

Lesson Plan
EUP ISD Workshop June 27-29, 2011

Title: Borrowed Words: A Study of Place Names

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Lesson Overview: How does language contain history? Which words are “borrowed” from another place, culture and time? How can we trace histories of diverse people in America by exploring the meaning and origin of place names? Students will explore maps and other primary sources in order to identify historical sources of language in modern day America.

Objectives:

Students will be able to analyze primary sources and identify features that illustrate encounters between cultures as territories were colonized. Students will be able to identify the origins of words used today, and consider historical contexts of the evolution of their meanings, based on information they gather from these resources.

Standards:

English Language Arts High School Content Expectations addressed in **Activity 1: Map Analysis**:

STANDARD 1.1 Understand and practice writing as a recursive process.

CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).

STANDARD 1.2 Use writing, speaking, and visual expression for personal understanding and growth. CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

STANDARD 2.3 Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.

CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Standards addressed in Word Study (activity 2):

STANDARD 4.1 Understand and use the English language effectively in a variety of contexts and settings. CE 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).

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STANDARD 4.2 Understand how language variety reflects and shapes experience.

CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).

CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

CE 4.2.5 Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

Standards addressed in Analysis of Introduction to Andrew J. Blackbird's Grammar of Ottawa and Chippewa Language (Activity 3)

STANDARD 1.4 Develop and use the tools and practices of inquiry and research—generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.

CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

Time Required: Three 50-minute sessions

Recommended Grade Level(s):9-12

Topic(s): World Languages; English Language Arts

Era: 1700's to present

Preparation: Students will need a basic knowledge of American history related to westward expansion and the fur trades and colonies surrounding the Upper Great Lakes. Additional studies of Native Cultures would enhance this study.

Materials:

For student:

Computer with high speed internet connection

Pencil & paper; writing journals (file or paper)

Library of Congress Map Analysis Worksheet

Library of

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Access to Etymology Dictionary (Weekley, Ernest, *An Etymological Dictionary of Modern English*, John Murray, 1921; reprint 1967, Dover Publications; or etymonline.com for example)

For instructor: Computer w/ A.V. projector; whiteboard and dark markers; copies of maps and analysis worksheets. Analyzing Manuscripts Guide from Library of Congress.

Resources:

Students will evaluate the following primary sources, in order:

1. Manuscript map, probably made by a French voyageur, of Indian lands of Wisconsin, when part of Michigan Territory, annotated by Henry Rowe Schoolcraft, ca. 1831.
2. Optional: Current day map of Wisconsin to compare maps, and determine if the Manuscript map words or names still exist, or whether they have been changed.

Procedure:

Activities (*described as steps*)

Anticipatory set: Students are asked to make a list of five words borrowed from another language ie French, German, Italian, Japanese, Spanish, etc. which we use in English today. (*i.e. quesadilla, canyon, tsunami, avalanche, rapport, spaghetti*).

Share and list responses on board. Speculate and elicit discussion about which language the words come from (list potential sources next to words on board). Speculate how and when those words came to be part of our language.

Lesson presentation: In this activity we will use maps and accounts of regional history to map the origins of place names and select words. We will be able to draw conclusions about when some words were introduced into the English language, by whom, for what purpose, and under what circumstances.

Essential question posed: What evidence do we have of other cultures and historical events in English language?

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Activity 1: Tracing history of regional terms and place names.

A. Map analysis of voyager map of Wisconsin.

B: Map analysis of 1873 Map of Michigan, Wisconsin, Minnesota, Iowa, with portions of Illinois and Indiana

C. In addition to map analysis questions, student will list 5 words used to describe geographic features found on either of the two maps that are unfamiliar.(ie *lac, cerre*).

Assessment 1: Students will search for definitions of map words as well as anticipatory set “borrowed” words if desired, using an online etymology and/or language dictionary, making note of word stem origins.

Writing response: Based on the words you researched, what natural features, or other identifying features do you think were present when the map makers explored these areas? Who do you think lived there when the land was mapped? Which cultures are represented by the place names? What does this suggest about the history of Wisconsin? What does this suggest about relationship of power between these groups?

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Activity 2: Word Study:

A. Peruse Andrew J. Blackbird's Grammar of Ottawa and Chippewa Language, vocabulary on pages 121-129.

B. What do you think the rivers on the voyager map were called before the map existed? What makes you believe this?

C. Why do you suppose Neebish Island was named that? What culture provided the name Neebish to English?

D. (Assessment) Research the etymology of the name Sault Sainte Marie. Why might the city have been named so? By whom was the city named? What conclusions can you draw from the fact that the city's name is from that particular language? Why do we not speak French in Sault Sainte Marie?

E. Identify the origin of the word mackinac (not the name, but the common noun). Based upon your knowledge of fur trading in the Straits of Mackinac, estimate the time frame and circumstances under which this word became part of the English language.

F. True or false? The official language of the United States is English. (false, the United States does not have an official language).

G. Writing response. Read the introduction to Andrew J. Blackbird's Grammar of Ottawa and Chippewa Language, pages 4-5, and follow the "Manuscript Analysis" questions provided by your teacher. What is the purpose of the Introduction? By whom is it written? Provide a quote that reveals the attitude of the Introduction's authors toward Andrew Blackbird. What does this suggest to you about the relationship between Europeans and Native Peoples at the time when it was written?

Extension Activities:

Further studies on relocation efforts and the formation of treaties i.e. Trail of Tears could begin from here.

Students select an excerpt from history text book which summarizes the interaction between Native Americans and Europeans during the settlement of US and westward expansion. How many pages are devoted to this portion of history, in proportion to the rest of the history book?

What does this suggest about the point of view from which American history is told?

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Language study extension activities:

Explore words that were introduced into English language within the last ten or so years, (ie Google) using the Oxford English Dictionary website:

(<http://www.oed.com/public/updates/recent-updates-to-the-oed>)

For Spanish Language course, a parallel study of the history of settlement in the Southwestern, Southeastern States and Pima and Papago and/or California native cultures, using Spanish maps from the 1500's and 1700's.

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