

































































ACTIVITY 1

Creating a Language

Values	EGYPTIAN		SEMITIC	LATER EQUIVALENTS			
	Hieroglyphic	Hieratic	Phœnician	Greek	Roman	Hebrew	
<i>a</i>	eagle 			Α	A	א	1
<i>b</i>	crane 			Β	B	ב	2
<i>k (g)</i>	throne 			Γ	C	ג	3
<i>t (d)</i>	hand 			Δ	D	ד	4
<i>h</i>	mæander 			Ε	E	ה	5
<i>f</i>	cerastes 			Υ	F	ו	6
<i>z</i>	duck 			Ζ	Z	ז	7
<i>χ (kh)</i>	sieve 			Η	H	ח	8
<i>θ (th)</i>	tongs 			Θ	...	ט	9
<i>i</i>	parallels 			Ι	I	י	10
<i>k</i>	bowl 			Κ	K	כ	11
<i>l</i>	lioness 			Λ	L	ל	12
<i>m</i>	owl 			Μ	M	מ	13
<i>n</i>	water 			Ν	N	נ	14
<i>s</i>	chairback 			Ξ	X	ס	15
<i>á</i>	.....	.....		Ο	O	פ	16
<i>p</i>	shutter 			Π	P	פ	17
<i>t' (ts)</i>	snake			...	...	צ	18
<i>q</i>	angle 			...	Q	ק	19
<i>r</i>	mouth 			Ρ	R	ר	20
<i>š (sh)</i>	inundated garden 			Σ	S	ש	21
<i>t</i>	lasso 			Τ	T	ת	22
	I.	II.	III.	IV.	V.	VI.	VII.

2 100 EXPERIENTIAL LEARNING ACTIVITIES FOR SOCIAL STUDIES, LITERATURE, AND THE ARTS

INTRODUCTION

The literary scholar Stanley Fish (2005) has a particularly interesting activity that he does with students in his freshman composition courses. It starts on the first day of class when he gives them the following assignment.

Stanley Fish's Freshman Composition Assignment

You will be divided into groups, and by the end of the semester, each group will be expected to have created its own language, complete with a syntax, a lexicon, a text, rules for translating the text, and strategies for teaching your language to fellow students. The language you create cannot be English or a slightly coded version of English, but it must be capable of indicating the distinctions—between tense, number, mood, agency, and the like—that English enables us to make.

This activity helps students begin to understand the structure of language at its most basic level. All of a sudden it becomes clear that language is not a random mixture of words and phrases; rather, there are very specific rules that govern how language is used. Additionally, it also becomes clear that language represents a cultural creation—one defined and developed by a specific group in a specific way at a specific point in history.

ACTIVITY

Tell students that they will be working in pairs (or groups) to develop a secret language and that they will be assessed by how well their group is able to communicate among themselves solely by using such a language. You might want to give several examples of how different cultures have developed different writing systems, from Sumerian cuneiform to Egyptian hieroglyphics to Chinese *hanzi* to our own Latin alphabet. The key is that there is a logical patterning to the system of symbols that can accommodate distinctions such as color, number, tense, and gender. A symbol could stand for a word (such as in Chinese) or a part of a word (a *phoneme*).

Have students develop the basic code for their language. It may be helpful at intervals to write a short and simple example on the board as a practice round such that students can see if they are making progress. For example, they should be able to write sentences such as these: The man is tall. Two cats were playing. I am hungry. When students feel they have mastered their basic system, have students write notes to each other and decipher each other's writing. An added challenge can be created by having groups switch notes and attempt to decipher each other's codes.

Discuss with students the limitations of their languages, as well as their potential richness. Have students learn the rudiments of another student's language, and then ask them to try to communicate with each other again after their explanations.
