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| <b>UNIT TITLE</b>   |
| Culture - Language, Religion, and Gender  |
| <b>LESSON TITLE</b>   |
| Language Diffusion through History  |
| <b>Corresponding TEKS and Grade Level</b>   |
| <ul style="list-style-type: none"> <li>• 9th Grade AP World Geography</li> <li>• WGS. 16 The student understands how the components of culture affect the way people live and shape the characteristics of regions. <ul style="list-style-type: none"> <li>◦ (a) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;</li> <li>◦ (b) describe elements of culture, including language, religion, beliefs, and customs, institutions, and technologies.</li> </ul> </li> <li>• WCS. 17 The student understands the distribution, patterns, and characteristics of different cultures. <ul style="list-style-type: none"> <li>◦ (a) describe and compare patterns of culture, such as language, religion, land use, education, and customs that make specific regions of the world distinctive.</li> </ul> </li> </ul> |
| <b>Materials/Resources Needed</b>   |
| <ul style="list-style-type: none"> <li>• Culture: Language, Religion, and Gender Vocabulary Worksheet</li> <li>• PowerPoint Presentation</li> <li>• PowerPoint Notes Handout</li> <li>• Textbook</li> </ul> <p><a href="https://www.esmonline.org/site/handlers/filedownload.ashx?moduleinstanceid=709&amp;dataid=4390&amp;FileName=barrons%20ap%20hug%204th%20edition.pdf">https://www.esmonline.org/site/handlers/filedownload.ashx?moduleinstanceid=709&amp;dataid=4390&amp;FileName=barrons%20ap%20hug%204th%20edition.pdf</a></p>  |
| <b>Needed Prerequisite Knowledge and Skills</b>   |
| <ul style="list-style-type: none"> <li>• Culture: Language, Religion, and Gender Vocabulary (to be completed as homework before starting unit)</li> <li>• Colonization and Exploration</li> </ul>   |
| <b>New Terms/Key Ideas</b>  |
| <ul style="list-style-type: none"> <li>• Acculturation, Cultural extinction, Dialect, Esperanto, Indo-European family, Isoglosses, Language extinction, Language family, Language group, Lingua franca, Literacy, Official language, Pidgin, Polyglot, Romance languages, Sino-Tibetan family, Toponym</li> </ul>   |
| <b>Value/Rationale of Lesson</b>  |

- Students will identify why countries speak the language they do and how language is related to culture.

### **Steps to the 5E Lesson Plan**

- Engagement: Prior to the lesson, students will engage with the text by filling out their vocabulary handout. Throughout the lesson, many questions will be posed to engage the students in the lesson and check for understanding.
- Exploration: During the assignment (Diffusion of Language Map), students will work in small groups to illustrate the diffusion of language.
- Explanation: Students will be able to answer the following questions after notes have been taken - What is an example of a Creole language? Why did certain countries have such a dramatic impact on the languages spoken around the world today? What countries had the largest impact and why? What is acculturation? What is cultural extinction?
- Elaboration: Vocabulary describing language and diffusion will be introduced. Students will understand the history of language diffusion and how colonization has played such an important role.
- Evaluation (formal or informal): Students will turn in their vocabulary worksheet and notes to receive a grade. Students will then be given an assignment (Diffusion of Language Map) to check for understanding and build upon learning.

### **Questions to Check for Understanding**

- What is an example of a Creole language?
- Why did certain countries have such a dramatic impact on the languages spoken around the world today?
- What countries had a dramatic impact on languages spoken today?
- List examples of acculturation.
- List examples of cultural extinction.

### **Closure and Enrichment**

- If students have failed to fill in their notes, the PowerPoint will be posted to Schoology. All blanks can be filled in using the textbook.

### **Modifications: Special Education Students**

- Materials can be modified for visual impairments.
- Vocabulary and assignment can be filled out in Content Mastery.

### **Modifications: Gifted Students**

- No modifications are needed for this unit.

# Culture: Language, Religion, and Gender



History and Geography: The Best of Both Worlds



# Language Diffusion through History

9TH GRADE AP WORLD  
GEOGRAPHY

TEKS WGS. 16 (A-B) & WGS. 17 (A)





# LANGUAGE DIFFUSION

## DEFINITION

Migration, trade, war, or some other event exposes one group of people to the language of another.

## PIDGIN

When two groups of people with different languages meet, a new language with some characteristics of each may result.

## CREOLE

When a PIDGIN evolves to the point at which it becomes the primary language of the people who speak it.



# COLONIZATION & LANGUAGE

Interesting creole languages have frequently developed in colonial settings where the linguistic traditions of indigenous peoples and colonizers have blended.

# EXAMPLES OF CREOLE LANGUAGES

## FRENCH

Haitian Creole,  
Louisiana Creole, and  
Mauritian Creole

## ENGLISH

Gullah (Sea Islands of  
the southeastern US),  
Jamaican Creole,  
Guyanese Creole, and  
Hawaiian Creole

## PORTUGUESE

Papiamentu (in Aruba,  
Bonaire, and Curacao)  
and Cape Verdean

# Modern English



55 BC:  
ROMANS  
(LATIN)

410 AD:  
GERMANIC TRIBES  
(PROTO-GERMANIC)

LATE 8TH CENTURY:  
VIKINGS  
(OLD NORSE)

11TH CENTURY:  
NORMAN CONQUEST  
(FRENCH)



# West Africa

## GHANA

Colonized by Britain in the  
late 1800's.

Predominant language:  
English

## TOGO

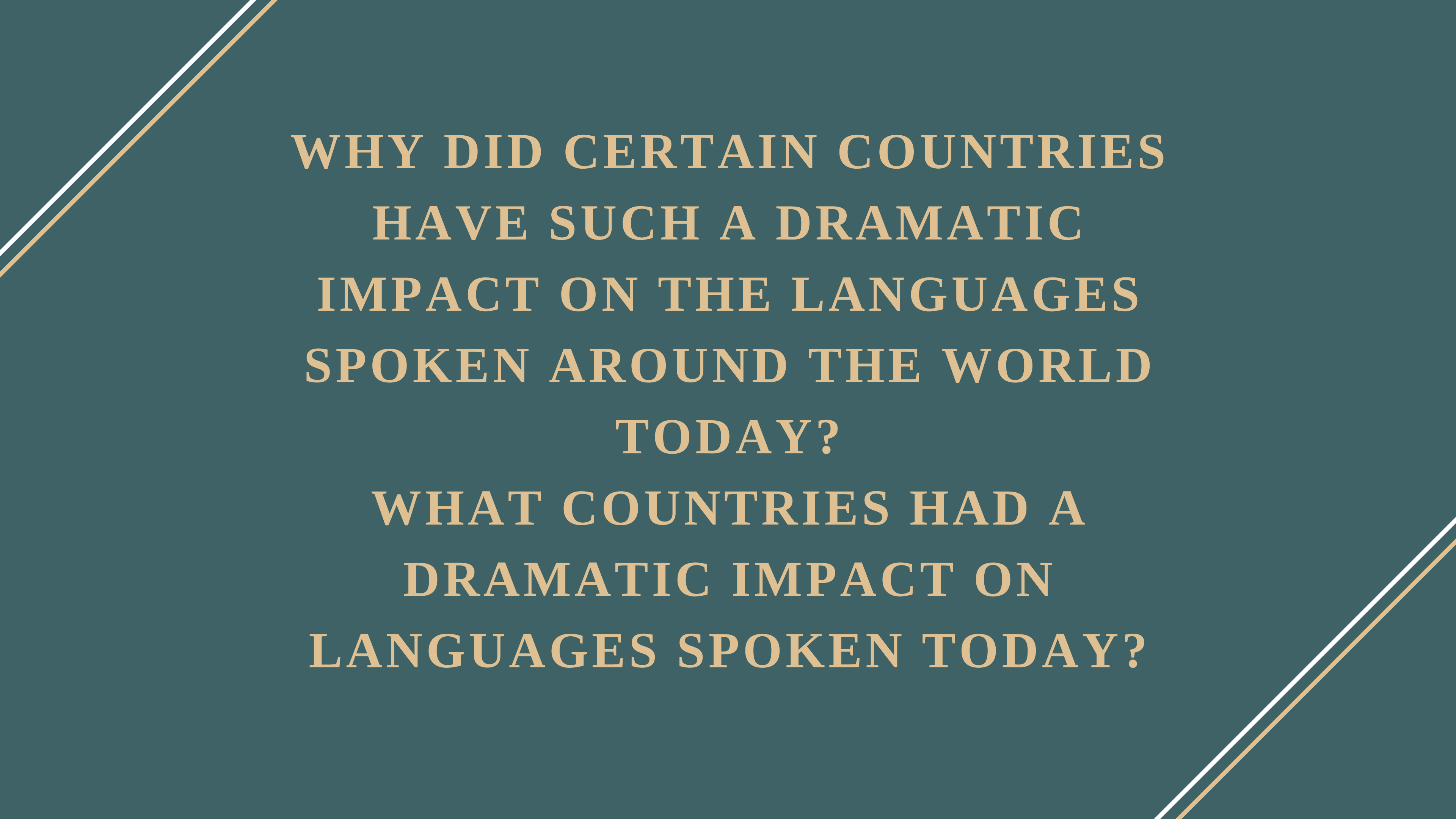
Colonized by France in the  
late 1800's.

Predominant language:  
French



Many linguists believe that the development of alphabets and the resulting literary traditions have contributed to the complexity and dominance of particular cultures, and thus particular nations across the globe.

The invention of agricultural societies, alphabets, and the resulting efficient recording keeping, provided a means for these societies to dominate other illiterate societies more easily.



WHY DID CERTAIN COUNTRIES  
HAVE SUCH A DRAMATIC  
IMPACT ON THE LANGUAGES  
SPOKEN AROUND THE WORLD  
TODAY?

WHAT COUNTRIES HAD A  
DRAMATIC IMPACT ON  
LANGUAGES SPOKEN TODAY?



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# Literacy



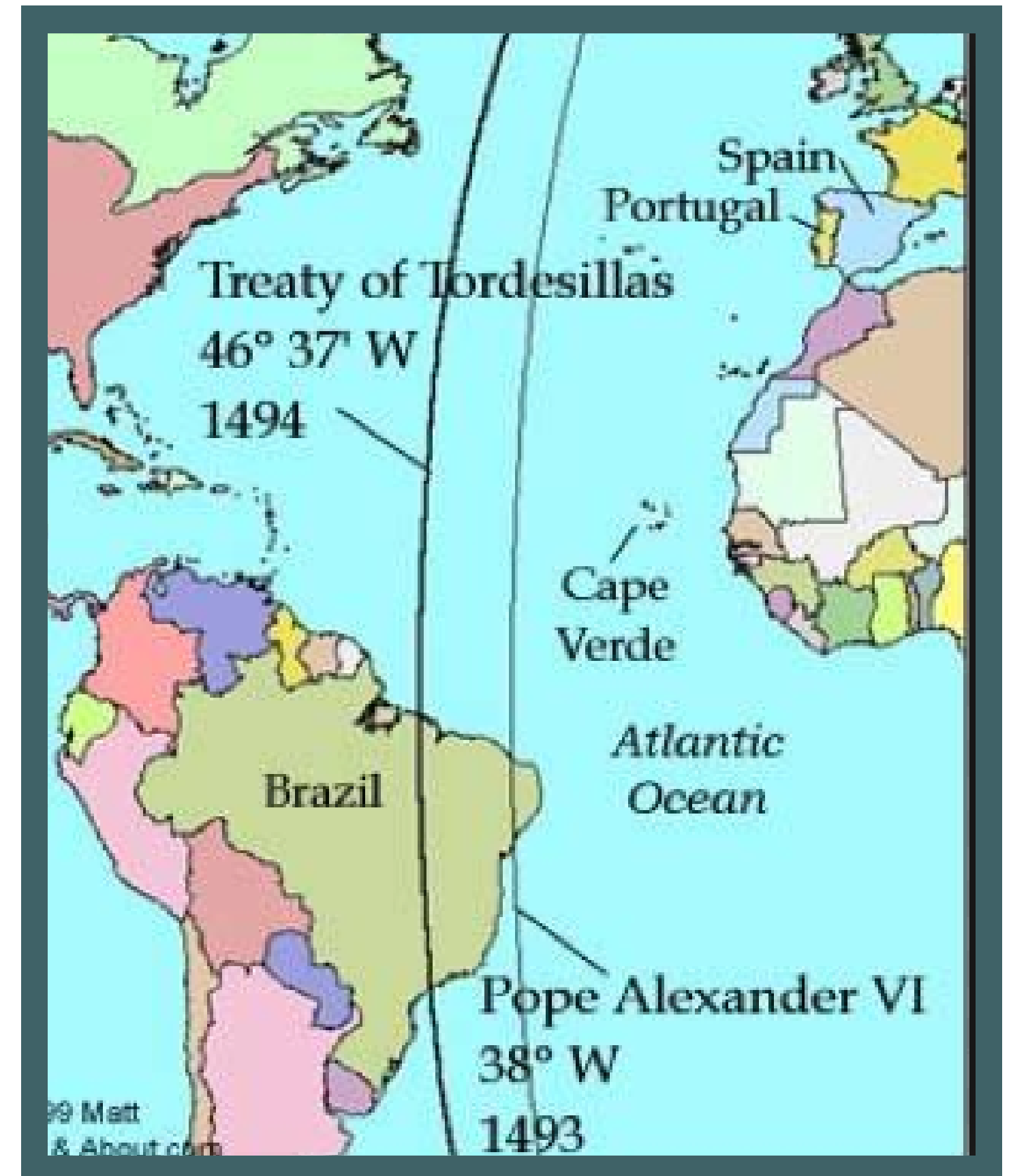
IMPOSING LANGUAGE ON NATIVE  
POPULATIONS

WELL DEVELOPED ALPHABETS VS. VERBAL  
TRANSMISSION

DECOLONIZATION

# SOUTH AMERICA

Treaty of Tordesillas (1494)



# LANGUAGE EXTINCTION

- DEFINITION

When a language is no longer in use by any living people.

- ACCELERATION

- PREMATURE  
EXTINCTION

Colonialism & Economic Globalization



## ACCULTURATION

Refers to the adoption of cultural traits, such as language, by one group under the influence of another.

## CULTURAL EXTINCTION

An entire culture is obliterated by war, disease, acculturation, or a combination of the three.

**What is being done  
today?**



# Native Language Revival

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## SCOTLAND, IRELAND, AND WALES

Celtic is being brought back from near extinction.

## ISRAEL

Hebrew was revived after World War II when Israel became an independent state.

## ALASKA TO SOUTH AMERICA

Native Americans have begun to reestablish their distinct and unique linguistic heritage.