

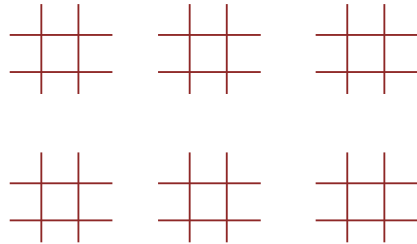
WELCOME TO HUMAN GEOGRAPHY!!

w/ Mr. Taylor & Mr. Radcliff

Tuesday,
October 13th, 2020

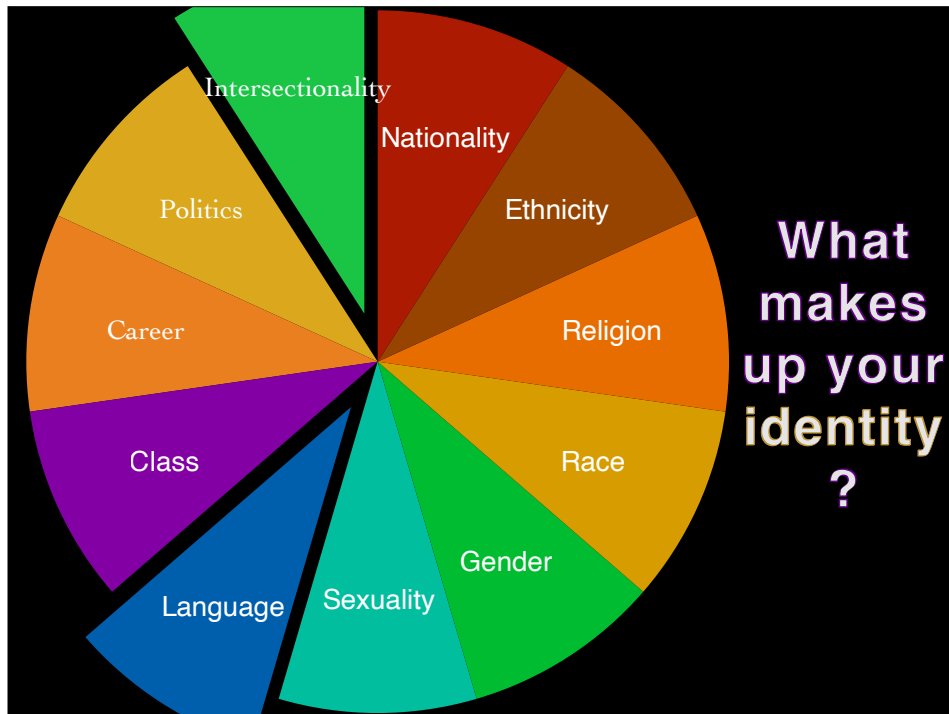
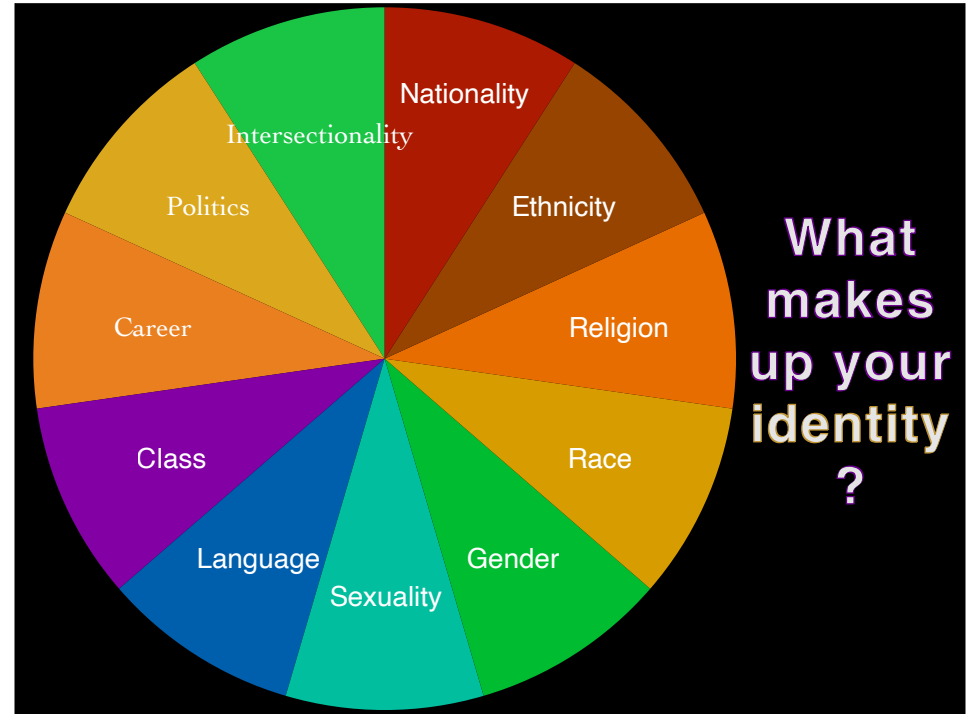
Feel free to write or draw anything appropriate in the space to the right!

Inspired by Carmella
All challengers welcome!



Upcoming:
Language & More today!!
Begin Project on Thur/Fri
Finish Projects on Mon/Tue

Our Summative Projects:
October 15-21



The Burning Question:
How does language affect one's identity & experience in the world?

The Burning Question:

How does intersectionality affect one's identity & experience in the world?

Today's Agenda

- **Kickstarter Review**
- **Explain** - Something Particular About This Class
- **Independent** - Language, Cultural Brokers, Intersectionality, Code Switching
- **Introduce** - 6th Music Journal
- **Explore & Document** - Cultural Gallery Walk
- The **Final Word?**



HW: Finish Cultural Gallery Walk; XC Music Journal

Summative Projects Begin:

October 15-16

Unit Schedule

- **Friday (11) / Monday (14)** - September 11th; Start of Culture
- **Tuesday (15) / Wednesday (16)** - Finding Your Culture
- **Thursday (17) / Friday (18)** - First Reflection Quiz! Start Family Culture
- **Monday (21) / Tuesday (22)** - Cultural Conflict
- **Wednesday (23) / Thursday (24)** - Film School / Check In About Grades
- **Friday (25) / Tuesday (29)** - Identity, Nationality, Citizenship (Reflection Quiz)
- **Wednesday (30) / Thursday (1)** - Ethnicity & Religion (*N. Ireland*)
- **Friday (2) / Monday (5)** - Race (Part I)
- **Tuesday (6) / Wednesday (7)** - Race (Part II)
- **Thursday (8) / Friday (9)** - Gender / Sexuality (Reflection Quiz)
- ★ **Tuesday (13) / Wednesday (14)** - Language / Intersectionality; Cultural Gallery Walk
- **Thursday (15) / Friday (16)** - Begin Summative Project
- **Monday (19) / Tuesday (20)** - Finish Summative Project
- **Wednesday (21) / Thursday (22)** - Present Some Projects; Begin Politics!



During this Independent Part: In Schoology: Language & Intersectionality Vocab

You are about to watch the lecture video (I'll be here if you have any questions). You have three choices to show you've understood the material:

- 1) Take notes & take a picture of them.
- 2) Write a 5+ sentence summary/reflection about what you learned.
- 3) Record a 45+ second audio (or video) reflection.

Submit it to Language & Intersectionality Vocab on Schoology.

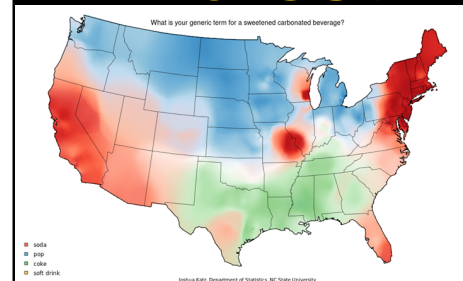
Meet back here at: 2:47 (+20)

A system of communication (spoken and/or written) shared by a group of people

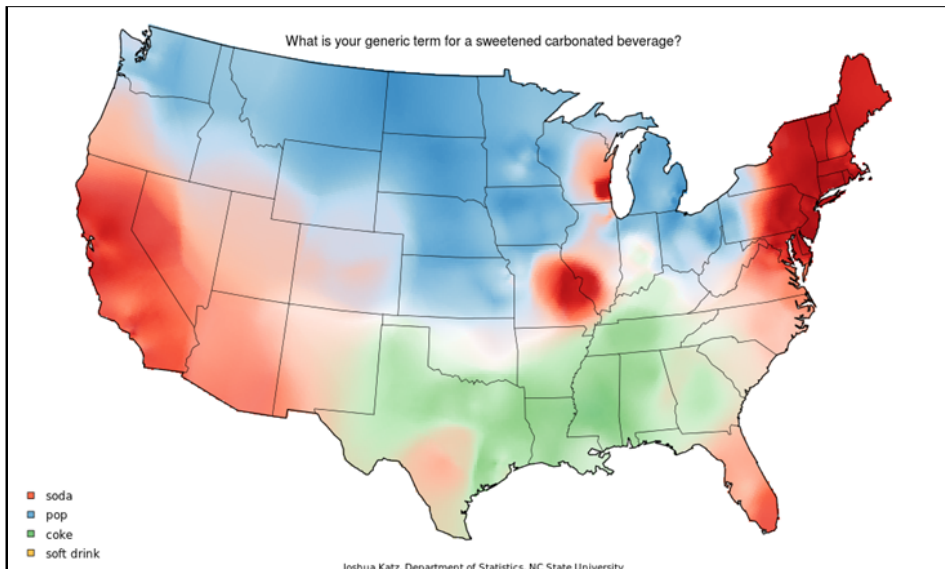
Language



Dialect



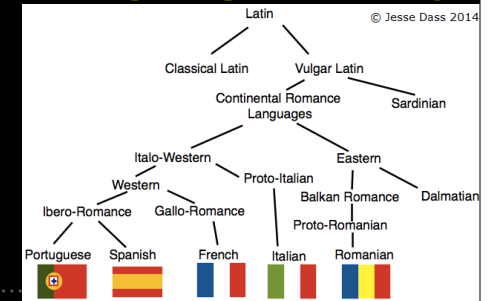
A particular form of a language spoken in a specific region or by a specific group of people



A particular form of a language spoken in a specific region or by a specific group of people

Group of similar languages with a common ancestor / parent

Language Family



English	French	Italian	Spanish	Portuguese
Good morning / day	Bonjour	Buongiorno / Buondi	Buenos días / Buen día	Bom dia
Good afternoon	Bon après-midi	Buon pomeriggio	Buenas tardes	Boa tarde
Good evening	Bonsoir	Buona sera / Sera	Buenas tardes	Boa tarde
Good night (going to bed)	Bonne nuit	Buona notte / Notte	Buenas noches	Boa noite
I love you (inf)	Je t'aime	Ti amo / Ti voglio bene	Te amo / Te quiero	Eu te amo

Lingua Franca



A language that is used to communicate between two people who have different native languages.

English is the most common Lingua Franca today.

Something to Wonder:

What's the most common lingua franca today?

Why do you think that's the language used?

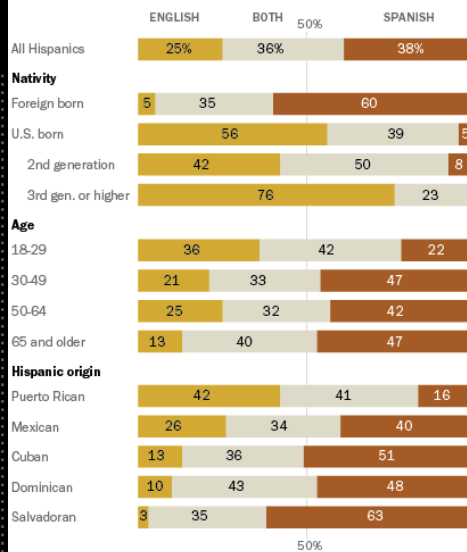
Cultural Broker

In our globalized society, it is a skill to be able to speak multiple languages. It can help bridge gaps between different countries & cultures.

Certain jobs are looking to hire (or pay more) for bilingual workers

Half of 2nd Generation Latinos Are Bilingual

% of Hispanic adults who mainly use English, Spanish or both



Note: Foreign born includes persons born outside of the U.S. and those born in Puerto Rico even though those born in Puerto Rico are U.S. citizens. Second generation refers to those born in the U.S. to at least one parent who was born outside the U.S. or in Puerto Rico.

Intersectionality

People aren't just one identity.

Many different components work together to form someone's identity.



Different combos can lead to discrimination or advantages

Intersectionality

Other Components:

- Age
- Marital status
- Education
- Ability
- Immigrant Status
- Many Others



Different combos can lead to discrimination or advantages

Something to Do:

Let's explore one particular intersection:

Gender - Religion - Nationality

Female - Muslim - Canadian

This article talks about laws that would ban Muslim women from wearing specific types of veils.



Quebec is the latest place to restrict Muslim veils. It's part of a broader clash between religious freedom and national identity. BY BRYAN BROWN

Warda Naïli grew up in Montreal, Canada. In 2011, she started to wear a veil that covers her face. Since then, she's endured almost daily harassment. "Every time I go out, someone tells me something like, 'It's not Halloween' or 'Go back to your country,'" says the 33-year-old.

Quebec, the Canadian province where Naïli lives, has passed a law putting limits on full-face veils in public. Now, she's afraid the harassment will get worse. "The law will only put oil on the fire," she says.

The law will effectively bar Muslim women who wear face veils from engaging in public life. They won't be able to use public transportation or obtain public health-care services. It will also restrict public workers like

doctors and teachers from covering their faces at work. Experts say it's the first such ban in North America.

For many Muslim women, covering their hair in public is a sign of modesty and an essential part of their faith. Some go further, covering their faces as well. The new law doesn't specifically mention the burqa or niqab, types of Muslim coverings that conceal the face (see "A Guide to Muslim Veils," facing page). But Canadian Muslims say the law singles them out for discrimination.

Quebec officials say the law is necessary for security reasons. They say they need to be able to properly identify people in photos IDs (for example, to verify their bus pass). The measure is also meant to reduce the presence of religious symbols in public. This reinforces a principle of "religious neutrality," they say.

Controversies over head coverings are becoming more common in some

parts of the West. They're surfacing as immigration from the Middle East and North Africa increases. In Europe, France, Belgium, Austria, and Germany all have laws that seek to regulate the covering of women's faces in public. The issue highlights an ongoing clash between ideas of religious freedom and national identity.

Fears of Radical Islam Experts say the measures reflect a widespread fear of radical Islam. Experts consider the laws to be, in part, a reaction to terrorist attacks in Europe carried out by Muslims. Such laws, they say, also seek to safeguard national or Western cultural values.

France in particular is a deeply secular society. It has long expected newcomers to assimilate culturally. It's also sought to keep religion out of public life. In 2004, the country banned religious symbols in public schools. The ban includes large Christian crosses,

Something to Know:

Think about how this changes based on:

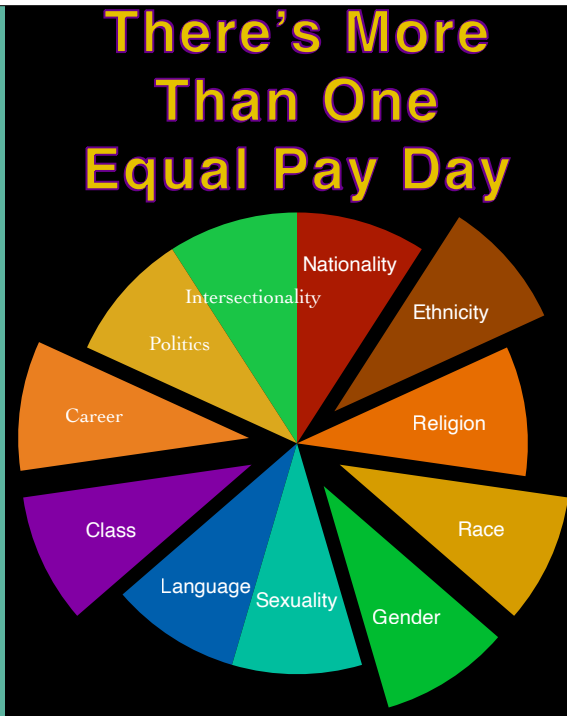
Gender - Religion - Nationality

Female - Muslim - Canadian

Male Muslims in Canada wouldn't have this problem.

Female Christians in Canada wouldn't have to worry about it.

Female Muslims in Iran wouldn't have these same problems.



5th Journal - Gender

Schoology-> 6th Music Journal

Pick some of the questions to answer (bullet points, paragraph, or video)!

"Latinoamérica" by Calle 13

Schoology -> Cultural Gallery Walk

Answer the first question. We'll discuss before we start watching the videos

Name: _____ Date: _____

Cultural Gallery Walk Virtual Edition

Before You Watch the Videos:
You are about to watch 5 videos about the family culture of your classmates. Before you do, answer these questions.

1. Predict - Do you think most of the students will be similar or different from your family's culture? Explain why!

While You Watch the Videos:
When picking the videos, try to mix in a few students who you don't know! It's a great way to learn about your classmates.

Name of Student	Something you saw that was similar to your culture	Something you saw that was different to your culture	Another interesting Fact About Their Culture
1			
2			

More on the 2nd Page

Schoology -> Cultural Gallery Walk

Watch at least FIVE videos of your classmates.

Let's come back BEFORE xx:xx (-6)

Name: _____ Date: _____

Cultural Gallery Walk Virtual Edition

Before You Watch the Videos:
You are about to watch 5 videos about the family culture of your classmates. Before you do, answer these questions.

1. Predict - Do you think most of the students will be similar or different from your family's culture? Explain why!

While You Watch the Videos:
When picking the videos, try to mix in a few students who you don't know! It's a great way to learn about your classmates.

Name of Student	Something you saw that was similar to your culture	Something you saw that was different to your culture	Another interesting Fact About Their Culture
1			
2			

More on the 2nd Page

THE FINAL WORD

What is one word that
represents what you've learned
today?

Or how you feel right now?

THE FINAL WORD

Pick One

Rose - Bud - Thorn

Something you're happy about?
Something you're looking forward to?
Something you're upset/mad about?