

UNIT 4

Language Families

8 Days

Lesson 1 - Languages of the World - 4 Days

Lesson 2 - Language Families - 2 Days

Lesson 3 - The Romance Languages - 1 Day

Lesson 4 - The Influence of the Romans - 1 Day

Terms	Vocab
Indo-European	Terra
Romance language	

Unit 4 - Language Families

Lesson 1 - Languages of the World

Day 1

Prepare

Before beginning this unit, students need to do two things. First they need to complete page 13. Usually workbook pages are done after activities and discussions in class. This page is done in preparation. Second, they need to make a Boggle game board. These preparation activities can be assigned as homework or you can take a day or two of class time for this preparation. The Boggle Board: students make a game board for themselves out of any material. Boxes on the game board will each contain the name of a language. Motivated students may make a game board with 100 boxes; others may make one with 25. You could set a requirement or just leave it to them that the more languages they have, the more points they might get. Ask them not simply to copy and paste a website that lists names of languages.

Homework

Page 13: Make Boggle Board

Day 2

Activity

Boggle: groups of four students . Each player has the game board and a pen. Groups play individually. One person on the team names a language. Everyone in the group who has that language crosses it off their board and scores a point for themselves. If nobody has it, then the person who named the language gets 2 points. continue until all languages have been named.

Discuss

Language Families Introduce the fact that although there are all of these different languages in the word, they are grouped into families, just as people are.

Homework

Pages 14-15 or do them in class for Day 3

Day 3

Activity

This day could be skipped and done simply as a homework assignment after the last lesson or could be done as a work day in a computer lab or library. Pages 14-15. Students choose 5 languages to do some mini research on. Using links from the website, students should list as many countries as they can where each language is spoken, highlighting a country of origin. They create a color or design code for each language and then plot on the map with the code where each language is spoken.

Day 4

Discuss

- Review pages 14-15. Project the map from the workbook and have some students color code the countries where some languages are spoken from their results.
 - Spread of languages - how? why? where?
 - Which languages seem to be spoken in many different areas of the world?
 - How did this come to be? Why is Spanish spoken in South America?
 - Consider the "Whisper down the lane" experiment. Do you think this is how different dialects of the same language occur in different areas?
 - The name of the people is not necessarily the name of the language. e.g. Americans speak English
-

Homework

Page 16

Unit 4 - Language Families

Lesson 2 - Language Families

Day 1

Prepare

Return to the discussion of language families. Just as individuals in real families, languages might share some common characteristics or history, but could have individual features that make them look or act very different from another language in the same family. e.g. Russian with a different alphabet in the same family as English

Play

Language Family Tree

Students choose one of the major language families and drag languages onto the tree to see if they belong to this family. The goal is not that they learn the names of all of the languages in a particular family or that they know the answers before they play the game. The object is simply exposure to languages that are grouped together in the same family and to the names of these families.

Homework

Continue to play Language Family Tree at home,
Page 17 to be completed as they play

Day 2

Discuss

Indo-European

Look again at the Indo-European language family tree on the game from yesterday.

- Indo-European is not a language that is used or even known now.
- All of the languages written under Indo-European have their origin in this ancient language.
- Even languages that are greatly different from each other, even using different alphabets, have things in common, because they can each trace their roots back to this language that may have been used thousands of years ago.
- Look at a map to see what a great expanse is covered by India and Europe.
- Look at all of the other areas of the world. The Western World uses Indo-European languages because of expansion of people who spoke Indo-European-based languages.

Discuss

- **Branches of Families**A family can be broken down into branches. Consider the branches of your own family: uncles, cousins. etc.
- Look at page 18 to see the branches of Indo-European.

Play

Cargo Copter

Names of Indo-European languages will appear at the top. The correct branch to which they belong must be click for the helicopter to deliver its cargo there. Same goals as for Language Family Tree but now considering the branches of this one major language family.

Homework

pages 18-19 to be completed while playing Cargo Copter
Cargo Copter

Unit 4 - Language Families

Lesson 3 - The Romance Languages

Activity

Acting out the story of Julius Caesar

- Choose an area with a good amount of space. Push the desks back, have class outside, or go to the auditorium. This is mainly for the effect of seeming large.
- Have the students form a crude map of the Roman world. Tell them that the Mediterranean Sea is in the middle of the floor. Have some students be the British Isles and sit in a clump next to you, on your right (the north west). South of them have some students be France or Gaul, then Spain, the countries of Northern Africa opposite you, then head back up towards you on the other side with Israel and Germany - a rather simplified and inaccurate circle around you.
- You are Julius Caesar (representing all Romans) at the head in Italy. You are standing, the students are seated, and so you can walk into the sea to show how Italy lies in the Mediterranean. You can have your leg represent Italy and show them that Rome is at your knee.
- Being a bombastic Julius Caesar, talk through a simplified history of the making of the Roman World. - the Romans spoke Latin - they wanted to rule the world and make the world Roman - when they conquered a people, they forced them to take on their customs and language
- Go to each group and tell them they must now be Roman. They have to speak Latin.
- Ask the students what they will do. Will they continue to speak their own language? Will they try to learn Latin? Where might they use Latin and where might they use their own language? Lead them to the discovery that their language will eventually meld with Latin to form what we have now as French, Spanish etc.

Discuss

- the groups whose languages did not give way to the Romans: the Germans and the Hebrews. Did strong military resistance and strong religious heritage allow these groups to maintain their languages? Why are French, Spanish, Italian, Romanian, Portuguese, and sometimes English called Romance languages?
- These countries that were conquered by the Romans are all represented in the United States. Through the people of these countries, the influence of the Romans is still with us today.

Homework
page 20

Terms
Indo-European
Romance language

Vocabulary
terra

Unit 4 - Language Families

Lesson 4 - The Influence of the Romans

Discuss

- Talk through the activity from the previous lesson and allow students time to write down notes. Roman name was Mare Nostrum, Our Sea, because they conquered so many lands around this sea the groups whose languages did not give way to the Romans: the Germans and the Hebrews. Did strong military resistance and strong religious heritage allow these groups to maintain their languages? Look at a map to see where the countries actually are from the circle on the floor.
- Mediterranean - derivation of the word: medi - in the middle of, terra - land
- Find other words that are derivatives of medi and terra.
- The word Caesar became the German Kaiser and Russian Tsar.
- Julius Caesar was killed, 44 B.C.

Activity

Latin Scavenger Hunt

Find things in the world today that came from the Romans. Make a collage of words and pictures (cut out or drawn) that shows the influence of the Romans on us today. You could assign the students to bring in a magazine from home and spend a day looking for things in class with them individually, or they could do this completely out of class. Encourage them to think not only of places where they see Latin words or Roman names, but also of traditions in government, sports, science, art, architecture, plumbing, etc. Spend a day sharing results.

Homework

page 21