

Primary Geography Alive: Diversity Across Asia (Lesson 10)

Lesson 10: Indigenous languages		
<p>Content focus:</p> <p>In this lesson students investigate Indigenous peoples of Asia and the importance of Indigenous languages. They examine the social and cultural characteristic of at least one indigenous people and the nature of the language spoken. They reflect on the need to preserve indigenous languages and the strategies that can be adopted to achieve this.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Resource Sheet 1: Map of global Indigenous people • Resource Sheet 2: Australian Indigenous map • Resource Sheet 3: The Ainu People of Japan • Resource Sheet 4: The Dayak People of Borneo • Resource Sheet 5: Preserving Indigenous Languages • Teacher background source: Preserving Indigenous languages: https://voices.nationalgeographic.org/2009/11/15/0005_native_american_vanishing_languages/ http://ngm.nationalgeographic.com/2012/07/vanishing-languages/rymer-text New York Times <i>The Last Man to speak his Language</i> https://www.nytimes.com/video/world/americas/100000005277141/the-last-taushiro.html
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What is life like for Asia's Indigenous peoples? • Why are indigenous languages under threat and what strategies can be used to preserve them. 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • demonstrates and awareness of indigenous cultures around the world • values the importance of aspects of indigenous culture such as language • identifies and communicated the need to reserve indigenous languages and the strategies used to achieve this. 	<p>Lesson sequence:</p> <p>Step 1: Teacher introduces topic with the world map of indigenous peoples (Resource Sheet 1). Students identify those found in Asia.</p> <p>Step 2: Teacher introduces students to the diversity of Australian Indigenous languages by reading though the text provided on Resource Sheet 2. Students study the accompanying map. Relevant questions include:</p> <ul style="list-style-type: none"> • Describe the distribution or spread of Australia's Indigenous languages. What does this tell us about the distribution of Indigenous Australians before 1788? Contrast it to the distribution of the Australian population today. • What proportion of the pre-1788 Indigenous languages is still spoken today? What is the status of these languages? <p>Step 3: Teacher provides information on the life of an indigenous group such as the Dayak of Indonesia/Malaysia and/or the Ainu of Japan (see Resource Sheets 3 & 4). Relevant questions include:</p> <ul style="list-style-type: none"> • Where do the Dayak live? What is distinctive about their traditional way of life? • What is special about the language and dialects of the Dayak people? • What does it mean to be bilingual? • What languages compete with those of traditional Dayak society? <p>Step 4: Teacher guides students through Resource Sheet 5 (Preserving Indigenous Languages) explaining key words and ideas as required.</p> <p>Step 5: Literacy: Short response: Why should the traditional cultures of the Ainu and/or Dayak be maintained. OR Why are indigenous languages dying out?</p> <p>Step 6: Extension Activity – Listen to New York Times, <i>The Last Man to Speak His Language</i>, https://www.nytimes.com/video/world/americas/100000005277141/the-last-taushiro.html Develop a plan to save the Taushiro language.</p>

Primary Geography Alive: Diversity Across Asia (Lesson 10)

--	--	--