taiwan, Inuit, Romansh, and among the Khoisan people. (WG 4.4-5)**

### Procedure (Day 2)

- Students will actively participate in a lecture/discussion model demonstrating applicable effects on programs/policies that can be enacted to preserve locally spoken languages with a variety of examples shown. Maps and videos will be demonstrated as support material. Students will take notes on a guided notes template provided by the instructor during lecture/discussion.
- Students will complete the chart demonstrating government and non-governmental policies that may result in the preservation of a locally spoken language.
- Students will individually read the March section of the 2018 SC African American calendar regarding Louise Miller Cohen.
- Students will then brainstorm, in groups of 2-3, at least 3 ways in which Cohen’s actions helped to preserve the Gullah language.
- Students will respond to a reflective essay prompt, such as whether cultural preservation is important in the era of globalization, or why or why not is important to preserve Gullah, what steps should be taken to preserve Gullah, before exiting the classroom.

**Reflection:**

- What are the ways in languages can be preserved?
- What are the challenges that those wishing to preserve locally spoken languages face?
- How would the retention of a locally spoken language impact a specific culture?

**Potential Assessment Task**

Day 1: Exit Essay (WG 4.3-5 RI 6.1)

Day 2: Exit Essay (WG 4.3-5 RI 6.1)

**Resources**

Rubenstein, J.M. (2015). *The cultural landscape: an introduction to human geography* (12<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

SCASA Superintendents Roundtable. (2015). Profile of the South Carolina graduate. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>

South Carolina Department of Education. (2018). South Carolina African American history calendar. [PDF document]. Retrieved from [http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR\\_2018\\_web.pdf](http://scafricanamerican.com/wp-content/uploads/2017/10/SCAAHCCALENDAR_2018_web.pdf)

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from [https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards\\_Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf](https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards_Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf)

South Carolina Department of Education (2012). Support documents for social studies world geography [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/WorldGeographySupportDocuments.pdf>

## Language Vocabulary List

- Creole
- Dialect
- Indo-European
- languages
- Isogloss
- Language
- Language family
- Language group
- Language subfamily
- Lingua franca
- Linguistic diversity
- Monolingual/multilingual
- Official language
- Pidgin
- Toponymy

## Linguistic Refuge Information

- Inhospitable environments offered protection and isolation of languages
  - provide outnumbered linguistic groups refuge from aggressive neighbors
  - linguistic refuge areas
    - rugged hill and mountain areas
    - excessively cold or dry climates
    - impenetrable forests and remote islands
    - extensive marshes and swamps
  - unpleasant environments rarely attract conquerors
  - mountains tend to isolate inhabitants of one valley from another
- Ex: Rugged Caucasus Mountains and nearby ranges in central Eurasia are populated by a large variety of ethnicities/languages
- Ex: Alps, Himalayas, and highlands of Mexico are linguistic *shatter belts* — *areas* where diverse languages are spoken
- Ex: American Indian tongue Quechua clings to a refuge in the Andes Mountains of South America
- Ex: The Dhofar, a mountain tribe in Oman, preserve Hamitic speech that otherwise has vanished from Asia
- Ex: Tundra climates of the far north have sheltered certain Uralic, Altaic, and Inuktitut (Eskimo) speakers
- Ex: On Sea Islands, off the coast of South Carolina and Georgia, some remnant of an African language, Gullah, still are spoken
- Case Study –Switzerland has four recognized national languages: French, German, Italian, and Romansch.
- Romansch, a language of Latin origin, is spoken by only 1.1% of the population.
- Nevertheless, it has survived in the alpine *linguistic refuge* of the upper Rhine and Inn Rivers & given official recognition in 1938.
- Today environmental isolation is no longer the linguistic force it once was
- Inhospitable lands and islands are reachable by airplanes
- Marshes and forests are being drained and cleared by farmers
- Globalization
  - often the environment guides migration
- Migrants were attracted to new lands that seemed environmentally similar to their homelands
- They could use known adaptive strategies

- Ex: Germanic Indo-Europeans chose familiar temperate zones in America, New Zealand, and Australia
- Ex: Semitic peoples rarely spread outside arid and semiarid climates
- Ex: Ancestors of modern Hungarians left grasslands of inner Eurasia for new homes in the grassy Alföld, one of the few prairie areas of Europe
- Indo-Europeans traveled through low mountain passes to the Indian subcontinent, avoiding the Himalayas and barren Deccan Plateau
- In India, today, the Indo-European/Dravidian language boundary seems to approximate an ecological boundary
- Mountain barriers frequently serve as linguistic borders
- Ex: In part of the Alps, speakers of German and Italian live on opposite sides of a major ridge
- Ex: Portions of mountain rim along the northern edge of the Fertile Crescent form the border between Semitic and Indo-European tongues
- Linguistic borders that follow difficult physical features tend to be stable and endure for thousands of years
- Language borders that cross plains and major routes of communication are frequently unstable
- Ex: — Germanic-Slavic boundary on the North European Plain
  - Language as a definer of a Cultural region
- Geographers encounter a **core/periphery** pattern rather than a dividing line
- Dominance of language diminishes away from the center of the region
- Outlying zone of bilingualism
- Linguistic “islands” often further complicate the drawing of language borders

### Linguistic Revival Chart

**DIRECTIONS:** Using the text, class notes, and any outside knowledge, complete the chart below by filling in the “?” with detailed information

- Identify **FACTORS** promoting the revival of minority languages
- Explain a **PROCESS** that supports each factor
- Provide at least 2 **EXAMPLES** of the factor and process

FACTOR	PROCESS	EXAMPLE
Groups (nongovernment) try to maintain distinctive culture	?	<ul style="list-style-type: none"> <li>• Native Americans</li> <li>• _____</li> </ul>

?	Central/national gov't allows a language which wishes to be used in a distinctive region to be used	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>
Separatists	?	<ul style="list-style-type: none"> <li>• Basques</li> </ul>

		<ul style="list-style-type: none"> <li>• _____</li> </ul>
Promoting unity in a multicultural state	<p>Language as a _____ force</p> <p>Reduces threats of _____</p>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
?	Governments institute policies promoting distinct language to encourage pride and patriotism	<ul style="list-style-type: none"> <li>• Hebrew in Israel</li> <li>• _____</li> </ul>

Modern communication equipment	?	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>
?	Visitors want to see/hear authentic peoples and cultures	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>
Government policies	?	<ul style="list-style-type: none"> <li>• EBLUL</li> <li>• _____</li> </ul>
Halting government policies	?	<ul style="list-style-type: none"> <li>• Australian Aborigines</li> <li>• _____</li> </ul>

		<ul style="list-style-type: none"><li>_____</li></ul>
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## Chart Key

- **Isolated Families**

- Khoisan — found in the Kalahari Desert of southwestern Africa, characterized by clicking sounds

- Dravidian — spoken by numerous people of southern India and northern Sri Lanka

- Others include — Papuan, Caucasian, Nilo-Saharan, Paleosiberian, Inuktitut, and a variety of Amerindian

- Basque* — spoken on the borderland between Spain and France is unrelated to any other language in the world

- [http://www.youtube.com/watch?v=KV\\_iEM31AcU&edufilter=aeHIJ-rElSn-s7ENWLSyBw](http://www.youtube.com/watch?v=KV_iEM31AcU&edufilter=aeHIJ-rElSn-s7ENWLSyBw)

- Despite Globalization...some revival of lesser-used minority language is occurring

- Ex: Basque, Welsh, Inuktitut

- How/Why?

- Local Diversity – Chart Review!

- FACTOR: To maintain cultural distinction

- PROCESS: elders teaching youth; teaching classes in school

- EXAMPLES: Cornish, Native American languages

- Local Diversity

- FACTOR: Devolution

- PROCESS: Central gov'ts allow regional language usage

- EXAMPLES: Breton, Welsh, Maori, Inuktitut

- Local Diversity

- FACTOR: Separatists

- PROCESS: promoting local language as a way to resist central political or cultural domination

- EXAMPLES: Basque, Mayan

- Local Diversity

- FACTOR: Unity

- PROCESS: promoting unity in a multicultural state

- Using language diversity as a centripetal force

- Reduces threats of secession

- EXAMPLES: Belgium, Canada, South Africa, India

- Local Diversity

- FACTOR: Nationalism

- PROCESS: Newly independent states reestablish indigenous language as a statement of political/cultural independence

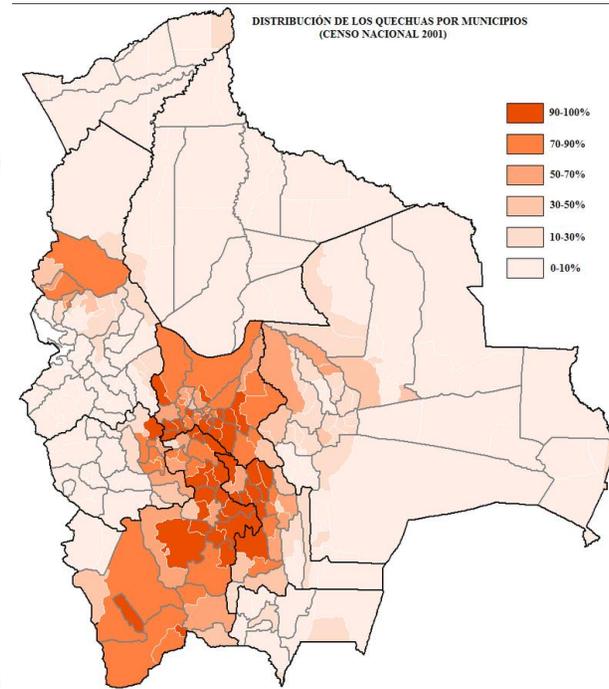
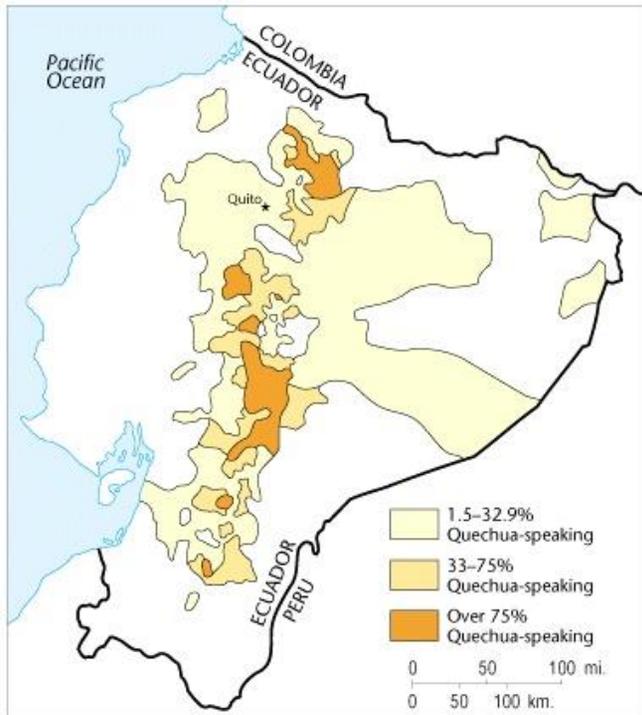
- EXAMPLES:

Ireland and Irish-Gaelic.

Israel and Hebrew

- Local Diversity
- FACTOR: Communication Technology  
PROCESS: New mass *personal* communication devices enable minority speakers to avoid *mass* media  
EXAMPLES: phone, internet, radio, TV, special TV networks, newspapers, magazines etc. in minority languages
- Local Diversity  
FACTOR: Tourism  
PROCESS: Some minority languages have become a part of the tourist landscape; Tourists want to see/hear authentic people  
EXAMPLES: Welsh, Irish  
<http://www.youtube.com/watch?v=ogDIc0242KI&edufilter=aeHIJ-rEISn-s7ENWLSyBw>  
<http://www.youtube.com/watch?v=FO4W42829uU&edufilter=aeHIJ-rEISn-s7ENWLSyBw>
- Local Diversity  
FACTOR: Gov't support  
PROCESS: preservation of minority languages  
EXAMPLES: EU's Bureau for Little Used Languages (EBLUL); Multilingual signs, official languages; Wales, Canada
- Local Diversity  
FACTOR: Gov't Cession  
PROCESS: stop fighting minority languages  
EXAMPLES: Ending of forced assimilations; US stopping the forced assimilation of American Indians

## Maps of Quechua Language



<https://nuvba.livejournal.com/22456.html>

## Map of Sea Islands



<https://creativecommons.org/licenses/by-sa/2.5/>

## Exit Essay

Exit Essay Template (Possible additional prompts: whether cultural preservation is important in the era of globalization, or why or why not is important to preserve Gullah, what steps should be taken to preserve Gullah, before exiting the classroom. Exit essays are informally assessed for participation/completion and should serve as starting points for future class discussions.

Exit Essay:

Name: \_\_\_\_\_

I learned that...

I would like to know more about...

If I were the teacher my essay prompt on this lesson would be...

<b>Quizze Prompts</b>	<b>My Notes</b>
Step 2 - After taking notes, write out 5 different possible multiple choice quiz questions AND at least 2 FRQ prompts from the notes that you took. <b>Write at least 1 prompt from each presentation!</b>	Step 1- Jot down key points, new ideas and vocabulary from the presentation