

NATIVE WORDS, NATIVE WARRIORS

Native Languages

Check for Understanding

Language is not just a way to communicate. It is a means for people to share their history, ways of living, and beliefs. After studying the *Native Languages: Living the Culture* chapter, students should understand that there is no single Native American culture, there is no single Native American language. Historically, about 500 distinct Native languages were spoken in North America. While most American Indian people today speak English, they still consider their traditional languages to be extremely important for cultural identity. Efforts to reclaim Native languages also support the revitalization of Native cultures.

Teacher Tip: It is recommended that students view and listen to each story within the *Languages: Living the Culture* chapter. Students can examine a variety of sources on-screen and explore the gallery for additional images. For general information about using the full website, see [About This Website](#).

Text Dependent Test Prep

Student Outcome

Analyze texts by answering text-dependent multiple-choice questions.

Student Task

[W. Richard West: Text-Dependent Test Prep Worksheet](#)

Guided Practice, Instruction, and Formative Assessment

In this student task, “texts” may include primary sources, images, excerpts from texts, and a variety of maps. The format has been modeled after the AP World History Exam and ACT-style questions. It is not designed to test factual knowledge, but rather to assess students’ abilities to analyze, infer, determine the meaning of words and phrases, and come to conclusions using a variety of sources. Ensure that students look carefully at the material provided and read the question and all the responses.

Teacher Tip: In the *Native Languages: Living the Culture* chapter, the sources for the text-dependent assessment are in story one, [The Importance of American Indian Languages](#). The correct answer to the question is B: Language is essential to the expression of culture. It is a means of communicating values, beliefs, and customs.

Argumentative Writing

Student Outcome

Develop evidence-based claims about the importance of Native American languages.

Student Task

[Argumentative Writing: Making Evidence-Based Claims Worksheet](#)

Guided Practice, Instruction, and Formative Assessment

Teacher Tip: Students should go through the stories in the chapter before they begin to construct claims about Native languages. Each story has a variety of sources, including images, text excerpts, quotations, and audio narrations, that help build students' understandings about critical connections between Native languages, cultures, and identity.

Consider using the argumentative-writing student task as a formative assessment for the *Native Languages* chapter. Students should make three claims about the importance of American Indian languages and support their claims with evidence from the chapter.

Students can pull evidence from several stories. Alternatively, they might choose to build claims from one story within the chapter that provided especially compelling evidence about the significance of American Indian languages.

Constructing Questions

Student Outcome

Construct a question that reflects an enduring issue for Native American communities.

Student Task

[Constructing Questions: Native Languages Worksheet](#)

Guided Practice, Instruction, and Formative Assessment

Teacher Tip: Like the argumentative-writing student task, the constructing-questions formative assessment is most appropriate for students after they examine the full chapter. Students will likely need support in order to develop sophisticated questions that are both engaging and academically rigorous. Point students to some of the featured sources in the chapter. Selected sources help to generate students' curiosity about the multiple perspectives and diversity of experiences they encountered in the chapter.

Developing and asking questions are essential to student learning. However, it can be challenging to structure opportunities for students to practice the skills that are necessary to construct questions that are interesting and reflect a critical issue in the social studies.

The student task [Constructing Questions: Native Languages](#) presents a chance for students to reflect on an enduring issue represented in the chapter, identify evidence from the chapter that supports their conclusions, and finally, develop their own question.

An enduring issue is a problem or challenge that persists over time. Societies have had varying success in addressing enduring issues. An appropriate enduring issue reflected in this chapter is identified for students: **Native people continue to maintain the integrity and viability of their indigenous societies.** As an extension, you might have students determine and discuss additional enduring issues that are reflected in this chapter.