

The COMEDY of ERRORS By William Shakespeare

Colonialism and Language Twins

Grade Level(s): 9-12

Subject: Social Studies, World History, Geography

Florida Standard: SS.912.G.2.1, SS.912.G.4.7, SS.912.W.1.6, SS.912.W.6.6

Objective: Students will learn how the French language diffused through North America, and how it took on unique qualities in Canada, America, and Haiti. They will understand that despite the French language maintaining its original structure, it took on different qualities depending on the particular history and landscape of the places it was diffused to.

Duration: 50 minute class period

Key Vocabulary Terms:

Cultural Diffusion
Cultural Hearth
Cultural Landscape
Colonialism
Imperialism

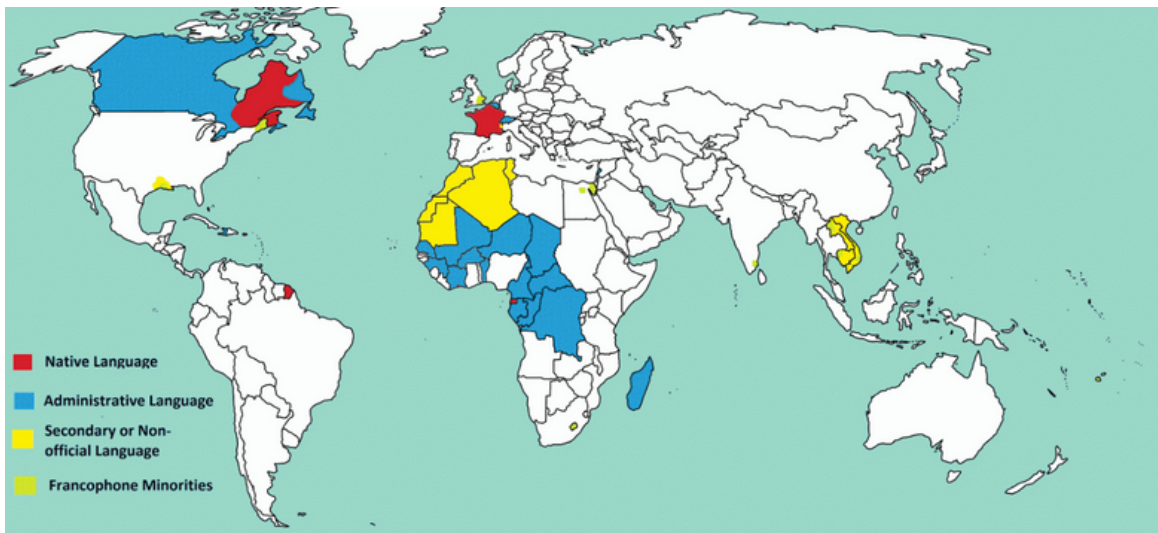
Do now/Bell work: Students are asked how they say the sweet carbonated drink (pop, soda, etc), the shoes you lace up to go running (sneakers, tennis shoes, etc), or what they refer to their grandmother as (nanna, granny, etc.). Teachers should feel free to use other examples that they may feel are relevant to their particular population. Students should be asked to reflect on where these differences come from - are they regional, cultural, or familial.

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Instructional steps:

1. Review the terms colonialism and imperialism, and review the far reach that the French had throughout the world in the 18th and 19th centuries.
2. Display map of where French is spoken:



3. Discuss the different historical contexts of French involvement in North America.
 - a. Quebec - fur trading, the most economically developed of the French colonies
 - b. Louisiana - the role of the French in American history and the mixing of Native people, Africans, and settlers in shaping the region.
 - c. Haiti - the sugar industry, slavery, and the distinct cultural and linguistic traditions that developed in Haiti as a result of the slave trade.
4. Identify some ways that Quebecoise, Louisiana French, or Haitian French are different from "Metropolitan French" - discussing either formal differences, specific term differences, or food differences.

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Assessment Steps - Think, Pair, Share:

1. Organize students in groups of two or three.
2. Give students some discussion prompts about why there are language differences between Metropolitan French and French in the Americas.
 - a. Why might the level of formality differ?
 - b. Why would Haitians want to differentiate their dialect from that of the colonizers?
 - c. How would the confluence of different cultures and languages in the Americas affect the dialects and accents in the cultural landscape?
3. Students should write down some of their ideas and share them with the class.

