

VOICES OF NORTH CAROLINA

*Language and Life
from the
Atlantic to the Appalachians*



Jeffrey Reaser and Walt Wolfram

2007

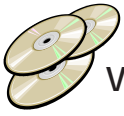
Examining Language Attitudes



Video Exercise 1: What Speech Tells Us

You will see a short video clip of a linguist describing what people may decide about you based on hearing your voice. As you watch the video, think of answers to the following questions.

1. What is a dialect?
2. What have you heard people say about dialects?
3. What do you think about dialects?
4. What kinds of things can you tell about a person's background based on their accent?



Video Exercise 2: Examining Language Prejudice

During phone conversations, it is often possible to tell a number of things about a person based on the characteristics of their voice. You will see a 1-minute commercial produced by the U.S. Department of Housing and Urban Development (HUD). The purpose of this commercial is to raise awareness of how discrimination can occur over the phone. As you watch the video, think of answers to the following questions.

1. How common do you think it is for people to be discriminated against on the phone?

2. How strong are peoples' prejudices about language?

3. Why do you think people have such strong prejudices about language?

Worksheet 1: Linguistic Definitions



Write definitions to the following vocabulary. These definitions will be important for the assignments and discussions in the rest of this unit. When possible, jot down an example to help you remember the definitions better.

1. **Dialect**

Who speaks a dialect?

2. **Dialect Vocabulary**

Example:

3. **Lexicon**

4. **Dialect Pronunciation**

Example:

5. **Accent**

6. **Dialect Grammar**

Example:

7. **Bias**

Example:



Worksheet 2: Levels of Dialect

In this exercise, we will be looking at the components that make up a dialect, or dialect levels. In the sentence pairs given below, decide whether the difference between each pair is at the vocabulary, pronunciation, or grammar level. Place a **V** for **Vocabulary**, a **P** for **Pronunciation**, and a **G** for **Grammar** level difference in the blank provided beside each pair. Refer to your definitions of these terms if necessary.

- | | | |
|-------|-----|---|
| _____ | 1. | That feller sure was tall
That fellow sure was tall |
| _____ | 2. | That road sure is sigogglin
That road sure is crooked |
| _____ | 3. | They usually be doing their homework
They usually do their homework |
| _____ | 4. | I weren't there yesterday
I wasn't there yesterday |
| _____ | 5. | They put their food in a poke
They put their food in a bag |
| _____ | 6. | It's hoi toid on the sound soid
It's high tide on the sound side |
| _____ | 7. | I was hanging out with my peeps
I was hanging out with my friends |
| _____ | 8. | They're to the school right now
They're at school right now |
| _____ | 9. | They caught some feesh
They caught some fish |
| _____ | 10. | They went hunting and fishing
They went a-hunting and a-fishing |

NOTES:

Style Shifting and the Linguistic Individual



Listening Exercise 1: Individual Variation

For this exercise, you will listen to a few speakers from the same community, Ocracoke Island. Your task is to rate them in terms of how strong their dialect is on a scale. In other words, order the speakers by which one sounds least standard (most vernacular) to the one that sounds most standard. Place the numbers 1-6 (corresponding to the Key) on the continuum ordered from the speaker who sounds least standard to the speaker that sounds most standard.



Key: 1 = 30 Some Years
 2 = Massive Boats
 3 = John Andrew
 4 = Pony Penning
 5 = Mounted Boy Scouts
 6 = Styrofoam Coolers

Notes:

Listening Exercise 2: Style Shifting



The exercise above illustrates that in a single community (and dialect), there are may be a number of very different ways of speaking. This exercise shows that each individual person may have a number of different distinct ways of speaking. You will hear the same speaker recorded in different situations: speaking with his brothers; speaking with an outsider; and performing the dialect as an older family member of his would speak. After listening to this speaker, think of times when you shift your speech. When do you speak most standard? When do you speak the least standard? Think of four situations in which you change your speech and rate them according to how standard you speak.

Most standard



1. _____
2. _____
3. _____
4. _____

Least standard

Notes:



Dialect Patterns

Worksheet 3: Understanding Linguistic Patterns: Southern Vowel Pronunciation

In some Southern dialects of English, words like *pin* and *pen* are pronounced the same. Usually, both words are pronounced as *pin*. This pattern of pronunciation, where the short *i* and *e* vowels are pronounced the same, is also found in other words. Examining different pronunciations from this dialect demonstrates how linguists uncover linguistic patterns. **LIST A** has words where the *i* and *e* are pronounced the same in these dialects. **LIST B** contains words where the *i* and *e* are pronounced differently. Listen to a speaker of this dialect pronounce the words in **LIST A** and **LIST B**.

LIST A: *I* and *E* Pronounced the Same

1. *tin* and *ten*
2. *kin* and *Ken*
3. *Lin* and *Len*
4. *windy* and *Wendy*
5. *sinned* and *send*

LIST B: *I* and *E* Pronounced Differently

1. *lit* and *let*
2. *pick* and *peck*
3. *pig* and *peg*
4. *rip* and *rep*
5. *litter* and *letter*

Examine the word pairs in **LIST A** and **LIST B**. What do the words in **LIST A** all have in common? How does this differ from the words in **LIST B**?

Write a rule that describes the pattern for when *i* and *e* are pronounced the same and when they are pronounced differently:

Now that you have discovered the rule, you can use it to predict which words in **LIST C** will be pronounced the same and which will be pronounced differently. Mark each pair in **LIST C** with either an S if the words are pronounced the **Same** and a D if the words are pronounced **Differently**.

LIST C: Same or Different?

1. _____ *bit* and *bet*
2. _____ *pit* and *pet*
3. _____ *bin* and *Ben*
4. _____ *Nick* and *neck*
5. _____ *din* and *den*



Worksheet 4: Understanding Linguistic Patterns: The Use of *a-* Prefix

In the traditional Outer Banks dialect and in the Appalachian Mountain region, some words that end in *-ing* can take an *a-*, pronounced as “uh,” in front of the word, as in she went *a-fishing*. But not every *-ing* word can have an *a-* prefix. There are patterns or rules that determine when the *a-* prefix can and cannot be used. You will try to figure out these rules by using your inner feelings about language. These inner feelings, called **intuitions**, tell us when we can and cannot use certain forms. Your job is to figure out the reason for these inner feelings and to state the exact pattern or rule.

Read each pair of sentences in **LIST A** and be sure to insert the *a-* (“uh”) before the *-ing* word, and decide which sentence in each pair sounds better. For example, in the first sentence pair, does it sound better to say, “*A*-building is hard work” or “She was *a*-building a house”? For each pair of sentences, place a check (✓) next to the sentence that sounds better with the *a-*.

LIST A: Sentence Pairs for *a-* Prefixing

1. _____ a. **Building** is hard work
_____ b. She was **building** a house
2. _____ a. He likes **hunting**
_____ b. He went **hunting**
3. _____ a. The child was **charming** the adults
_____ b. The child was very **charming**
4. _____ a. He kept **running** to the store
_____ b. The store was **shocking**
5. _____ a. They thought **fishing** was easy
_____ b. They were **fishing** this morning
6. _____ a. The **fishing** is still good here
_____ b. They go **fishing** less now

Examine each of the sentence pairs in terms of the choices for the *a-* prefix and answer the following questions.

1. Do you think there is some pattern that guided your choice of an answer?
2. Do you think that the pattern might be related to parts of speech? To answer this, see if there are any parts of speech where you CANNOT use the *a-* prefix. Look at *-ing* forms that function as verbs and compare those with *-ing* forms that operate as nouns or adjectives.

The second rule to this pattern can be learned by examining the sentence pairs in **LIST B** using the same procedure from **LIST A**. Just as you did for the sentence pairs in **LIST A**, read the sentences in **LIST B**, inserting the *a-* before the *-ing* word, and decide which sentence in each pair sounds better. Place a check (✓) next to the sentence that sounds better with the *a-* prefix

LIST B: A Further Detail for *a-* Patterning

1. _____ a. They make money by **building** houses
 _____ b. They make money **building** houses
2. _____ a. People can't make enough money **fishing**
 _____ b. People can't make enough money from **fishing**
3. _____ a. People destroy the beauty of the mountains through **littering**
 _____ b. People destroy the beauty of the mountains **littering**

Examine each of the sentence pairs in terms of the choices for the *a-* prefix and answer the following question.

1. What do the sentences that you did NOT think sounded good have in common?

The third rule to this pattern can be learned by examining the sentence pairs in **LIST C** using the same procedure from **LIST A** and **LIST B**. Just as you did previously, read the sentences in **LIST C**, inserting the *a-* before the *-ing* word, and decide which sentence in each pair sounds better. Place a check (✓) next to the sentence that sounds better with the *a-* prefix. To help you discover the rule, an accent mark (´) is placed over the syllable that is stressed.

LIST C: Figuring out a Pronunciation Pattern for *a-* Prefix

1. _____ a. She was **discóvering** a trail
 _____ b. She was **fóllowing** a trail
2. _____ a. She was **repéating** the chant
 _____ b. She was **hóllering** the chant
3. _____ a. They were **figuring** the change
 _____ b. They were **for gé tting** the change
4. _____ a. The baby was **recogníz ing** the mother
 _____ b. The baby was **wréck ing** everything
5. _____ a. They were **décorating** the room
 _____ b. They were **demánd ing** more time off

In the space below, write exactly how the three rules determine the pattern for attaching the *a-* prefix to *-ing* words.

RULE 1	
RULE 2	
RULE 3	

Using these rules, predict whether the sentences in **LIST D** may or may not use an *a-* prefix. If the sentence cannot use an *a-* prefix, explain why the *-ing* word may or may not take the *a-* prefix (which rule prevents it?).

LIST D: Applying the *a-* Prefix Pattern

1. She kept **hánding** me more work
2. The team was **remémbering** the game
3. The team won by **pláying** great defense
4. The team was **pláying** real hard
5. The coach was **shócking** to the ref





Worksheet 5: Understanding Linguistic Patterns: Dropping *r* in English Dialects

We have examined two dialect patterns, one pronunciation pattern and one grammatical pattern. The pronunciation pattern (*pin/pen*) had only one rule while the *a*-prefixing pattern had several rules. Also, you needed your linguistic intuitions to discover the rules for *a*-prefixing but you did not use these intuitions for the Southern Vowel Pronunciation pattern. Instead, you had to discover the pattern by examining linguistic examples. In other words, you had to figure out what particular words had in common. This exercise continues this investigative method and examines a more complex pattern.

In some dialects of English, like the Eastern New England dialect, the *r*-sound of words like *car* or *park* can be dropped so that these words sound like “cah” and “pahk.” This feature is perhaps most strongly associated with the city of Boston, which leads to stereotyping phrases such as, “Pahk the cah.” However, not all *r*-sounds can be dropped. As you will discover, some words can drop the *r*-sound and other words may not drop it. By comparing lists of words where the *r* may be dropped with lists of words where it may not be dropped, you can figure out a pattern for *r* dropping.

Listen to a speaker from Boston reading the words in **LIST A** and **LIST B**. Listen closely so that you can hear the difference between the words pronounced with the *r* and without the *r*

LIST A: Words that can drop *r*

1. car
2. father
3. card
4. bigger
5. cardboard
6. beer
7. court

LIST B gives words where the *r* sound may NOT be dropped. In other words, speakers who drop their *r*'s in **LIST A** would pronounce the *r* in the words in **LIST B**.

LIST B: Words that cannot drop *r*

1. run
2. bring
3. principal
4. string
5. okra
6. approach
7. April

To find the first rule for dropping the *r*, examine the type of sound that comes before the *r* in **LIST A** and in **LIST B**. Answer the following questions.

1. Does a vowel or a consonant come before the *r* in **LIST A**?
2. What comes before the *r* in **LIST B**?

Use this rule to predict which of the words in **LIST C** will be pronounced with the *r* and which will be pronounced without the *r*. Write **Y** for **Yes** if the word can drop the *r* and **N** for **No** if it cannot drop the *r*. After you make your predictions, you will hear a speaker of this dialect pronounce the words. Check your answers with the speaker's pronunciations.

LIST C: Applying the Rule for r Dropping

1. _____ bear
2. _____ program
3. _____ fearful
4. _____ right
5. _____ computer
6. _____ party
7. _____ fourteen

Think of two different words that can drop an r and two new words that cannot drop an r .

Words that CAN drop r	Words that CANNOT drop r

Like the *a*-prefixing exercise, there is more than one rule that makes up this pattern. The second rule can be learned by examining the words in LIST A and LIST B below. You will hear a speaker of this dialect pronounce these words.

LIST A contains words where the *r* cannot be dropped even when it comes after a vowel.

LIST A: Words that do NOT drop *r*

- 1. **bear** in the field
- 2. **car** over at the house
- 3. **garage**
- 4. **caring**
- 5. take **four** apples
- 6. **pear** on the tree
- 7. **far** enough

In LIST B, the *r* CAN be dropped. Notice what kind of sounds come after the *r* in this list.

LIST B: Words that Drop *r*

- 1. **bear** by the woods
- 2. **car** parked by the house
- 3. **parking** the bus
- 4. **fearful**
- 5. take **four** peaches
- 6. **pear** by the house
- 7. **far** behind

To determine the second rule for *r*-dropping, you need to look closely at the sounds that come after the *r*. Answer the following questions:

- 1. In LIST A, what kind of sound comes after the *r*?

- 2. In LIST B, what kind of sound comes after the *r*?

- 3. Write the two rules, as clearly as possible, that determine when you can drop an *r* and when you cannot drop an *r*.

RULE 1	
RULE 2	

You will now use your rules to predict which words in **LIST C** will drop *r*. Write Y if the *r* can be dropped and N if the *r* cannot be dropped.

LIST C: Words that May or May Not Drop *r*

1. _____ **pear** on the table
2. _____ **pear** by the table
3. _____ **park** in the mall
4. _____ **program** in the mall
5. _____ **car** behind the house

Practicing the R-Dropping Pattern

How would a speaker of this dialect pronounce the following sentences?

- The teacher picked on three students for an answer.
- Four cars parked far away from the fair.



Worksheet 6: Brief Introduction to the Settlement of North Carolina

PRE-EUROPEAN TIMES

1. Who were the first residents of North Carolina?
2. When did they arrive?
3. How did they survive?
4. What sorts of things do we know about them and their culture?

Other notes:

EUROPEAN SETTLEMENT

5. The Lost Colony was founded on _____ in _____ .
6. Many settlers of North Carolina arrived in _____, Virginia, before migrating south.
7. Other settlers, especially in the Appalachian Mountains, traveled to North Carolina along the _____, which ran south from _____. Another group of settlers also left from here, and traveled along the coast, finally settling along the Outer Banks of North Carolina.
8. Another important group to the history of North Carolina are African Americans. Most slaves that were brought into North Carolina arrived in the U.S. in _____. Another important port of arrival was _____.

Other notes:

NORTH CAROLINA TODAY

9. Where have the most dramatic changes in North Carolina's population taken place over the past twenty to thirty years?

Other notes:



Worksheet 7: Dialects of North Carolina: Outer Banks English

Notes on History and Culture:

Notes on the Outer Banks English Dialect:

VOCABULARY

Define the following words:

mommuck

quamish

good-some

fladget

meehonkey

Ococker

touron

dingbatter



SELECT PRONUNCIATION FEATURES

Long *i*

How might the word *time* be pronounced in this dialect? _____

How might the word *tide* be pronounced in this dialect? _____

Think of another word that fits this pattern: _____

h-sound before *it* and *ain't*

These words might be pronounced as _____ and _____

final *t* after *s*

How might the word *once* be pronounced in this dialect? _____

How might the word *twice* be pronounced in this dialect? _____

final *er* for *ow*

How might the word *fellow* be pronounced in this dialect? _____

How might the word *window* be pronounced in this dialect? _____

Think of two more words that fit this pattern: _____

ar for *ire*

How might the word *fire* be pronounced in this dialect? _____

How might the word *tire* be pronounced in this dialect? _____

Think of another word that fits this pattern: _____

Other notes on Outer Banks English:

SELECT GRAMMATICAL FEATURES

Weren't use

This dialect often uses “weren’t” where other dialects use “wasn’t,” as in, “It weren’t me that was in the gym.” This change takes an irregular pattern and makes it regular. Linguists call this pattern _____

Plural absence on some nouns

Jot down an example of a sentence that demonstrates this pattern:

a-prefixing

List the three rules you learned for when you can and cannot use an *a*-prefix with an *-ing* word:

- 1.
- 2.
- 3.

Double helping verbs

This occurs with the verbs: *might, could, should, would, may, can, shall, ought to, and used to*. These verbs are called _____

“Double” negatives

Some people think that double negatives are “illogical” or mean the opposite of what you intend, but such usages are not illogical. In fact, many languages require the use of “double” negatives, as you can see in the examples from French below.

French: *je ne suis pas stupide*

English: “I **not** am not **stupid**”

French: *je n’ai rien*

English: “I **don’t** have **nothing**.”

Can you pick out the negative markers in the Spanish sentence: “No tengo nada.”

True or false: Shakespeare used double negatives.

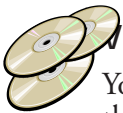
Other notes on Outer Banks English:



Video Exercise 3: Outer Banks English

You will see a clip about the people and speech on the Outer Banks of North Carolina. As you watch this clip, think about responses to the following questions.

1. What factors have led to the Outer Banks having such a unique dialect?
2. Outer Bankers mention that they have had their dialect mistaken for English, Irish, and Australian. Has anyone ever thought that you were from somewhere that you're not because of your speech? Do you think that your speech gives away where you're from? Why or why not?
3. One of the people in the video describes how, without noticing, he changed the way he spoke while he was away from the Outer Banks in college. What situations can you think of where your speech changes? Are you aware that it changes or does it just happen naturally?



Video Exercise 4: Ocracoke Brogue

You will see another clip about the vocabulary, pronunciation, and grammatical differences found in on the island of Ocracoke in the Outer Banks. Since Ocracoke is not accessible by road, it has remained a little more isolated than other areas of the Outer Banks. Because of this, the Ocracoke dialect has preserved more of the features that used to be heard all along the Outer Banks. This makes it an interesting case study in which to examine dialect features. Although the words and features in this clip are being described by Ocracokers, many older people along the Outer Banks would likely be familiar with them as well. As you watch this clip, think about responses to the following questions.

1. What grammatical differences did you hear in the speech of these Outer Bankers?
2. What pronunciation differences did you hear in the speech of these Outer Bankers?
3. What vocabulary items did you hear that you were not familiar with? What did the terms mean?
4. Where do linguists think the term “meehonkey” comes from? What might this suggest about the island of Ocracoke?

Worksheet 8: Understanding Linguistic Patterns: Plural -s Absence on Nouns



In English, we form a regular plural by adding an -s sound to nouns, so that we say *one dog* but *two dogs* or *a cat* but *two cats*. In Outer Banks English, there is a set of words that do not require an -s sound to make them plural. As you did in previous exercises, you can uncover the pattern that determines when a word needs an -s to make it plural and when it does not. **LIST A** gives sentences that have nouns that require the addition of the -s to nouns to be plural. **LIST B** contains nouns that do not need the plural -s.

LIST A: Nouns that Require -s to be Plural

1. We caught two hundred **cats**
2. How many **dogs** does he have?
3. There are two **bucks** sitting in the back yard
4. They have lots of **ponies** down below
5. They have three **sisters**
6. It's about six **teachers**

LIST B: Nouns that Do Not Require -s to be Plural

1. We caught two hundred **pound_** of flounder
2. How many **bushel_** does he have?
3. There are two **pint_** sitting in the back yard
4. There are lots of **gallon_** of water
5. They have three **acre_** for building
6. It's about six **mile_** up the road

RULE 1:

Examine the lists to determine what properties the nouns in **LIST B** share. How are the nouns in **LIST A** different?

Write a rule that explains the first part of this dialect pattern:

LIST C has the same nouns that were in **LIST B** but they are given in sentences that require the plural -s. Compare these sentences to those in **LIST B**.

LIST C: Sentences with Nouns that Require -s to be Plural

1. We had **pounds** of flounder that spoiled
2. Sometimes people use **bushels** instead of **pounds**
3. The **pints** of ice cream are in the freezer
4. We had **gallons** of water in the skiff
5. The best **acres** are owned by the government
6. The beautiful beach goes for **miles**

RULE 2:

What is different about the use of the weight/measure nouns in **LIST C** versus **LIST B**?

What would these sentences be like without the plural *-s*? Would they be confusing? Are the sentences in **LIST B** confusing?

Write a rule that explains this part of the dialect pattern.

Use your two rules to predict which of the nouns in **LIST D** may or may not have the *-s*. If you have stated the rule for plural *-s* correctly, you should be able to do this without guessing. Write Y for Yes if the *-s* can be dropped or N for No if it cannot be dropped.

LIST D: Predicting Plural *-s* Absence

1. _____ She had three pound__ of fish left
2. _____ She had pound__ of fish left
3. _____ It's forty inch__ to the top
4. _____ It's inch__ to the top
5. _____ There are rat__ in the yard
6. _____ There are six rat__ in that yard





Worksheet 9: Understanding Linguistic Patterns: *Was* and *Weren't* Regularization

One of the unique forms found on the Outer Banks relates to a special use of *was* and *weren't*. In Standard English, we switch between *was* and *were* in affirmative sentences and *wasn't* and *weren't* in negative sentences. We may not think about it, but this switching between forms is quite irregular when compared to other verbs in English. Be is the only English verb that changes its form in the past tense according to the person and number of the subject.

Standard English conjugation of affirmative past tense *to be* (irregular pattern)

I	_____	we	_____
you	_____	you	_____
he/she/it	_____	they	_____

Standard English conjugation of affirmative past tense *to miss* (regular pattern)

I	_____	we	_____
you	_____	you	_____
he/she/it	_____	they	_____

On the Outer Banks, and in fact, in many dialects of English around the world, speakers will use only one form for the past tense of *be* to make it more like all the other verbs of English they know. Because this process makes an irregular pattern regular, linguistics sometimes call it regularization or leveling. In some dialects, speakers will conjugate the past tense of *be* in the following way:

Outer Banks conjugation of affirmative past tense *to be* (regularized or leveled pattern)

I <i>was</i>	we <i>was</i>
you <i>was</i>	you <i>was</i>
he/she/it <i>was</i>	they <i>was</i>

Many older speakers on the Outer Banks of North Carolina have this pattern of regularization or leveling and conjugate the past tense of *to be* always as *was*, as is indicated in the figure above.

How might an Outer Banks speaker say the following?

1. You **were** going to the dock
2. I **was** here last night
3. They **were** at the beach this morning
4. We **were** fishing and caught thirty pounds of flounder
5. She **was** sick last week

Outer Banks speakers have a different pattern of regularization in negative sentences. In this pattern, *weren't* is used wherever *wasn't* and *weren't* would be used in Standard English. This pattern is summarized below.

Standard English conjugation of negative past tense *to be* (irregular pattern)

I <i>wasn't</i>	we <i>weren't</i>
you <i>weren't</i>	you <i>weren't</i>
he/she/it <i>wasn't</i>	they <i>weren't</i>

Outer Banks conjugation of negative past tense *to be* (regularized or leveled pattern)

I <i>weren't</i>	they <i>weren't</i>
you <i>weren't</i>	you <i>weren't</i>
he/she/it <i>weren't</i>	they <i>weren't</i>

How might an Outer Banks speaker say the following?

1. You **weren't** going to the dock
2. I **wasn't** here last night
3. They **weren't** at the beach this morning
4. We **weren't** fishing
5. She **wasn't** sick last week

Write a set of rules that describe when an Outer Banks speaker uses *was* and *weren't*.

RULE FOR <i>was</i>	
RULE FOR <i>weren't</i>	

Use your rules to change each of the sentences here from affirmative to negative, or negative to affirmative. That is, if the sentence is affirmative, make it negative and conjugate the verb accordingly. If the sentence is negative, make it affirmative and conjugate the verb accordingly.

EXAMPLE SENTENCE #1: She **was** there yesterday

CHANGE: She **weren't** there yesterday (from affirmative to negative)

EXAMPLE SENTENCE #2: You **weren't** allowed to play

CHANGE: You **was** allowed to play (from negative to affirmative)

1. Marilyn **wasn't** in school yesterday
2. The student **was** writing the answer
3. We **were** there yesterday
4. She **wasn't** on the bus this morning
5. **Was** he there yesterday?
6. I **was** there yesterday
7. You **weren't** going to eat lunch?





Worksheet 10: Dialects of North Carolina: Appalachian English

1. The Appalachian region in North Carolina was settled mostly by _____ immigrants who left the US city of _____ and traveled along the _____, which ran along the Appalachian Mountain range.

2. Other groups leaving _____ arrived by boat along the Outer Banks, which is why there are some dialect vocabulary, pronunciations, and grammatical patterns that are shared by Appalachian English and Outer Banks English.

3. What are some dialect vocabulary words that are found in both Outer Banks English and in Appalachian English?

4. What are some dialect pronunciations that are found in both Outer Banks English and in Appalachian English?

5. What are some grammatical patterns that are found in both Outer Banks English and in Appalachian English?

Other notes:



Worksheet 11: Languages of North Carolina: Cherokee

Notes:

1. It is estimated that the Cherokees have lived in the southern Appalachian Mountains for over years.
2. The Cherokee were an agrarian people. The crops they raised included:
3. Many of the Cherokee were forced to leave North Carolina for what is now Oklahoma in 1838. This forced removal is known as the _____, during which about a quarter of the Cherokee died.
4. Only about _____ Cherokee stayed in the Appalachian Mountain region of North Carolina. Luckily for these Cherokee, the mountainous regions where they lived were not desirable by the European settlers and they were left to live in isolated communities.
5. The first boarding school for the Cherokee was set up in _____. All of the teaching was done in English, and the children were punished for speaking Cherokee. In many cases children were forced to give up their Indian names and take Americanized names.
6. How do you think this forced, Americanized education affected the Cherokee population?



Video Exercise 7: Cherokee Language

You will see a video on the Cherokee language spoken in the southwest mountain region of North Carolina. As you watch this clip, think about responses to the following questions.

1. Why do you think the Cherokee language has been maintained when other Native American languages in North Carolina have disappeared?
2. What is currently happening to the Cherokee language? Why?
3. Do you think that attempts to preserve the language will be successful? Why or why not?
4. What role does language have in the Cherokee community?

Worksheet 12: Learning About and Using the Cherokee Syllabary

English has a writing system where each letter has a set of sounds that correspond to established pronunciations. Many letters have more than one pronunciation, for example the letter *c* is pronounced differently in the words *city* and *cot*. It sounds more like an *s*-sound in *city* and more like a *k*-sound in *cot*. Sometimes, combinations of letters form single sounds in English. For example, the combination of letters <gh> can sound like a [g] in *ghost* but sounds like an [f] in words like *enough* and *tough*. If this seems like it would be confusing to someone learning the language, it is! But, vowels can be even more of a problem. The following words all have the same vowel sound but different spellings: *ooze*, *too*, *tomb*, *you*, *rude*, *new*, *through*, *fruit*, *lieutenant*, *rendezvous*. Here is a similar list for a different vowel sound: *ape*, *basin*, *faint*, *gray*, *great*, *fey*, *eh*, *rein*, *reign*, *maelstrom*, *gauge*, *weigh*, *mesa*, *champagne*, *cachet*.

Cherokee uses a very different writing system. Instead of having letters that combine to make syllables, each syllable has exactly one written character that corresponds to it. This single character includes the consonant and the vowel sound. Because the written unit corresponds to the spoken syllable, this system is called a syllabary (as opposed to an alphabet). The Cherokee Language has six vowel sounds and twelve primary consonant sounds (there are an additional 6 consonant sounds that occur only with certain vowels). In total, there are 85 symbols that make up the syllabary.

The Cherokee syllabary was developed by Chief Sequoyah in 1819. By 1830, about 90% of all Cherokee people were literate in the syllabary and newspapers, books, religious texts, and almanacs were published using the syllabary. By comparison, it was not until 1880 that the European American population reached 90% literacy in English. The United States as a whole reached a 90% literacy rate in 1910.



1. Look though the table on page 29 and pick out all the sounds that do not occur in American English. (Hint: Try to think of a word that starts with the sound listed. If you cannot think of one, then it may be the case that the sound doesn't occur in English).

2. What English sounds are not used in Cherokee? For example, does Cherokee have a *b*-sound?

3. Use the syllabary to translate the following words and phrases from Cherokee to English.

	Cherokee	English
1	JS	
2	ᏍᏏ	
3	JT	
4	hJ	
5	ᏍᏏ	
6	ᏍᏏ	
7	hᏏ	
8	ᏍᏏ ᏍᏏ ᏍᏏ	
9	ᏍᏏ ᏍᏏ ᏍᏏ	
10	ᏍᏏ ᏍᏏ	
11	ᏍᏏ ᏍᏏ ᏍᏏ	
12	MT ᏍᏏ ᏍᏏ	

Cherokee Syllabary

	Column A		Column B		Column C		Column D		Column E		Column F	
	“ah”		“eh”		“ee”		“o”		“ew”		“uh”	
Row 1	D	“ah”	R	“eh”	T	“e”	o	“o”	O	“ew”	i	“uh”
Row 2	S o	“gah” “kah”	h	“gay”	y	“gee”	A	“go”	J	“goo”	E	“guh”
Row 3	h	“hah”	h	“hey”	h	“hee”	h	“hoe”	h	“who”	h	“huh”
Row 4	W	“lah”	o	“lay”	P	“lee”	G	“low”	M	“lou”	h	“luh”
Row 5	h	“mah”	o	“may”	H	“me”	h	“mow”	y	“mu”	--	
Row 6	o h G	“nah” “hnah” “nahh”	A	“nay”	h	“nee”	Z	“no”	h	“new”	O	“nuh”
Row 7	h	“qua”	o	“quay”	h	“qui”	h	“quo”	h	“que”	h	“quuh”
Row 8	h U	“s” “sah”	h	“say”	h	“see”	h	“so”	h	“sue”	R	“suh”
Row 9	h W	“dah” “tah”	S h	“day” “tay”	J J	“dee” “tee”	V	“doh”	S	“dew”	h	“duh”
Row 10	h h	“dlah” “tlah”	L	“tlay”	C	“tlee”	h	“tlow”	h	“tlew”	P	“tluh”
Row 11	G	“tsah”	h	“tsay”	h	“tsee”	K	“tsoo”	J	“tsue”	G	“tsuh”
Row 12	G	“wah”	h	“way”	h	“we”	h	“woe”	h	“woo”	G	“wuh”
Row 13	h	“yah”	h	“yay”	h	“ye”	h	“yo”	G	“you”	B	“yuh”



Worksheet 13: Dialects of North Carolina: Lumbee English

Notes:

1. The Lumbee are the largest Native American group east of the Mississippi River, with about _____ members.
2. There are some people who believe that the Lumbee first encountered English at the site of the _____, where they may have lived prior to moving inland to what is now Robeson County, NC.
3. Do the Lumbee have a tribal language? Why or why not?



Video Exercise 8: Lumbee English

You will see a video about the Lumbee Indians who live in Southeastern North Carolina. As you watch this clip, think about responses to the following questions.

1. What vocabulary, pronunciation, and grammar similarities are there between the Outer Banks Brogue, Appalachian English, and Lumbee English?
2. What vocabulary, pronunciation, and grammar differences are there between the Outer Banks Brogue, Appalachian English, and Lumbee English?
3. In what ways is the Lumbee community similar to or different from the Ocracoke and/or Appalachian communities?
4. How is the Lumbee Community similar to or different from the Cherokee Community?
5. Why have the Cherokee been able to preserve their native language whereas the Lumbee have lost their native language?
6. How does the role of language differ between the Lumbee and the Cherokee communities?



Worksheet 14: Lumbee Vocabulary Quiz

To complete this quiz, you will have to remember the words you heard in the video clip and use logic and the contextual clues to match up the sentences and the words. As an example, you can assume that a “brickhouse Indian” refers to a person, and then look for the sentence that requires a person in the blank to make sense.

WORD BANK

brickhouse Indian	ellick	gaum	jubious	juvember
Lum	mommuck	on the swamp	sorry in the world	toten

1. I have a hard time waking up in the morning without a cup of _____.
2. I just washed those towels, don't _____ them!
3. We got in trouble for shooting rocks at cars with a _____.
4. I was feeling _____ I was so sick.
5. I was _____ so I thought I'd stop by.
6. You have to be a part of this community to be a _____.
7. He was so scared all day after seeing a _____ in the morning.
8. That _____ just went on another vacation to Hawaii!
9. The faucet was so _____ up that hardly any water came out.
10. I was really _____ last night when we lost power for a few hours.





Worksheet 15: North Carolina Vocabulary Quiz

A lot can be learned by listening to the special words that a particular group uses. Oftentimes, these words describe the history, life, and land of a group. Examining the special words of communities throughout the state paints a picture of the diversity of North Carolina. The following exercise asks you to remember vocabulary items from Outer Banks English, Appalachian English, and Lumbee English. Following are some dialect words from several different North Carolina dialects that have been featured in this unit. Fill in the blanks in the following sentences with the appropriate dialect word.

WORD BANK

airish	boomer	buck	ellick	gaum
jувember	meehonky	mommuck	Lum	on the swamp
poke	slick cam	siggoglin	dingbatter	token

1. They used a _____ for target practice.
2. That _____ is from New Jersey.
3. Put those groceries in a _____ and I'll take them home.
4. When I got up this morning it was right _____ outside.
5. They're always together because he's his _____.
6. At night we used to play _____.
7. I saw a _____ in the field last night and it scared me.
8. She stops by to see me whenever she's _____.
9. Last night a _____ got in the attic and made quite a racket.
10. He ain't no _____; he doesn't know anything about our history.
11. If I don't have some _____ I'm going to fall asleep.
12. The road going up there sure is _____.
13. She used to _____ him when he was a child.
14. It sure was _____ on the sound without any wind.
15. Don't _____ up the radiator with that stuff.



Some of the dialect words are used on the Outer Banks, some are used in the Appalachian Mountains, and some used mostly by the Lumbee Indians in Robeson County. There are also some words that are shared by the different groups. In the following table, list the words that are used by each group as well as those that are shared by groups. What conclusions can you draw about the words dialects use? For example, which dialect would you expect might have a unique term for a shark?

Outer Banks	Lumbee	Appalachian	Shared

Notes on Dialect Vocabulary:



Worksheet 16: Dialects of North Carolina: African American English

1. What is a pidgin language?

2. What is a creole language?

3. One theory of the history of African American English is that Africans learned an English Creole. Some linguists believe that this creole was similar to _____, which continues to be spoken _____.

4. A second theory is that slaves in the South worked alongside _____ who spoke non-mainstream varieties of English. Under what condition did these people come to the United States?

5. How were they treated differently than the African Slaves?

6. Most of the slaves brought to North Carolina came from what neighboring state?

Other notes on African American English:



Worksheet 17: Learning About African American English by Examining Dialect in Literature

The passage below comes from “Sweat,” a short story by Zora Neale Hurston, an early-twentieth century African American author from Florida. It contains a number of the grammatical and pronunciation features that are typical of African American English.

Define *Eye-dialect*:

Original text:

“Sykes, what you throw dat whip on me like dat? You know it would skeer me—looks just like a snake an’ you knows how skeered Ah is of snakes.”

“Course Ah knowed it! That’s how come Ah done it.” He slapped his leg with his hand and almost rolled on the ground in his mirth. “If you such a big fool dat you got to have a fit over a earth worm or a string, Ah don’t keer how bad Ah skeer you.”

“You ain’t got no business doing it. Gawd knows it’s a sin. Some day Ah’m gointuh drop dead from some of yo’ foolishness. ‘Nother thing, where you been wid mah rig? Ah feeds dat pony. He ain’t fuh you to be drivin’ wid no whip.”

1. What would the passage sound like if it were written in Standard English?

2. Why do you think the author wrote this passage like she did?



Worksheet 18: Understanding Linguistic Patterns: Uninflected *be* in African American English

We're going to examine a dialect pattern of African American English. It is important to remember that not all African Americans use this pattern. It is most common in the speech of young African American speakers in large cities. In this construction, the unconjugated form of *be* is used where other dialects use *am*, *is*, or *are*. But *be* is used only in certain contexts! Your job will be to decide what contexts can take *be* and what contexts cannot.

Unlike the *a*-prefixing exercise, not all English speakers have intuitions about when *be* can and cannot be used. Instead, only speakers familiar with African American English seem to have strong linguistic intuitions with respect to this feature. Before examining the data, you will test to see if you have intuitions about this feature. Read the sentences in **LIST A** and write a sentence that tells how you would interpret the sentence given. Be sure and mention when you think the event is happening. We will return to these sentences later.

LIST A:

1. My mom *be* working
2. He *be* absent
3. The students *be* talking in class

Next, examine the data in **LIST B**. This list contains the results from a forced choice test similar to the *a*-prefixing test, where speakers were asked to use their linguistic intuitions to determine which sentence sounded better. The data are from 35 fifth graders in Baltimore, Maryland. All these students were speakers of African American English. Notice that the students had a definite preference for one sentence over the other. This indicated that there is a linguistic pattern guiding their choices. Examine the data to determine what determines when a AAE speaker can use *be* and when they cannot.

LIST B: Number of Baltimore 5th graders who chose each answer

1. a. 32 *They usually be tired when they come home*
 b. 3 *They be tired right now*
2. a. 31 *When we play basketball, she be on my team*
 b. 4 *The girl in the picture be my sister*
3. a. 4 *James be coming to school right now*
 b. 31 *James always be coming to school*
4. a. 3 *My ankle be broken from the fall*
 b. 32 *Sometimes my ears be itching*

Write a rule that describes this pattern:



Worksheet 19: Language Change in African American English

Notes:

How long has African American English been spoken?

What are some of the reasons that it has changed over time?

Answer either *true* or *false* for the following questions. Then write a reason for your choice or provide an example that proves your choice

1. ____ True or False: African American is patterned, just like all dialects of English.
2. ____ True or False: All African Americans speak African American English.
3. ____ True or False: There are no Whites or Hispanics who speak African American English.
4. ____ True or False: African American English speakers all sound the same.
5. ____ True or False: African American English speakers cannot also use Standard English.



Listening Exercise 3: Language Change in Hyde County

You will hear four different generations of speakers who lived all of their lives in mainland Hyde County. All of the speakers are members of the same family, a longstanding African American family of Hyde County. In this region of Eastern North Carolina, European Americans and African Americans have been living in close proximity since the early 1700s. Because the county is 80% marshland, residents have been more isolated here than in many other areas of North Carolina. The first paved roads into the county arrived in the mid-1900s, and dramatically changed life for the younger generations of Hyde County residents. Listen closely to the speakers and follow along with the transcripts on the screen. Think about the following questions as you listen to the passages.

1. How does the oldest speaker sound compared with the younger speaker? What changes do you see across the generations?
2. What differences in speech take place from generation to generation? What do you think is happening to the Outer Banks Brogue over time in this family?
3. Why do you think that some of these changes are taking place?

Now listen to two European American residents of Hyde County: A middle-aged male and a teenager. Do these two speakers sound similar? Compare the speech of the young European American male to the speech of the youngest speaker in the African American samples that you just listened to. Answer the following questions.

1. What differences do you hear between the younger European American male and the youngest African American speaker you just listened to?
2. Were the two European American speakers more or less similar to each other compared with the older and younger African American Speakers?
3. What does this comparison tell you about the way language is changing in mainland Hyde County for European Americans and for African Americans?
4. Why do you think these differences in language change are taking place?



Worksheet 20: Language Change in North Carolina's Cities

Notes on language and population change in North Carolina:



Video Exercise 10: Language Change in Urban North Carolina

You will see a clip that illustrates changes in the speech of Charlotte, North Carolina's largest city. As you watch this clip, think about responses to the following questions.

1. How do the older speakers sound compared to the younger speakers? What did the speech of the older speakers make you think of?

2. How do the older African American speakers sound in comparison to other older Charlotte speakers and younger African Americans? Do they sound anything like the older African Americans in Hyde County that you just heard?

3. What do people say is happening to Charlotte? Why is this? How do residents feel about the changes?

4. In your opinion, is language change a good thing, a bad thing, or neither?

5. In your opinion, should anything be done to try to stop language change? Is there anything that should be done to preserve older varieties of English?



Worksheet 21: Languages of North Carolina: Spanish and Hispanic English in North Carolina

Notes:

1. When did Spanish speakers first arrive in North American?
2. What was the first town established by Spanish speakers in what is now the United States? When was this settled?
3. Which town was settled first: Santa Fe, New Mexico or Jamestown, Virginia?
4. _____ True or False: Everyone who speaks English with a “Spanish accent” must speak Spanish as a first language.
5. What are some features of Hispanic English?



Listening Exercise 4: Is this speaker bilingual or not?

You will hear a bit of speech from eight speakers. Some of these speakers speak both Spanish and English, other speakers speak only English. Your job is to try and figure out which speakers speak only English (monolingual) and which speakers speak Spanish and English (bilingual). You will hear each voice repeated twice. Circle the response that you believe to be correct.

Speaker #1	Speaks English only	Speaks English and Spanish
Speaker #2	Speaks English only	Speaks English and Spanish
Speaker #3	Speaks English only	Speaks English and Spanish
Speaker #4	Speaks English only	Speaks English and Spanish
Speaker #5	Speaks English only	Speaks English and Spanish
Speaker #6	Speaks English only	Speaks English and Spanish
Speaker #7	Speaks English only	Speaks English and Spanish
Speaker #8	Speaks English only	Speaks English and Spanish

Notes:



Video Exercise 11: Spanish in North Carolina

You will see a clip about the emerging Spanish-speaking population in North Carolina and what some non-Spanish speaking people think about it. As you watch this clip, think about responses to the following questions.

1. What is taking place with the use of Spanish in North Carolina? Compare the case of Spanish with the case of Cherokee language shown before.
2. How do the people in the video view Spanish? How do they view English?
3. Is it important for English speakers to learn some Spanish? Why or why not?
4. What do you think will happen to the Spanish language in North Carolina? Why?

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