

LANGUAGE FAMILIES

Email all completed work to: monarch.gk12@gmail.com

Subject title: Language Families

Introduction

Languages are of the fundamental aspect of peoples and their cultures. Though many languages are spoken by large numbers of people there are also many that are spoken by smaller and often dwindling populations. Still other languages are combinations that are created out of necessity or convenience from the languages of many peoples.

In today's exercise we will be examining some Amerindian languages and looking at their long term survival. We will also examine some language families and explore means of visualizing the relationships between languages. Finally we will explore creoles of English and their differences from the English we speak

AMERINDIAN LANGUAGES

1) Using the map linked below answer the following questions about Amerindian languages of the United States

<http://linguistics.buffalo.edu/people/faculty/dryer/dryer/map.usa.gif>

Which languages dominated the SW?

Which languages dominate the NE?

Google these languages to find names of tribes that speak or use to speak these languages

Why is this map projection the right choice for displaying these languages?

2) Many Amerindian languages are classified as *ENDANGERED OR EVEN EXTINCT*. Answer the following questions about these threatened languages using the website below

<http://www.unesco.org/culture/languages-atlas/index.php?hl=en&page=atlasmap>

Find an example of a threatened language in Colorado.

Why do you think that this language is facing the threat of extinction?

What sort of actions would you take if you were trying to stop a language from going extinct?

Many communities are ***FACING THE EXTINCTION*** of their native language and one such language is Inuktituk, a native language of eastern Canada. In order to help preserve this language a film was made in it depicting one of their legends.

<http://en.wikipedia.org/wiki/Atanarjuat>

How would you propose using other new media to help preserve threatened languages?

3) Languages are often classified into families and ***VISUALIZED INTO TREES***. Compare the following language family trees and answer the following questions:

A) <http://srhabay.wikispaces.com/file/view/Indoeuropean%2520language%2520family%2520tree.jpg/38912214/Indoeuropean%2520language%2520family%2520tree.jpg>

B) http://2.bp.blogspot.com/_Ish7688voT0/S9nhY4AbRHI/AAAAAAAACXo/NNWAzmbkDPs/s1600/greenhill.jpg

C) <http://lv-staff.francisparker.org/kaiston/Language%20Tree.gif>

D) <http://radio-weblogs.com/0126951/images/myPictures/2004/06/02/Indo-European%20Family%20of%20Languages.JPG>

Which trees show a bias toward one particular language family?

Which one displays the formation best? Why?

Design your own language family tree that shows only English and its roots and branches

4) ***CREOLES OF ENGLISH*** are common across the world where English speaking becomes necessary in a community with a different traditional language background. One such creole is Singlish which is spoken in Singapore.

<http://en.wikipedia.org/wiki/Singlish>

Using the wiki page write a small dialogue between two people in Singlish and include a translation.

Monarch High is a culture with its own terms and dialect. List some of the terms that someone not familiar with Monarch may not recognize in your daily speech and explain them.

Additional resources:

<http://wals.info/>

<http://www.lmap.org/#>

<http://www.ethnologue.com/web.asp>