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Fostering Identity through Stories of Culture and Social Justice: Empowering Deaf Students to
Embrace their Identities Fully and Authentically.

A thesis submitted in partial satisfaction of the requirements for the degree of

Master of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Juan Angel Reynoso

Committee in Charge:

Gabrielle A. Jones, Chair
Bernard G. Bresser
Theresa J. Ambo

2021

This thesis of Juan Angel Reynoso is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

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Dedication:

This thesis is dedicated to every heart, soul, and spirit that has supported me in my journey towards this milestone. For every teachable experience that led me to this exact moment, I thank you with the utmost abundance and gratitude.

To my mother Theresa and my beautiful siblings, thank you for being the backbone and inspirational cheerleaders I needed these past 2 years. To my beautiful Deaf siblings, mentors, and faculty, eyaay éhan (thank you) for your trust, your welcoming embrace, and for believing in me to carry out with a Deaf Heart the passion of teaching for future generations to come. This moment would have never come to fruition if I had never received your blessing and love, for that, I am eternally grateful.

Finally, this work is dedicated to me. Juan, for every moment that you felt you didn't belong, for every time you doubted your ability to keep up and find your footing in the educational arena, know that you have always been worthy and I'm proud of you. Go out and make magic, create, and inspire. The world is ready for you!

Epigraph:

"It seems the ancient medicine men understood that listening to another story somehow gives us the strength of example to carry on, as well as showing the aspects of ourselves we can't easily see. For listening to the stories of others- not to their precautions or personal commandments- is a kind of water that breaks the fever of our isolation. If we listen closely enough, we are soothed into remembering our common name."

-Mark Nepo

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ABSTRACT OF THESIS

Fostering Identity through Stories of Culture and Social Justice: Empowering Deaf Students to Embrace their Identities Fully and Authentically.

by

Juan Angel Reynoso

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California San Diego, 2021

Professor Gabrielle Jones, Chair

Storytelling, as seen in educational settings, is often limited to character and plot development within the constraints of a storybook. However, the depth and power that lies within the expressive nature of storytelling far exceeds the pages of any book. Our personal stories are a collection of each lived experience, value, tradition, and cultural knowledge that weaves our individual stories. From early adolescence into adulthood, individuals bring with them cultural capital that becomes the foundational blueprint for their identity.

My curriculum, *"Fostering Identity through Stories of Culture and Social Justice,"* creates opportunities for D/HH students to embrace the complexities of their individual identities and culture, while also addressing common themes of oppression, bias, and institutional power that exists within the intersections of these identities. Organized into two units, (Identity and Culture) and (Social Movements for Social Justice), this curriculum fosters the development of identity through the lens of social justice and empowerment through storytelling. Through collaboration and dialogue on a variety of topics related to identity, culture, and social justice,

students will explain how their individual cultures, beliefs, and experiences influence their identity over time.

Student data from grades seventh and eighth collected over 6-weeks included pre/post evaluations on conceptual knowledge, self-evaluation, self-reflection rubrics on project-based learning, and collections of student samples on inferring meaning of Deaf social issues through analysis of art, demonstrated successful integration and enrichment to D/HH students' self-awareness and understanding of their identity complexities.

I.   **Introduction and Overview of Project**

Storytelling has been a long standing cultural and traditional practice for many groups across the globe. A means of sharing specific lessons, making cultural connections, and providing personal narration of events or histories experienced by individuals within their social and cultural groups, storytelling is a powerful agent that can foster language development; providing a space for its users to use expressive language through creativity and cooperative learning… it does not discriminate, allowing its users to participate in its creation, using modes of role play and dramatization. Van Groenou (1995) states that in oral traditions, stories help members make sense of their collective experiences, such as illness, death, and conflict, as well as interrelationships, including courtship, marriage, childbirth, and stewardship of nature (the ethical responsibility individuals have in taking care of the environment). Similarly, Dyson, A. H., & Genishi, C. (1994) suggested that "Through the sharing of stories, teachers and children "create the potential for new connections that link them together inside a new tale."

Storytelling across modalities has proven to be a vital resource for language and cognitive development; serving as a platform for literacy and self-identity. Whaley C. (2002), stated that storytelling is an innate ability in children to create frameworks that build on their own understanding of the world, incorporating storytelling into their play. By centering the experiences of students, engaging them to explore and create narratives as storytellers themselves, children enhance their prediction skills, expand their knowledge of descriptive vocabulary, and begin to conceptualize themselves in the world Whaley (2002).

Regardless of a child's language proficiency, storytelling remains a vital tool for any classroom, fostering social emotional development (SEL), granting children opportunities to

become part of the narrative process, and exposing them to specific language features such as organization and narrative construction.

As educators, mentors, and co-collaborators, it is our duty to provide all students the opportunity to share their personal experiences to better make sense of the world around them. We know that students acquire a great deal of knowledge from their personal experiences and bring this into the classroom, but they do not always have opportunities to use conventions of storytelling to make personal connections. Unlike traditional pedagogical practices of reading aloud, storytelling through a student-centered lens allows pupils to take control of their learning by granting them full autonomy to become the creators of their own experience. It is even more true for Deaf/HH students who need to engage with language and define their own experiences as Deaf people in a hearing dominant society.

As Melissa P. Herzig (2017) addressed in her work, Curriculum for ASL: Empowering Students by Giving Them Ownership of Their Learning, "Teaching deaf and hard of hearing children to read and write is important, but equally important is teaching those children to be independent, self-reliant, and successful." ASL storytelling allows D/HH students of a diverse range to access their own sign language and participate in its splendor. Properly scaffolded, ASL Storytelling serves as a pedagogical resource to help D/HH students develop metalinguistic awareness and knowledge about ASL literature; giving these students the opportunity to actively think about language and its usage… allowing them to construct, using conventions of ASL in real time.

Sutton-Spence, R. (2010) stated that "Storytelling in any community is an important way to pass on linguistic and cultural heritage to the next generation and has been recognized within Deaf communities as a cornerstone of Deaf culture in many countries (Hall 1989; Peters 2000;

Rutherford 1993). While mastery of ASL storytelling occurs over time, early users benefit from their exposure to more seasoned language role models, a collaborative model of community and classroom participation.

This thesis, "Fostering Identity through Stories of Culture and Social Justice: Empowering Deaf Students to Embrace their Identities Fully and Authentically" will provide D/HH students the opportunity to delve into discussions of identity, culture, and social justice. Through the integration of art mediums, Deaf narratives on identity, and students' personal experiences about family and culture, students will begin to recognize that they create their own personal story, that each fabric of their identity is the framework of that story.

II.   Justification of Implementation:

Good literacy programs integrate opportunities for students to create and compose narratives for themselves. McMaster (1998) found that through the incorporation of these elements; children develop oral, listening, and comprehension skills. In early adolescents the foundation of these types of interactions are often explored through play. As it relates to storytelling and language acquisition, play or dramatization are innate features that can be used in visual languages, such as ASL. For D/HH students, these early opportunities serve as a platform for D/HH students to explore topics of identity and self, becoming a tool for creative expression and social emotional development.

During my early student placement at a 6-8th grade level public school prior to implementing this program, I identified storytelling as a vital teaching scaffold that provided our DHH students opportunity to foster their expressive communication in American Sign Language. I saw the critical need to raise the language levels to create, organize, and retell narratives that

were meaningful to them. While the method of creating or sharing stories looked different for each grade level, all students participated in some type of storytelling/sharing experience. Regardless of language proficiency, storytelling or sharing continues to be an inclusive practice that can be integrated into the classroom and within content matter instruction; something that all children can participate in.

My curriculum, "Fostering Identity through Stories of Culture and Social Justice: Empowering Deaf Students to Embrace their Identities Fully and Authentically," supports D/HH students through a whole-child approach. That is, fostering D/HH students' development, both social-emotionally and cognitively. While there are several curricula that currently exist that are similar in design, this curriculum differentiates through the careful alignment of four major focus areas: 1. View, discuss & analyze story narratives in ASL and highlight social issues (oppression, social justice) related to marginalized communities. 2. Explain how a student's individual culture, beliefs and experiences influence their identity over time. 3. Collaborate and share on a variety of topics related to identity, culture, and social justice, and be empowered through the process of storytelling. 4. Create students' own personal narratives about Identity, Culture, and Justice using the first three goals above.

ASL Storytelling does require that careful facilitation and intentional pedagogical techniques be in place to support all students through the creation of these stories. For students, particularly D/HH ones, storytelling can be challenging. We know that 95% of D/HH children are born to hearing parents that do not sign (Mitchell & Karchmer, 2004); there is substantial research that shows many of these students suffer from language (linguistic) deprivation (Hall, 2017). Unlike their hearing peers, spoken languages are not accessible to deaf children making them linguistically unprepared upon school entry. With the given expectations that the critical

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periods for language acquisition occur from 0-5 years old, these delays must be compensated within the classroom, giving the teacher the responsibility to provide a language rich environment. For many Deaf and/or hard of hearing children, lack of access to communication results in harmful implications on a socio-emotional level (Wilkinson & Morford, 2020).

Humphries and Padden (2012) reported that because deaf people have been linguistically deprived at some level, epidemiological studies have shown higher rates of illiteracy. For D/HH students, language (linguistic) deprivation results in them falling behind their hearing peers as well as their deaf peers with Deaf parents. For young adolescents, this can be detrimental to their social emotional well-being. Through classroom community, D/HH students explore deeper levels of identity and self-discovery, find a place of community and refuge, and gain empowerment in knowing that their individual stories are valuable and necessary in today's society.

Whaley (2002), stated that rich learning environments that include storytelling grant opportunities for students to celebrate one another's successes while also exposing students to various perspectives of the challenges that they may face. This cooperative and community-based framework supports the successes of each student on all levels of development. In addition, by exposing D/HH students to social issues and social justice movements experienced by other marginalized groups, D/HH students will develop a sense of self-awareness, empathy, and shared perspective with other historically marginalized communities.

My curriculum, Fostering Identity through Stories of Culture and Social Justice: Empowering Deaf Students to Embrace their Identities Fully and Authentically, provides D/HH students the physical and emotional environment (space) to nurture their identity and become

empowered in their own stories and experiences. Incorporating the use of storytelling in curriculum serves as the vessel in which D/HH students explore identity, culture, tradition, and discuss real-world social issues that marginalized communities experience. For many D/HH students and others who come from underserved communities, using storytelling allows students to draw and connect their own experiences to the framework of story. As a result, these students feel seen, heard, and safe. By fostering a classroom community of inclusivity and acceptance, storytelling challenges D/HH students to apply personal creativity and connections to their own stories of self. "For students that may struggle with storytelling, there is a great sense of accomplishment when they receive applause from their peers… a sense of accomplishment that follows them into other areas of their lives (Hamilton & Weiss, 2000).

III.   Discussion/Rationale of Approach:

Educational frameworks rooted in solid bilingual and multicultural pedagogical practices take into consideration the myriad of required resources and cross-cultural collaborations into the classroom. These include community, school, and home. For D/HH students, the tremendous contributions and integral networks of support that the Deaf community provide to these students is unsurpassed. These community connections provide D/HH students with cultural and linguistic guidance, an area of learning that a hearing individual would never understand, simply because they are not Deaf and do not share the experience of deafness and language deprivation shared by many in the Deaf community. Simply put, there are nuances of Deaf culture and societal navigation that For deaf children, access to the Deaf world can only be authentically revealed through the active participation of Deaf role models.

While many mainstream Deaf education programs do include some collaborative inclusion of Deaf language models/mentors in their linguistic and social emotional curriculum, integrating a curriculum program guided by storytelling that is consistently rooted in the shared collective knowledge of the Deaf experience would be a powerful resource. As such, any pedagogical framework that seeks to align multicultural and bilingual perspectives into their teaching repertoire should strongly advocate the use of storytelling in their teaching frameworks.

Access to Deaf Language Models:

The integration of good language models (native users); teachers, community members, peers is a critical component in any successful storytelling program. ASL Language models must be skilled in both prosodic (eye-gaze, head-movements, body-shifts, sign speed) and syntactic knowledge. Access to good sign language models includes the integration and collaboration with Deaf community and school members. For hearing instructors of Deaf children, this can pose problems if the systems of support, (access to native signers) are not integrated into their storytelling language programs.

According to Machado (1999), despite the evidence of strong connections between storytelling and literacy, teachers often do not include much time for this engagement in their classrooms. Machado suggests that the more teachers become skilled in storytelling themselves, the more they can model the storytelling process, giving students the opportunity to expand on oral language development.

While Machado particularly addresses these connections to oral language, research and linguistic discoveries have long supported the validity that visual sign languages, like spoken

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languages, contain their own grammatical and syntactic structures, vital for language and cognitive development. These grammatical and syntactic structures; "features of language," are best developed when rich native (first language/natural) users of signed languages become part of the pedagogical model. The push to prioritize English and minimize ASL has led to instructional practices that mix both languages making language acquisition a hodgepodge of English and ASL. Manually coded English has been one of the practices where ASL signs are taken to follow the English language grammatical structure instead of using ASL to communicate concepts. These instructional practices have been more damaging than effective (Tevenal & Villanueva, 2009). Schick, B. & Gale, E. (1995), addressed the specific controversy concerning the use of English sign systems in instructional settings (Signed Exact English I and Signed Exact English II). Some researchers feel that MCE systems are difficult for children to learn because they are based on a spoken language and not on principles of visual communication (Gee & Goodhart, 1985; Liddell, Johnson, & Erting, 1989; Supalla, 1991). People who advocate this hypothesis have found that ASL is a more natural language for deaf and hard of hearing children because it follows principles of natural visual communication, unlike MCE systems.

Schick, B., & Gale, E. (1995), in their work, "Preschool Deaf and Hard of Hearing Students' Interactions During ASL and English Storytelling", found that D/HH students that were exposed to ASL stories that were rooted in pure ASL, rather than Manually Coded English (MCE) models, demonstrated more engagement, cognitive retention of events and characterizations, and were more interested in the styles of native/first language users, rather than those using MCE's. The purpose of this study was to compare the quality and quantity of interactions of both groups that were exposed to a variation of language conditions. In this study,

12 stories were told to children (preschool aged) in the following conditions: pure ASL, Signed Exact English I (SEE I), and Signed Exact English II (SEE II). The findings in their study showed that children made references to the chosen storybook during storytelling when the storyteller used pure ASL over manually coded English (MCE). The study's findings support the need for the inclusion of Deaf language models in ASL storytelling frameworks to foster a foundation of linguistic and cultural wealth unique in ASL that hearing educators cannot provide on their own.

Fostering Deaf Identity and Social Emotional Development:

As children and adolescents examine the world, their place in it, and how it pertains to their own lives, they do so by building connections and conceptual understanding of the environment around them. Just like any new experience we may encounter, building on what we know, and how it has shaped our own experiences as individuals provides us the foundation for new learnings and thier integration. As early as infancy and early childhood, children derive implicit theories to explain the actions of objects and the behavior of people; these theories form the foundation for causal learning and more sophisticated understanding of the physical and social worlds. Infants and young children also are keenly responsive to what they can learn from the actions and words directed to them by other people. This capacity for joint attention may be the foundation that enables humans to benefit from culturally transmitted knowledge (Tomasello et al., 2005).

In addition identity and belonging and social interactions within community serve as a foundation for cultural and social capital (Yosso, 2005). For deaf and hard of hearing individuals, particularly young children, fostering a sense of Deaf identity includes access to the Deaf

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community. Sadly, this can be a challenge, as 95% of deaf children are born to hearing parents; a statistic that can have negative implications on deaf children's social-emotional development if they are not provided an accessible language early (Wilkinson & Morford, 2020). According to Vygotsky, (1934), learning is a social construct interwoven with language. For deaf children with hearing parents, the connections to the world are often delayed and unclear, mostly due to a lack of shared communication between the parents and the child. As a result of years of pathologizing deafness, many hearing parents of deaf children explore alternate approaches to addressing their child's hearing loss; approaches that often place the learning of American Sign Language at the bottom of their priorities. The views of deafness as impairment, rather than culture, perpetuate hearing dominant society to generalize that the inability to hear interferes with a person's ability to respond to environmental cues, to communicate, and to enjoy aspects of mainstream culture such as music. More so that these "debilitating" effects of deafness can be lessened through the use of technology such as hearing aids, cochlear implants, assistive listening devices, and through the use of oralism, being able to speak and visually read others' speech (Higgins, 1990; Kronick, 1990).

As the critical window of language acquisition closes, communication between hearing parents and their deaf child becomes dismal, a heartbreaking reality that may negatively hinder the development of social identity; specifically, Deaf Identity. When we discuss the intersections of language and culture, there is no wonder that they are the cornerstones of shaping group identity. For deaf and hard of hearing children who are not given the opportunity to delve into discussions of identity and social emotional curriculum, access to cultural and linguistic capital becomes limited, leaving them to navigate two abstract worlds: Deaf and Hearing.

ASL Storytelling provides a resource for children to share their experiences of deafness and identity in a shared space that supports their expressive language development. It supports the sociocultural model of development. Storytelling empowers children to explore who they are as members of the Deaf world.

The link between signing and a Deaf identity has been widely documented (Ladd 2003; Lane, Hoffmeister, & Bahan 1996; Padden, 1989; Padden & Humphries 1988). While hearing people may see Deaf people as people who cannot hear, many Deaf people identify themselves as people who see the world visually using sign language. Thus, deafness is not a loss as in deficiency but rather Deafhood; a social, cultural, and linguistic identity.

ASL Storytelling and Social Justice and Inequalities

One primary interest and motivation in pursuing a curriculum that uses ASL storytelling is to address and use this platform as a form of expressive communication through a historical lens on issues of social injustice and inequality that deaf individuals face on a daily basis. When one thinks of oppression, and how it pertains to specific marginalized communities, most attention is drawn towards communities of color, gender, sexual orientation, gender identity, social economics; discussions about the D/HH narratives of oppression and discrimination practices against Deaf individuals are often missing. These omissions are usually a result of audism, an attitude based on pathological thinking that results in a negative stigma toward anyone who does not hear (Humphrey & Alcorn, 1995: 85).

Historically, being Deaf has been viewed as pathology rooted in deficit, rather than seeing it as a journey into a unique and resilient cultural linguistic community with shared experiences of Deaf persons, their histories within the Deaf World. Research on psychology, health, and education have been reviewed to illustrate how visually oriented beings think and

view the world differently from the majority (Hauser, P. C., O'Hearn, A., McKee, M., Steider, A., & Thew, D. 2010). In general, Deafness is better understood when there is a strong connection within the context of a culture, social group, ethnic group, or community, which adheres to certain attitudes, customs, values, mores, and belief systems (Ladd, P. 2003).
"This is somewhat similar to viewing Black individuals as members of the African American sociocultural group or Japanese persons as members of the Asian American culture in the United States" (Paul, & Moores, 2010).

Deaf people, like many other marginalized communities, have faced a myriad of social and institutional challenges. Hauser (2010) states that, "Deaf individuals do not have as much access to the knowledge or cultural capital of the hearing community, just as people of color do not have as much access to White cultural capital" (p. 410). Discrimination practices that included and, in some matters, still include the following: forcible instutionalization, sterilization, physical brutality, sexual assault, lack of access to good education, the discredit of signed languages, audism, and ableism.

From an early age, deaf children often experience what is referred to as "Dinner Table Syndrome," the experience of observing hearing family members engaging in oral communication without their inclusion in the dialogue. (Hauser, P.C., O'Hearn, A., McKee, M., Steider, A., & Thew, D. 2010). This experience is often similar for deaf students that attend mainstream schools where the dominant linguistic and cultural groups are hearing-individuals. that do not make communication accessible to deaf students. Deaf children who do not have full access to everyday communication often do not see how adults express their thoughts and feelings, how they negotiate disagreements, and how they cope with stressors. This lack of access and reduction in incidental learning opportunities may have a negative impact on deaf

individuals' physical health (Mann, Zhou, McKee, & McDermott, 2007), mental health (Hindley, Hill, McGuigan, & Kitson, 1994), and academic achievement (Traxler, 2000).

Through ASL storytelling, children will discuss current social issues that center the voices of other marginalized communities including Black, Indigenous, and People of Color. Through these carefully facilitated discussions, Deaf children will identify similarities and shared experiences across these cultural/social groups. It is my belief that children will begin to truly understand the resilience and remarkable contributions that deaf people have had in society, gaining cultural capital from Deaf mentors and peers, while also finding belonging and pride within their Deaf identity.

According to Eckert & Rowley (2013), within the Deaf American Community the concept of audism is a characteristic of the power differential between a dominant hearing majority and the minority community. Audism is similar to other ``isms' ' such as racism, sexism, and ableism. It is the implicit and explicit exclusion of deaf people in mainstream (hearing) society. Audism places emphasis on the value of spoken languages over signed ones, further perpetuating the medical perspective on deafness, which classifies human bodies that receive information through hearing as prototypical human bodies and anything else, atypical.

Audism can include speaking to another hearing person in the presence of a deaf individual while excluding them from the interaction all together. Humphries, (2008) described this as a specific theory of humanness. Audism is the perception that there is a difference based on the body (i.e., the perceived imperfection of deaf bodies) to those of hearing persons (Humphries, 2008).

There is no more need to explain the theoretical constructs of audism to a Deaf American than there is a need to demonstrate the existence of racism to an African American, sexism to a

woman, or homophobia to same sex couples. Just as African Americans experience racism, women experience sexism, and gay, lesbian, bisexual, and transgender (LGBT) experience discrimination, Deaf people are assaulted with audio centric prejudice and discrimination on a daily basis. As rightful American human citizens, deaf people are entitled to contribute to knowledge and the teaching force about the power of using

IV.   Review of Existing Curriculum/Research

There is a wide selection of curriculum that supports Deaf identity and literacy, and the following three curricula were instrumental in the composition of my own curriculum framework design: Herzig, M, a Deaf MA-ASL graduate from UCSD (2002), Hipskind C. (2014) and Baldwin K. (2004).

The first curriculum entitled, "A Curriculum for Learning: Empowering Students by Giving Them Ownership of Their Learning" by Herzig P, Melissa (2002) centers on the experience of ASL storytelling and its benefits in bridging English and ASL through literacy development. Through Herzig's work, students engage in the creation, recordings and viewing of ASL narratives, a process of analysis for both teachers and students. Focus was on specific ASL skill development in narration, not in English as it is the case in most programs. Students are empowered to create their own video narratives first, to then later create an English version of their video. Students become responsible for their learning, engaging in metalinguistic awareness, editing and revising, and reflecting on their own work. ASL writers workshops, including English print alongside the creation of these videos, is a popular bilingual pedagogical practice widely used today. Herzig's focus on specific language development of ASL serves as a bridge for the development of English literacy.

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My "Fostering Identity through Stories of Culture and Social Justice" curriculum embeds student engagement and ownership in the creation and analysis of ASL narratives. In my curriculum, active participation from Deaf role models is a vital tool and resource meant to support and expose students to multicultural ASL narrative perspectives. In addition, students will discuss current topics of social injustice and explore commonality between other marginalized groups and dominant culture in the same capacity that D/HH persons may experience marginalization from the hands of hearing groups. Rather than focus on English literacy development, my curriculum embodies diverse ASL narratives to raise social emotional wellness rather than specifically address lessons on English literacy.

The second curriculum, "Fostering Positive Deaf Identity Development in a K-2 Deaf Classroom" by Hipskind, C., (2014) addresses inclusive themes of instruction. Hipskind's work uses a bilingual/multicultural approach to the education of d/Deaf children to foster the development of students through the "whole child" lens. As seen here with the usage of the term (d/Deaf), the lower case usage of "d" indicates a hearing loss amongst individuals, while the capitalization of the letter "D" signifies an individual who has both cultural and linguistic ties to the Deaf community. Hipskind's work is rooted in advocating pro social behaviors and mutual respect among students through Deaf narratives, These themes are beneficial on multiple developmental landscapes: cognitive, linguistic, academic, and social domains. While both of our work will center on Deaf narratives, the difference lies in the context of these stories that will be taught to promote a sense of belonging and identity development. Both of our work aims at building Deaf identity amongst our D/HH students.

The third and final curriculum that has helped shape my work is "Embracing Culture & Diversity Through Fables in English and ASL", a curriculum by Baldwin, K. (2004). In

Baldwin's work, students explore various folklore, using these materials to dive deeper into more culturally relevant material, rather than focusing on different genres. The concept of culture through the use of fables is expounded through the analysis of purpose, structure and value in fables. Curriculum goals centered on cultivating empathy towards different cultures as well as the students' own. Similarly, my curriculum will expose students to different cultures, however, social injustice and oppression throughout marginalized communities are the guiding principles to defining cultural experiences. Both curricula embrace culture and diversity and help students dive deeper into identity and cultural issues.

While Baldwin uses fables as genre to share a lesson or explicit theme, my curriculum will focus on personalized ASL stories, based on their exploration of cultural and linguistic oppression, targeting explicit lived experiences and real historical events by native ASL users and D/HH students. Both curricula include multicultural perspectives as a theme to create a space where different cultures are valued and children develop a sense of empathy for others, as well as develop a sense of identity in their own culture.

V.   Key Learning Theories

My curriculum, "Fostering Identity through Stories of Culture and Social Justice", uses the following theoretical frameworks within its foundation. Sociocultural Theory where culture, language and identity define learning experiences, Cooperative Learning, Theory of Mind, Social Identity Theory, and Critical Race Theory.

Lev Vygotsky's Sociocultural Theory (1978) provides a framework for construction of language and social development in children. His work captures the significance of community (societal) interactions on the development of cognition. Society plays a vital role in making

meaning and much of societal responsibility falls on the shoulders of good language or social role models. Vygotsky stressed that through social interactions with knowledgeable and skilled instructors, children are given the opportunity to observe and receive instructions from these teachers. He referred to this as cooperative or collaborative dialogue. According to Vygotsky, each culture provides "tools of intellectual adaptation" for their learners to use and incorporate into their natural cultural environment. For ASL users, this is a responsibility that falls on collaborative learning and support from the child's family, community, and school. Cultural differences also play a role in defining proficiency and expertise. Rogoff (2003) expanded more on Vygotsky's theory in his publication, *Cultural Nature of Human Development,* emphasizing the importance of cultural participation of individuals who live in diverse communities. Humans are wired with cultural and biological habits and adaptations that define learning through language and personal experiences. Deaf individuals differ from hearing individuals in respect to communication and language, in that they orient their experiences through a visual lens.

As it applies to my curriculum, ASL storytelling provides D/HH students the opportunity to observe native ASL users who inherently serve as linguistic and cultural models. Deaf role models provide students with exemplary standards of language. In addition, Deaf role models carry the cultural understandings and experiences of being Deaf in a predominately hearing world, an experience that is unique to the Deaf World. This sociocultural context supports identifying cultural patterns that are unique to D/HH communities. These experiences enhance their receptive and expressive skills in American Sign Language. In the creation of their own ASL narratives, they begin to develop metalinguistic awareness, focusing on how they use language within their own work, fine-tuning, sharing, and finally creating a finished product.

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Through a Cooperative Learning Model, community members share creative work and provide natural language interactions between novices and experts, all to assist D/HH children in constructing their own meaningful communication and reaching deeper levels of language usage from observing language models. This cooperative learning model is rooted in Vygotsky's Zone of Proximal Development (1978), a widely used term in education that describes the relationship of learning points and problem solving through adult guidance or in collaboration with more knowledgeable others"(Vygotsky, p.86).

As we move into language development, and its effects on cognitive development, we arrive at the next learning theory driving my curriculum; Theory of Mind (ToM). ToM, is the understanding that others have unique beliefs and desires that are different from our own, enabling us to engage in daily social interaction as we interpret the mental states and infer the behaviors of those around us (Premack & Woodruff, 1978). For young children this is fundamentally important in their development of self.

"As young children mature, they develop an understanding of themselves and other people as psychological beings who think, know, want, feel, and believe. They come to understand that what they think or believe may be different from what another person thinks and believes. They also learn that much of our behavior is motivated or caused by our knowledge and beliefs." (Schick, 2002)

There is evidence to suggest that Deaf and Hard of Hearing children have delays in their development of theory of mind. Schick ascribes these delays as a result of language deprivation at home, leaving children without the proper means to make connections to their world. Lack of language results in a substantial gap in cognitive development (Wilkinson & Morford, 2020). Schick's work discusses the critical necessity of fostering a space where children interact with

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the familiar to raise language levels from concrete to abstract conceptual ideas. ASL storytelling in complex ASL structures can help D/HH reconnect with familiar experiences as well as shared experiences, encounter different perspectives and evaluate the sources of those differences by understanding the role of culture in their lives.

The third learning theory is Stephen Krashen's Affective filter and his emphasis on Comprehensible Input (I +1). Schütz (1998) describes Krashen's Affective Filter as a number of 'affective variables' that play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.

According to Krashen (1988), "The best methods of instruction are those that supply 'comprehensible input' in low anxiety situations, and contain messages that students really want to hear… these methods do not force early production in the second language but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." As it pertains to my curriculum, these scaffolds are provided by the collaborative and cooperative work of students, teachers, and community involvement; specifically, Deaf role models.

Krashen describes how second language acquisition must occur in "natural order." placing the pupil at one level below the current level of comprehension (Schütz, 1998). That said, their experiences with language can interfere with moving forward on a socio-emotional level. For students, their knowledge of their linguistic inadequacies influences how they view themselves. For D/HH students, much language emphasis has been on English and not on ASL, often the student's second language.

By making ASL storytelling an opportunity to build on what the students already know and to increase their knowledge with new information that is relevant to their experiences supports Krashen's comprehensible input theory. By engaging students in discussing critical social issues, DHH students have opportunities to open up their personal experiences and to reflect on the pros and cons of those events aligned with the adolescent phase which is needed to identify values and beliefs that D/HH hold dear. Using language that is familiar to them will help them develop their own thinking in ASL, enabling them to open up their affective filter towards English and towards society's expectations. By providing quality input over quantity, deaf children and second language learners engage in meaningful and authentic interactions in a natural context, one where speakers are not worried about how they "pronounce their utterances" in English but simply convey their messages in a language with which they are comfortable. These interactions amongst native speakers are not goal centered on reading and writing, which is often the case in deaf education. Rather, they provide an opportunity for students to share within a community space that is free of judgment, student-centered, and built on shared social experiences.

The last and final learning theory found in my curriculum builds off the work of Henri Tajfel (1979). Tajfel's "Social Identity Theory" proposes that specific groups that people belong to instill a sense of pride and self-esteem. Tajfel posits that as a result of acceptance and personal development of self-esteem, members gain a sense of belonging. As discussed throughout this paper, deaf children often navigate the world moving into and out of their minority culture (Deaf World) and the dominant culture (hearing world). As mentioned, many of these children experience some degree of language deprivation. As they progress through adolescence, topics that should be accessible to them, issues such as social justice, identity, belief systems, and

multicultural perspectives often fall by the wayside because accessible language is limited at home.

Tajfel's work will be a guiding principle in addressing social identity and group membership in society. My curriculum centers on social justice and the exposure and experiences of marginalized communities. By using Tajfel's theoretical framework, students will begin to understand the idea of social identity and how it pertains to belonging. As a result, they will begin to understand the concept of "them" and "us," and how society categorizes social identity as a form of membership. It is not my intention to create a space where students categorize themselves and seek to ostracize themselves; rather, this curriculum will serve a space for students to understand how our society approaches groups that are alike and different. Using this knowledge, it is my hope that students will begin to understand and view the shared experiences that they have amongst other marginalized communities. Through this curriculum students will begin to understand and foster a sense of empathy and understanding through a multicultural perspective. Lastly, it is my belief that through this curriculum, students will begin to find resilience and understanding in their deaf identity, develop a sense of appreciation for the use of American Sign Language, and find a sense of belonging and community within the Deaf world.

In addition to Social Identity Theory, much of the framework within my curriculum is driven by Critical Race Theory (CRT). Critical Race Theory (CRT), which includes pioneers like Kimberlé Crenshaw, Mari Matsuda, and Patricia Williams, seeks to examine race and racism in society through theoretical and interpretive modes. Specifically, it brings to light the systems of power that dominant culture has within existing systems and institutions. For Deaf individuals who are considered (linguistic and cultural) minorities in a predominantly hearing society, these same systems of power often plague the Deaf community as well. As a linguistic minority (visual

language user) most of the world that Deaf people live in is designed for the dominant hearing culture. Society often excludes Deaf people from accessing even the most basic parts of society, because our society continues to support auditory language over visual ones. We further see medical advancements that aim to "fix" Deaf people, painting a negative picture of deafness and all that it represents. These microaggressions further intersect and create further marginalization of Deaf individuals as they experience further prejudice and harm through their intersecitonality.

Gertz (2003) listed the tenets of Deaf Critical Theory (DeafCrit) as parallel to CRT: "1) centrality and intersectionality of Deaf people and Audism, 2) the challenge to dominant hearing ideology, 3) the commitment to social justice for Deaf people, 4) the centrality of Deaf experiential knowledge, and 5) the interdisciplinary perspective to broaden the understanding of Deaf people" (p. 422).

VI.   Curriculum Description

My curriculum, "Fostering Identity through Stories of Culture and Social Justice" aims at providing students the opportunity to share their own personal cultural narratives in the classroom about their individual journey to fostering agency and identity. This student-centered approach allows students to be brought center stage to share a piece of themselves, an aspect that is often missing in standard classroom curriculum. Through storytelling, regardless of the variety of conventions used amongst diverse individuals, the premise simply provides a platform for expression for a variety of topics and uses. Storytelling is a longstanding cultural and traditional practice for many groups across the globe and is a means of sharing specific lessons, cultural connections, and foundational elements of community through shared events in history. Storytelling is a powerful agent that can foster language development, providing a space for its

users to express and share their own personal narratives through dramatization, visual artistic expression, and cooperative learning.

Through a series of carefully aligned lessons and activities, students will develop a firm understanding of "who they are" and how their individual culture influences their identity. Reflections about their personal values, background and societal expectations are stimulated to help students find their voice. As students engage in a myriad of authentic, engaging, and hands-on learning activities, students gain further perspective on their peers, recognizing similarities and differences between themselves as a class. Further, as students identify these differences, they will begin to discuss societal issues that pertain to racial inequality, ableism, and oppression, particularly how some groups of people may experience more oppression than other groups.

While some of these curriculum lessons and activities address sensitive themes that educators and parents may feel uncomfortable discussing, with thoughtful execution, guidance, and respect, educators and students will be ready to discuss these uncomfortable conversations head on. As D/HH students explore further the complexities of identity and social issues, they gain social and cultural perspective, recognizing inequalities, identify their own misconceptions and biases, and gain a deep understanding of themselves and their place in the world.

A series of tailored lessons will address two higher themes, one theme in Unit-1 is culture and identity, while the second theme in Unit-2 addresses topics of social movements for social justice. Through this series of nine lessons, students will build deeper foundational skills towards fostering their own identity, exploring values and background influences through relics, symbols and pictures that carry significant meaning, viewing other forms of storytelling through other

means, IE. Art, dance, and movement, analyzing shared narrative ASL videos, and celebrating differences. The essential theme that holds my curriculum is the connection to "story." An essential learning is that each one of us has a story, held together by our identity, culture, and our lived experiences.

As students develop awareness of self, they also gain perspective and appreciation of the diversity in their classroom, and indirectly the world. Through the creation of their own personal narratives, viewing the stories of others, and evaluating the social complexities of identity and culture through stories, D/HH students will gain a plethora of knowledge in diversity and perspective through a multi-dimensional lens. It is my hope that through my curriculum, students will be empowered and find value and appreciation for the complexities of their identities. As they delve deeper into "who they are" students will gain a sense of belonging and security; at school, in their communities, and at home. Further, they will be able to articulate and draw upon real-world connections towards their identity and culture within these contextual settings.

With these foundational skills in place, students will move into Unit-2, "Social Movements for Social Justice." In these lessons, students will carry their own identity discoveries into the conversation in relation to other cultures and other experiences, gaining perspective on the diversity of persons in their classroom. In this next phase of expansion, students will tackle sensitive topics of prejudice, racial inequality and injustice, as well as how to address these issues when they themselves see someone being treated poorly. Discussions about social expectations, group versus individual desires, power struggles and blending vs. not blending within communities will be raised. This curriculum will challenge students and educators to look deeper into themselves, step into their true authenticity, and do so by the creation of spaces

where students can express and explore their own complexities of identity and perspective in a place of non-judgement and hostility.

The final performance task, "Walk in My Shoes" brings students together to demonstrate learning across the curriculum units, calling for students to not only share a personal narrative connecting topics of identity and culture, but also take the perspective of another peer as they tell their individual story. The lesson provides closure and allows students to apply what they have learned throughout the unit by responding to classroom interviews about specific details of the narrative.

Curriculum Goals and Standards

My curriculum has three goals. 1) Students will view, discuss, analyze, and collaborate on topics of identity and culture story narratives in ASL, while extracting social issues (oppression, social justice) related to marginalized communities. Through this goal, students will develop conceptual understanding of identity, culture, and social justice terminology and its usage. 2) Students will explain how their culture, beliefs and experiences influence their identity over time, and finally 3) Students will create their own personal narratives about identity, culture, and justice.

Taught over 9 lessons and divided into two separate subunits, Unit-1 will focus on culture and identity while Unit-2 will address social inequalities and movements for justice. Through this carefully executed journey, students will be challenged to discuss elements of identity and power. They will reflect on their own biases and generalizations about other groups of people, and lastly, they will analyze, compare, and discuss how their own personal experiences as Deaf individuals affect other elements of their identities. It is my belief that students will walk away

empowered through this process, by viewing and applying various forms of storytelling through their own experiences of identity and experiences. In the final stages of this curriculum, students will create their own personal narratives about their identity, including elements of culture and justice, showcasing their enduring understanding across the curriculum unit lessons.

To ensure rigor of content and language instruction, objectives are drawn from the following standards: ASL Content Standards, History-Social Science Content Standards, and the Visual and Performing Arts Content Standards for California Public Schools respectively. Content State Standards are aligned with each lesson's content objective and language objective respectively. To generalize, students will be expected to report on topics and retell stories based on their own experiences. They will describe people, places, things, and events with relevant details, focusing on specific ideas and feelings that they are experiencing throughout their learning. As classroom observers, they will also recount and describe key ideas from various means of storytelling (stories of culture, elements of power, discussion of identity), building perspective throughout their learning journey.

In addition, students will apply their understanding of the History-Social Science and Visual Performing Art Standards by viewing various art that carries social relevance as well as discuss issues of race and inequality. Students will be asked to explain the central issues and problems from the past, understanding and distinguishing cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. Lastly, they will make informed judgments of these art pieces through active participation in small and large group discussions. They will consider a wide range of the viewpoints expressed in these art pieces, and later identify and describe how it may relate to their own cultural connection or not.

Lesson 1- Who am I

In this introductory lesson, students will create their own self-portrait collage. Designed to be a creative and interactive activity, students will compile a list of general ideas, interests, pictures, symbols that they feel represent them as a whole, their background, their values and beliefs. Once completed, they will present or share their canvas portrait with the class. Students will specifically discuss why they chose such items to represent them and why these things are important. The content objective is such: Students will create a visual self-portrait/collage using mixed media that contains symbols representing their identity, beliefs, values or areas of interest.

This lesson is designed to be administered over several days, giving students enough time to research and put thoughtful consideration into their symbols, pictures, and items that represent them. This project is intended to have students start to think about their own interests and values. It is a critical and necessary foundation to all the other lessons, so careful execution is key. As mentioned, once complete, students will share their portrait canvas with a partner. They will be asked to reflect on some of the following questions: What parts of their collage represent their family, their background and themselves? What parts represent their personality and interests? What did they like about their project, and lastly, what did they learn about another peer? This introductory lesson gives students the opportunity to start thinking about who they are as people. It is an engaging and fun activity that sets the foundation for the rest of the curriculum ahead.

Lesson 2- The Power of Stories

In Lesson 2, students will engage in 2-3 viewings of vignettes that discuss elements of intersectional identity, power and oppression, and general biases and societal opinions about

other cultural groups. These vignettes will have students thinking about power and choice. Essential questions asked will have students reflecting on how identity is chosen, who decides our identity as people, and is identity fixed or evolving? Carefully tailored to have students describe key ideas and details in these vignettes, students will be asked to think about what they feel after viewing these vignettes. These vignettes will include signed narratives told by Deaf individuals through their experiences. In one vignette, a Deaf young-adult describes her perspectives on the classification of labels and identity within the Deaf community (Deaf, deaf, hard of hearing, and hearing impaired).

Similarly, to annotate text and infer meaning within texts, students will apply similar strategies to these vignettes. Upon launch of this lesson, the instructor should provide a thorough model of viewing examples, watching it straight through by paying attention to the environment rather than the signer, viewing and pausing to reflect, and even having students create a running log of what they are feeling and taking away from the vignette. Students will discuss in small and whole group discussions their takeaways. Some questions to pose for students will be: How did this video or story make you feel? Was there anything particular about the story that you connected with? It is my hope that students will make connections to their own lives. This particular lesson will be done daily and will require students to reflect and produce a response in American Sign Language using Flipgrid, a website that captures videotaped clips to be displayed on a shared platform. Their reactions towards these specific stories will assist me in guiding them on social topics, identity and cultural issues. As part of the summative assessment, students will record their own response/reactions to the vignette. Students will specifically address the following questions: How did the video/story make you feel? What part of the video did you most like, and why? What part of the video made you sad, angry, or happy and why?

Lesson 3- Story Gallery Walk

Lesson-3 titled "Story Gallery Walk," requires students to discuss, infer meaning and interpret a story within these particular pieces of art. In this activity, students will view 3 separate art visuals that portray deep elements of Deaf identity and societal oppression and power. These three art pieces provide an alternate medium to exploring identity and culture, as well as elements of social inequalities as they pertain to deafness and power struggles within dominant culture.

Using the pedagogical model of Gradual Release of Responsibility (GRR), a scaffolded teaching strategy that slowly integrates students' autonomy over their work. Administered in three steps, students follow the model of (I do----------> we do----------> You do). In the "I do" phase, the teacher often models explicitly the expectation for their students. "We do" supports students in a guided approach of said expectations, and "You do" places the student in the driver's seat where they are completely demonstrating the skill needed to fulfill the said task.

In alignment with the California Visual Performing Arts Standards (Historical Context and Aesthetic Valuing), students will take an active role in these small-group discussions and be exposed to a wide range of viewpoints. Through these discussions, students will observe, analyze, and apply how art from various time periods and cultures reflect the society as a whole; specifically Deaf Culture. Students will access their art gallery via Google Classroom. While viewing and inferring meaning from art may be a challenging task, students will have access to their own Art Gallery Viewing Worksheet.

"Responding To Art"	Name:
WHAT I SEE?	**WHAT I FEEL?**
WHAT I THINK?	**RECREATE YOUR OWN.**

This worksheet provides language scaffolds through visual support. Designed for all students to better understand what they're expected to do, this graphic organizer (Art Viewing Worksheet) will be used each time a student views a new piece of art in the classroom art gallery folder. To get students to become critical thinkers and infer meaning and message (story) of the art itself, students are presented with several inquiry questions to apply to their viewing. Some examples are: How did the art make you feel? Was there anything in particular about the piece that resonated with you? What thoughts or wonderings do you have about this art? Finally, what did you see in the art? Students will be expected to view two art pieces a week and document this viewing in their Art Gallery worksheet.

Lesson 4- Piece of Me

In Lesson 4, students will apply further inward thinking and understanding of identity and culture. This lesson, titled "A Piece of Me" requires students to present an object, relic, or item of cultural/familial interest to the class. Students discuss and identify the significance of this item and share how it connects them to their family and their background. As we gain a deeper

understanding of culture, this activity supports student agency, as they are empowered to select their own item to share. The overall goal for this specific lesson is to have students make explicit connections to their family, culture, and identity.

This lesson will be taught in two days. Day one will encompass setting up community classroom expectations, sharing, a short clip on what a relic share could look like, and explicit modeling from the teacher. During the teacher modeling, students will have the opportunity to observe how the teacher makes connections to the relic and its significance to culture and identity. Students will begin building their understanding of how these relics create our individual stories as people, and how each of us has a story to share. Day two will include the actual presentation of the relic that the student has chosen to share with the class. This activity supports student agency, giving students the ability to pick and choose an item that is valuable and precious to them. During the sharing portion of this activity, students will be asked to frame their responses in a particular manner, as to get them to make connections with the item and its significance.

As part of the summative assessment, students will describe their item, again making connections to family, culture and individual significance. They will also view and respond to two other peer's relics and share videos. Paying careful attention to similarities and differences, this activity will focus students' attention on cultural and familial identity, more importantly, how the two shape and contribute significantly to our own identity. In addition, it also gives students the opportunity to witness firsthand the cultures of their peers, broadening students' perspectives on other peoples' culture and values. This lesson is the final, better yet transitional

lesson into Unit-2, which will delve into deeper rooted discussions of racialization, colorism, identity, oppression and social inequalities.

<center>Lesson 5- My Skin, Your Skin</center>

Lesson 5 commences our curriculum journey into Unit-2, "Social Movements for Social Justice." Unit-2 will address topics of racial discrimination, prejudice, hate, and allyship. As many of these themes are more sensitive in nature than what students may be familiar with, My Skin, Your Skin will introduce students to topics of skin color. Using Bell Hook's book "Skin Again," students will engage in a range of collaborative discussions with their peers about how their own skin color has influenced how others see them. Does skin color determine racial identity or whether one belongs to a community or not? In addition to this, students will also discuss colorism, or the discriminatory practices within the same ethnic group, based on the darkness of one's skin and privilege. As students are shown illustrations from this book, they will analyze how these images make them feel and whether they resonated with the illustrations in any way. While analyzing the book illustrations, they will also dissect the following passage, using its contents to support further illustration inferences.

"The skin I'm in looks good to me. It will let you know one small way to trace my identity, but then again, the skin I'm in will always be just a covering. It cannot tell my story."

Through this carefully guided lesson, students will discuss the complexities of intersectional identity and personal narratives. In relation to skin, students will begin to categorize and identify what types of things are known about a person simply by their skin versus their collective personal narrative. Prior to launching the lesson, students will be asked to

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reflect on the following questions: Can we tell who people are or what they are like from their appearance? What is important about us? Lastly, what would it be like if everyone was the same?

Upon completion of this read aloud, students will then participate in small group shares, later to return as a whole group for a whole class discussion. Both discussions will provide an opportunity to elaborate on how students make their own assumptions about others based on their outer appearance. In closing, students will be paired with another student and readdress the earlier questions posed here: My skin is just a covering because _____. As students begin discussion, they will be redirected to focus their attention on the parts of themselves and others that they can see (visible) and which parts they can't see (invisible). This lesson is a starting point into discussions of identity and race. It provides students the opportunity to be introduced to more controversial content, while providing visual support via text images to help them infer meaning. Lastly, it gives students the opportunity to see how much of what a person is about is far more than what we can physically see.

Lesson 6- My Iceberg Identity

Lesson 6, titled "My Iceberg identity" is a lesson that gets to the core of one's identity. Students will explicitly identify visible and non-visible characteristics about themselves and how others view them. Using the following quote from Bell Hooks' book, Skin Again, students will be reminded to think about the purpose of our skin and what it tells about us as people.

"The skin I'm in looks good to me. It will let me know one small way to trace my identity, but then again, the skin I'm in will always just be covering, it cannot tell my story."

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This lesson's content objective requires each student to create their own iceberg identity model by applying and making connections from previous learning. Upon composing and crafting their own iceberg identity models, students will demonstrate their understanding of both visible and non-visible characteristics within themselves.

My Iceberg Identity
We have similarities and differences but are all unique.
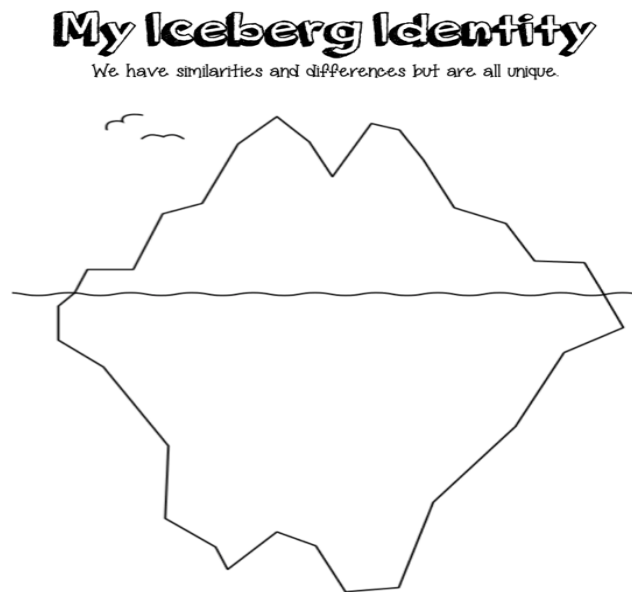
In launching this lesson, students will take five minutes to pair share and elaborate on the following previous day's questions: Can we tell who people are and what they are like from their appearance? What is important about us? And what would it be like if everyone was the same? Once they have had the opportunity to share with a partner, the class will participate in a whole-group discussion. Making explicit characteristics that are visible and those that are not, the class will create a master list of characteristics together to solidify learning of the two. Once the class has compiled a list of visible and non-visible identity characteristics, the students will be introduced to the Iceberg Identity worksheet. Each student will create their own iceberg identity and share it on our classroom Flipgrid account. Students must make clear distinctions on

visible and non-visible traits/characteristics. Each student will comment on two other peer's

iceberg identities. Using sentence frames and prompts like: One thing I learned about_____

that I couldn't talk about from just looking at them was _____.

This lesson was developed to solidify learning from the past two lessons. It provides

students the tools and enduring knowledge they need to move into the next several lessons with

confidence and understanding of who they are as individuals. The goal for this lesson is to

expose students to the reality and understanding that society generalizes about people based on

their visible appearance, and that these generalizations are harmful in the broader scope of

things.

Lesson 7- Something Happened in our Town

In Lesson 7, "Something Happened in our Town" students engage in a range of

collaborative discussions surrounding topics of racial inequality and discrimination. This lesson

is intended for students to compare and contrast their own personal experiences with the two

main characters in this book. "Something Happened in our Town" is a book written by Marianne

Solano. A lesson designed to directly address the realities of racial inequalities and institutional

oppression, this story takes students into the lives of two separate characters within the book,

Emma (upper to middle class white) and Josh (black and middle class). Addressing these themes

of racism and institutional systems of oppression that place Black and brown bodies at a

disadvantage to other ethnic groups may be uncomfortable for students and teachers alike. It is

important that while navigating this lesson, instructors are keen on sensitivity when addressing

these topics in the classroom. Typically, I wouldn't make explicit the need to do this, however, it

is critical and necessary that the classroom be set up with clear, healthy, and respectful intentions.

Classroom environment and community standards should be clearly addressed prior to proceeding with this lesson. It is also recommended that instructors reach out to parents and/or guardians of students about the content specificity of this lesson. Doing so will better prepare them to support you and your student into this next journey of learning.

In this particular lesson, students will read aloud, the story Something Happened in our Town. After each page, the students will stop and think about what they are feeling. Taking time for intentional pauses will help students focus on what they may be feeling and what they are visualizing in the text. Students may also track and document their feelings on scratch paper, drawing or making annotations as they deem fit. This is a useful tool in guiding students in documenting their feelings via whatever representation that may be.

During the reading, students will be asked explicit questions such as: What do you see? or how do you feel? They will also be asked to identify similarities and differences from their own lives and that of the text. I will reiterate the need to have all students feel included and safe in this classroom environment. It is recommended that you revisit your classroom community standards repeatedly throughout this lesson. Students will share via small groups. Due to the sensitivity of these topics, each group will also have an adult facilitating discussion. Continued inquiry will continue, having students critically thinking about how the story made them feel, which character they felt was more like them, and also making connections to current news and issues about issues that they have seen or heard of themselves.

Assessment will be demonstrated via a critical thinking worksheet that will be explicitly discussed question by question in front of the class. The intention behind this worksheet is to have students think critically and apply their own experiences to this event. Up until this point,

students have gained perspective, listened to other people share their culture and identity, and have also delved deeper into their own identity. By applying these tools of learning they will be better equipped and prepared to tackle topics such as those discussed in this lesson.

Lesson 8- Do Right!

In Lesson 8, titled "Do Right," students will discuss and demonstrate what it means to be a good ally. Through the discussion of several real-life scenarios, students will respond to the scenarios as if they were observing another peer being cirticized for having same-sex parents, seeing another peer with attire associated with culture or religious connections, peers coming from multi or biracial backgrounds, or encountering new connections with others that are recent immigrants with different linguistic backgrounds as us. Through these dramatizations, students

are asked to think about how this would feel if they were the victims of discrimation or exclusion.

This lesson is an interactive activity that allows students to showcase their learning or allyship and social justice with their peers, while at the same time, giving them the practical tools they will need to address instances of injustice in their school and community. Through these dramatizations, students showcase their ability to be supportive and empathetic individuals in a safe and respectful environment.

Lesson 9- Walk in My Shoes

In this final lesson, students will demonstrate their enduring understanding of learning through a final performance task, called "Walk in My Shoes". This activity consists of two main parts. The first is an application of all skills and tools learned over the curriculum. This requires individual students to look introspectively through a series of specifically tailored questions. Each student will share with a partner their thoughts and will also respond to these questions: When did you feel like you didn't fit in? When did someone try to exclude you or treat you poorly? What part of your identity did you not like before? And have you also excluded someone for being different? This portion of Walking my Shoes requires students to be open minded and to apply their learning of Culture, Identity, and Social Justice to make informed responses to these questions. Through this work, students will gain awareness of their own biases, giving them the opportunity to be accountable and make better decisions going forward.

In Part 2, students make clear connections to all topics across the curriculum. Through a personal vignette that they will create. Students make a personal pledge to stand up for social

justice, demonstrating active and conscious citizenship. Students record their videos and will also respond to another student's video, highlighting what they enjoyed best and what they learned from their peers. In addition to creating their own video, this project will require a concluding piece where students will participate in an interview or "Hot Seat" dramatization. As discussed in Part 1, students will work closely with one other student throughout this activity. In this last part of Walk in My Shoes, each partner group will be asked to take the perspective of the other partner. Specifically, "become the other partner" and display their perspective and position on the details of this person's experiences. Each partner group will be asked specific interview questions from their classmates about their experiences and how these interactions affected them. affected them and made them feel. This particular part of Walking in My Shoes requires students to truly "walk in the other students' shoes" and apply empathy while gaining perspective for other people's situations through this activity.

VII.   Evaluation and Assessment Plan

The overall curriculum goals are 1) Students will view, discuss, analyze, and collaborate on topics of identity and culture story narratives in ASL, while extracting social issues (oppression, social justice) related to marginalized communities. 2) Students will explain how their culture, beliefs and experiences influence their identity over time, and finally 3) Students will create their own personal narratives about identity, culture, and justice.

Students will be assessed through a variety of tools and measurements. Goals 1-3 will be measured through a pre and post assessment that will focus on conceptual and vocabulary

knowledge. An assessment containing a total of 17 concepts/themes, students will make attempts to put down in written English their interpretation of these words both at the beginning of our units and at the conclusion. Successful completion of this assessment will include students making connections to the overarching themes in this curriculum, specifically the ability to expand expressively on each concept and theme. Goal 2 and 3 will be measured on an individual basis via the students' Identity Collage Rubric (Self-Assessment). A rubric that measures students in four areas of thematic integration of curriculum learning, presentation of said content, quality of project, and finally commitment and focus to the task will be used. Students will also be responsible for using a separate guiding tool/worksheet that will demonstrate to them the number of specific items needed for each category measurement. (see appendices at the end).

Goal 1 will be measured using the student art worksheets collected during individual and whole group discussions. These sheets ask students to think introspectively on what they see, how they feel, and where they may have seen these themes before. (See appendices in back for student data). In addition, formative assessment portion will be done through teacher observation and small group collaboration on application platforms such as Flipgrid and in-class collaborative discussion.

Summative assessment will consist of the collection of student data/work samples described above. Other means will also include student video responses, both individual and to another peer. The basis of most of this documentation is heavily dependent on students successfully demonstrating their knowledge of learning through the response of specially curated questions for each lesson.

The performance task "Walk in my Shoes" is the final assessment used to measure individual conceptual and essential question understanding, completion and participation in the group performance task, and lastly, the quality and development of their ASL fluency and creativity. For each individual student, there will be a pre and post assessment to identify their depth of understanding on conceptual knowledge and personal connections tied to culture, identity, and social justice. Collection of such assessments will consist of students being asked a series of questions embedded within the curriculum and rating their responses accordingly. For example, they may be asked to talk about how their culture shapes their identity. Students must make explicit connections to culture and identity. It is to be expected that students will respond poorly to the pre-assessment. It is my hope that by the conclusion of this curriculum, they will have demonstrated growth on their post individual assessment. Growth would include using real-world examples to explain their knowledge of these concepts, and using classroom activities, projects, and assignments to support their connections to these themes.

Core Ideas Assessment (Individual) Pre and Post

	Mastery of Understanding	Expanding Understanding	Emerging Understanding	Little Understanding
Content Essential Question What is Identity? Appropriateness, relevance, details, and examples 4 points	Students response included relevant information that was accurate and was expressed effectively. Subject knowledge was thorough, including connections towards identity and culture. Personal details and relevant examples were used to answer the essential question.	Subject knowledge was evident. Student response included relevant Information, details, and strong examples that provided a clear answer to the essential question.	Response was relevant, but details and examples did not address the essential question. Subject knowledge was emerging, but student did not make connections to support or connect to essential question.	Response was confusing or irrelevant. Response had did no supporting details or examples. Did not answer the essential question. Subject knowledge was not sufficient to make successful connections to the essential question.
Content Quality of Information How does your Culture influence your Identity? Relates to topic, detailed, and accurate 4 points	Student's response relates to the topic, and includes several details and examples to fully support ideas. Response makes clear connections to real world application.	Student's response relates to the topic, and includes details and examples to fully support ideas. Response shows attempts to make connections to real world application.	Student's response relates to the topic, but needed more details and examples to fully support ideas. Response shows emerging understanding of connections to real world application.	Student's response did not include details or examples that related to the topic. Information showed little understanding of connections to real world application.
Content Quality of Information What is your understanding of Social Justice? Relates to topic, detailed, and accurate 4 points	Student's response relates to the topic, and includes several details and examples to fully support ideas. Response makes clear connections to real world application. Student cites/references a specific social movement that demonstrates understanding. They make explicit connections to power, oppression, and race.	Student's response relates to the topic, and includes details and examples to fully support ideas. Response shows attempts to make connections to real world application. Student cites/references a specific social movement that demonstrates understanding. Make attempts to include key words like power, race, and oppression.	Student's response relates to the topic, but needed more details and examples to fully support ideas. Response shows emerging understanding of connections to real world application.	Student's response did not include details or examples that related to the topic. Information showed little understanding of connections to real world application.

Students will be measured on their group performance task, Walk in My Shoes. Similarly, to the individual assessment discussed above, walk in my shoes requires students to make connections to culture, identity, and empathy. This assessment will also include a portion of peer collaboration. Finally, the last assessment rubric will be an ASL Story Assessment. While none of the lesson plans specifically measure a student's language proficiency, students will gain tools and resources needed to expand their use of American Sign Language. Through each lesson, for example the daily vignette viewings, students will be exposed to native ASL users. These native ASL users will provide students with high-level proficient language exposure, while also exposing them to a variety of artistic styles of ASL expression. Through this language exposure, students will expand their knowledge and usage of conventions of storytelling and expressive

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language. Through their own video vignette, they will demonstrate their ability to engage their audience, hold its attention, and present clearly and effectively in front of a small and large audience.

VIII.   **Curriculum Implementation Report:**

From May 3rd through June 9th, 2021, I took up my student teaching internship at the Washington School for the Deaf, (WSD) in Vancouver, WA. A state school operating under the agency of The Washington State Center for Childhood Deafness and Hearing Loss, (CDHL). The relationship between The Washington School for the Deaf, (WSD) and The Washington State Center for Childhood Deafness and Hearing Loss (CDHL) began in 2009; the year CDHL was created. As mentioned on WSD's website; CDHL – WSD: The Connection, CDHLs three (3) primary responsibilities are articulated in Washington State Legislature, (RCW 72.40.015) which are:

- To manage and direct the activities of the state school for the deaf (Washington School for the Deaf -WSD).

- Provide statewide leadership and support to coordinate regionally delivered educational services in the full range of communication modalities, for children who are deaf or hard of hearing (direct consultative and evaluation services).

- Expand system capacity at the local and statewide level by collaborating with appropriate public and private partners for the training and professional development of educators serving children who are deaf or hard of hearing (professional development).

In 2019, the Washington School for the Deaf, (WSD) put together a 5-year strategic plan that would guide WSD in maintaining accountability of these responsibilities. Figure 1 below, organizes these objectives and goals in categories of community, resources, assessment, and educational programming.

Table 1: WSD Strategic Plan 2019-2024

Family & Community Partnerships	School Resources	Instruction & Assessment of Student Learning	Educational Programs
Strengthening the viability of WSD through partnerships will enhance learning opportunities for students.	Maintaining updated and accessible information technology, classroom resources, and curriculum for WSD staff and students will support instruction and campus-wide communication.	Implementing a consistent curriculum, instruction, and multidimensional assessments to design a rigorous and equitable program will promote all Deaf bilingual learners to become critical and creative thinkers.	Providing innovative programming for all Deaf bilingual learners will foster academic excellence.
Objectives	**Objectives**	**Objectives**	**Objective**
Improve communication strategies with parents, teachers, residential staff, and community members. *Activity measures* ● Inventory, progress, & perception data **Increase** partnerships within WSD, families, community members, other academic programs, and businesses. *Activity measures* ● Inventory & count	**Improve** integration of materials, technology, and best practices by investing in outside professional learning opportunities and upgrading school systems and materials. *Activity measures* ● Inventory, progress & perception data **Use** across all academic school approved curriculum. *Activity measures* ● Inventory & progress **Revise** campus-wide communication systems and operations. *Activity measure* ● Inventory, progress, & perception data	**Use** knowledge of students, assessments, and standards to identify needs of students and guide instruction. *Activity measures* ● Inventory, progress & perception data **Enhance** professional learning experiences to broaden and extend knowledge in utilizing curriculum, instructional resources, and assessment data. *Activity measures* ● Inventory, progress & perception data	**Explore** other school-wide programs and procedures that support language, cognitive, and social emotional development. *Activity measures* ● Inventory, progress & perception data
Activities	**Activities**	**Activities**	**Activities**
Improve communication strategies ● Expand resources for parents & community ● Send WSD rep/booth to statewide events ● Explore alternative means of communication with parents ● Improve campus-wide communications ● Expand staff collaboration between academic and residential departments ● Disseminate student & school-wide progress reports *Increase partnerships* ● Collaborate with WaCAD, ILS & Outreach to boost transition planning ● Increase CTE opportunities ● Increase job shadowing & work placement opportunities ● Offer more ASL & Deaf Culture classes to community members	*Improve integration of resources* ● Update library materials & purchase more ASL & Deaf resources ● Provide additional Chromebooks and/or laptops for students ● Provide hardware and software for campus or department-wide projects ● Ensure software and apps are fully operational before each academic year ● Communicate instructional resources budget with academic staff ● Update department report cards *Use curriculum* ● Develop a cohesive instructional framework for each school approved curriculum adoption ● Develop curriculum guides for previous and upcoming curriculum adoptions and provide training ● Revisit curriculum adoption cycle to address social emotional learning *Revise campus-wide communications* ● Share plans for emergency preparedness (drills) ● Ensure campus-wide communication allows for student announcements, news, and student created projects	*Use data to guide instruction* ● Analyze standards to develop appropriate and relevant learning targets ● Use various types of data to make instructional and placement decisions ● Ensure curriculum maps include an articulated plan for the school year ● Improve communication of progress of and with students ● Revise learner profile template to clearly reveal student progress over time ● Update assessments & assessment plan *Enhance professional learning* ● Implement a plan to support early career teachers ● Provide time and training to staff on using data to guide instruction ● Revise Collaborative Planning Time framework to allow for teachers/staff in similar fields to work together ● Provide training in differentiation, project-based learning, thematic learning, Latinx culture, technology, social media, Tier 1 & 2 supports	*Explore school programs* ● Develop & implement WSD's school-wide language plan ● Establish an elementary special needs classroom ● Improve post-secondary planning ● Become a trauma-responsive school ● Improve Positive Behavior Intervention and Support Systems (PBIS) program ● Improve campus opportunities & experiences of new students

WSD Performance Measures

Student enrollment ● The number of new and current students enrolled per year. ***Academic growth*** ● The percentage of students meeting growth expectations for ASL, reading, writing, math and social emotional learning per year. ***School attendance*** ● The percentage of student attendance per year. ***Work placement opportunities*** ● The number of off campus work placement opportunities and percentage of completion per year.	***Course offerings*** ● The number of mainstreamed opportunities, student enrollment and percentage of mainstreamed course completion per year. ● The number of dual credit opportunities, student enrollment and percentage of dual credit completion per year. ***Graduation & post secondary planning*** ● The percentage of students graduating on time based on High School Beyond Plan. ● The percentage of students placed in post-secondary 1 year after graduation per year.

Note. Chart is taken from https://www.wsd.wa.gov/wp-content/uploads/WSD-Strategic-Plan-Goals-2019.pdf

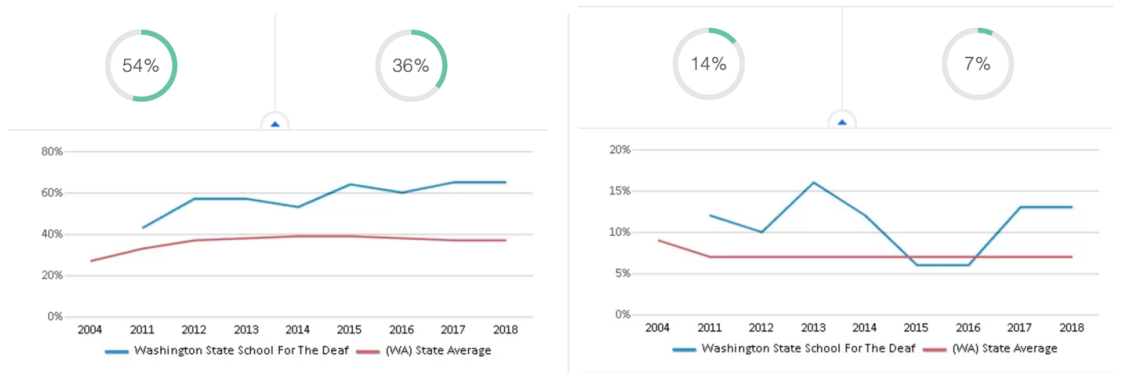**School Demographics and Culture:**

Washington School for the Deaf is in Vancouver, WA. Residing in Clarke County, it is one of 136 public schools in the region. Clarke County schools' overall minority enrollment is 34%, which is less than Washington state's average of 46%. Majority of minority students are Hispanic. The school provides instructional support to students from pre-kindergarten through 12th grade. Student body data reported in the (Public School Review, 2021), states the overall number of students being served was 92. Of these 92 students, 53% were from minority groups. As a result, the school scored a 0.69 rating in overall diversity: placing it in the top 20% of other schools in the state. In addition, the school ranked at the bottom 50% in overall testing, reporting both math and reading proficiency scores less than 10%. It is important to note that the data surrounding these scores are from 2017-2018, (the latest years available).

Table 2: Ethnicity Demographics 2008-2018

Note. Graph taken from school overview data at
https://www.publicschoolreview.com/washington-state-school-for-the-deaf-profile

45
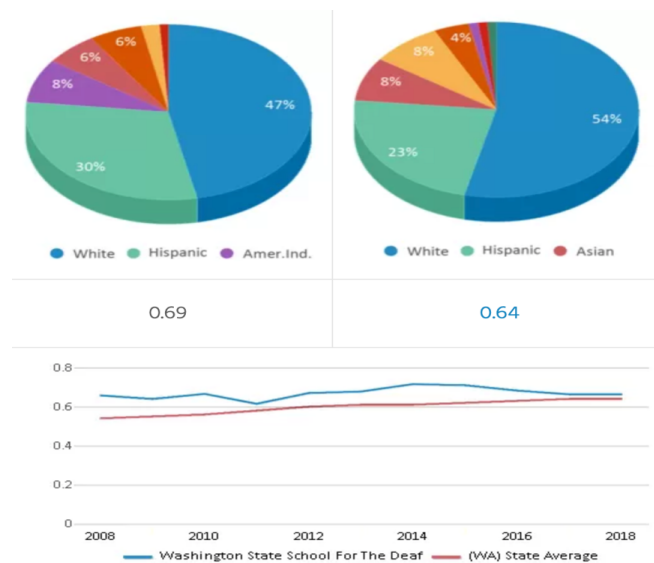
Table 3: Free and Reduced Lunch Data

Note. Graph taken from school overview data at
https://www.publicschoolreview.com/washington-state-school-for-the-deaf-profile

Classroom Demographics and Culture:

Collectively, the classrooms consisted of 7th and 8th graders combined; 8 males and 5

females. There was no indicator for nonbinary or gender non-conforming pupils. Of these 13

students total, two of these students were considered virtual students. Chunked in two-hour

blocks, this class includes English/ASL language arts and social sciences.

Morning classes: called Mustangs, consisted of 2 females and 4 males and afternoon classes; the

Panthers, consisted of 3 females and 4 males. These classes are structured by reading and

writing levels. The Panthers students have an average 5th grade reading level, while the Mustangs

are reading at around a 2nd to 3rd grade level. This unique setup allowed me to teach the same

lesson twice in two different classes. I found that having this opportunity gave me time to reflect

and amend some areas of my morning instruction, while being more intentional with more

one-on-one support in my afternoon class.

All students communicate via American Sign Language; however, two students, OZ

(male from the Mustangs) and MN (female from Panthers) are second language learners. OZ's

primary language is Mexican Sign Language (Lengua de Señas Mexicana, LSM), while MN's is (Russian Sign Language, RSL). Most of my students come from hearing parents; however, there are two-sets of siblings; (IP and BP) and (LM and JM) that come from Deaf families.

All my students are considered "day" students, meaning they attend school only during the instructional time. WSD is a residential school, so many of the students reside on campus from Sunday evening at 7pm to Friday afternoons. I found these details to be vital, specifically with how the students responded to the school culture, their engagement (absenteeism). In my observation, I found that more absenteeism accounted for the students that arrived daily, versus those that lived on campus. One student; HP, was out for almost two weeks. In addition to in-person instruction, two of my students; AC, and JW attended virtually. This required additional time outside of the standard instructional time to meet with them separately. I found myself creating several mini-lessons that I would upload in Google Classroom for them to access, then we would meet the following day during homeroom hours; 12:10-12:25pm respectively. Juggling these two dynamics was challenging. I personally would have liked to see all students participate in-person, giving them more opportunity to engage with the class authentically. While this was not the "ideal" classroom setup, it is critical to note the disruption that the COVID-19 pandemic caused on traditional in-person instruction and education as a whole. Students had spent most of their academic year learning remotely and were just now integrating back into the traditional in-person setting. While there are things I would do differently, I would be remiss if I didn't acknowledge the resilience of my students; in-person and remote for their continued openness and adaptability in this context.

Table 4: Classroom Schedule, M-Th

1st Period (8:10-9:05) **ELA** AC aka (AJ) JC HH KL LM MN BP	**Homeroom 12:10-12:25 or 12:30** Outside Week:-Lunch 12:25 Cafeteria Week- Lunch 12:30 RB JM IP OZ AC (virtual) JW (virtual)
2nd Period (9:10-10:05) **HISTORY** AC aka (AJ) JC HH KL LM MN BP	5th Period (1:05-2:00) **ELA** RB JM IP OZ AC (virtual) JW (virtual)l
3rd Period (10:10-11:05) **TOSA**	6th Period- (2:05-3:00) **HISTORY** RB JM IP OZ AC (virtual) JW (virtual)
4th Period (11:10-12:05) PREP	

Table 5: Classroom Schedule, Friday

Periods 1 or 4	8:10 am-8:52 am
Periods 2 or 5	8:57 am-9:39 am
Periods 3 or 6	9:44 am -10:25 am

Table 6: Pull-Out Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Library- Panthers 9:35-10 Library- Mustangs 1:35-2:00		RB- SLP 2:00-2:30	JC- Amy 9:30	

Uniquely, my residential school experience placed me in an environment where I both lived and taught, for roughly six weeks. It is important to note that due to the global-wide pandemic, (COVID-19), regulatory guidance provided by the World Health Organization, US federal government, state of Washington, and local government regulations (Vancouver, WA) all were contributing factors in the duration of my internship, execution of my curriculum, and the pedagogical tools and strategies used in its implementation.

As a result, my 10-week student teaching placement was cut short. This meant making major adjustments to what lessons I would be teaching and in what modalities this would be occurring. Originally, my curriculum anticipated approximately 9 lessons to be taught over the 10-week duration of this internship. As mentioned, strategic adjustments were made to most of my lessons… rather than teach all 9 lessons entirely, tapping into both unit themes of Identity and Culture (Unit 1) and Social Movements for Justice (Unit 2), I chose to hone-in on the first unit. Justifiably so, for students to have a firm grasp of the overall thematic elements of both lessons; diversity, culture, identity, and social justice, they needed to recognize themselves for their true selves. Unit-1 lessons (1-5) all provide a space for students to begin exploring the multi-faceted layers of identity and the intersections that exist within each person. Lesson 2; *The Power of Stories* gave students a glimpse of what it was like to be multiracial and Deaf from both a parent and child's perspective. It introduced students to the concepts of race and identity as a system of power, without having students delve deep into discussions beyond the narrator's experience. It also gave me the opportunity to use the narrator's experience and inquire into the class on their own connections to the narrator. Lesson 4; *A Piece of Me -Relic Share,* made students accountable for using the language and conceptual connections needed to understand value, culture, tradition, and individual autonomy. Lastly, Lesson 3; Art Walk, exposed students

to Deaf centered artwork, while introducing them to themes of oppression, ableism, discrimination, and even classism. With careful curation and support, I was able to give my students a well-rounded instructional experience. With time being the biggest constraint, as well as some of my students being virtual and others in-person, the decision was made to omit unit-2 lessons (7-9), *Race and Discrimination, Do Right,* and *Walk in My Shoes.*

Week-1 (5/3-5/7): *Arrival, Welcome & Introductions:*

I arrived at Washington School for the Deaf on Monday, May 3, 2021. Accommodations were met and it was agreed upon that I would meet with the human resources manager the following morning, and be introduced to some of the residential school staff, principal, office administration, and finally my cooperating teacher, PG. One of the residential staff members took me to the intern floor, where I was able to get situated and unpack in my dorm room. I had already been in correspondence with my cooperating teacher via text, so we were both anticipating with excitement my arrival on Tuesday morning. My CT had already sent me login information to access the classroom Google Drive, the students reading profiles, attendance and gradebook access, as well as overall school protocols to get acquainted with for my arrival officially the next morning. I spent much of that afternoon unpacking and getting familiar with all the tidbits of information I was sent.

In addition, I met with the informational technology department, who helped me set up my computer and make sure all my passwords were set up, to avoid any technological issues I might run into through my duration at Washington School for the Deaf.

The following morning, I arrived at class around 7:45am. The middle school and high school classes (secondary) were located conveniently just adjacent to the intern dorm rooms, so

this made things very easy for me in terms of going to and from my dorm. My CT and I exchanged our excitement and joy for this opportunity to work and grow alongside one another. She showed me around the classroom and took me around to meet our principal, and other staff. I immediately felt at ease and was so grateful to be received with open arms. We returned to class to prepare for our 8:10 student arrivals and start time. I joined my CT in the school hallway out front of the classroom to welcome the students as they came through the hallways and into their classrooms. As I looked around, many other staff members were also welcoming their students in similar ways. I've come to learn that this is a WSD tradition. One that set a tone of community and engagement right from the start. It was such a small gesture, but I personally feel that this set up the day for success.

As students hustled through the halls, and into their classrooms, many were puzzled by my presence; some asking me who I was and which classroom I would be in? I could feel the excitement from all of them, myself included. As our students trickled into the class and found their desks, my CT immediately took the opportunity to use this excitement and curiosity to introduce me right from the start. What I appreciated about this introduction, was the fact that my CT explicitly drew the class's attention to the school's community expectations. These community expectations are called "Terrier Pride," (Figure 1).
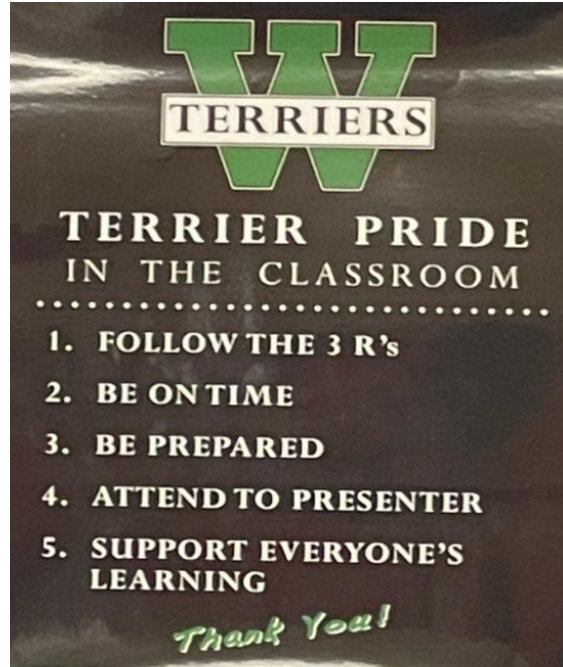
Figure 1: Terrier Pride Expectations

Students and staff demonstrate Terrier Pride by practicing the 3-R's: Respect for others, respect for yourself, and respect for property. My CT was explicit that I would be holding myself and others accountable for the 3-R's. I used this opportunity to formally introduce myself, giving some context about where I came from and how long I had driven to get there. I also shared my excitement and vision of what we would be learning together over the next five weeks. The students gave typical middle school aged responses, most were very shy, with a few being very inquisitive. I reiterated what my CT had said about community expectations and emphasized the fact that we would be building a classroom community where we respected and welcomed everyone, a place where we all could feel seen and safe. I made intentional use of the language that I used when addressing my future students, specifically because I didn't want them to think I assumed I immediately earned their respect, but rather that I too would be holding myself accountable to them and myself. In short, we were in this together.

As the week wined down, my CT had been closing their own lesson on the Jewish Holocaust. The students were working on individual papers about Anne Frank and completing their own personal projects called "Pyramid of Care." what I found to be very helpful, in terms of implementing my curriculum, was the fact that the students had already received several weeks of instruction on topics of hate, discrimination, and bias. With these early learnings leaving some residue, the foundation was laid for me to introduce my curriculum confidently.

The Pyramid of Care project that the students were working on was a counter towards another earlier diagram that was called Pyramid of Hate. The students were asked to reflect on how society moves through the pyramid of hate towards more violent actions of hate, in this specific discussion on the Holocaust, genocide. My CT had asked the students to create a counter pyramid that asked them to think critically about how these practices could be changed to positive actions that would create a transformative, loving, and equitable society. I couldn't have asked for a more appropriate time to introduce my curriculum and begin this journey with my students.
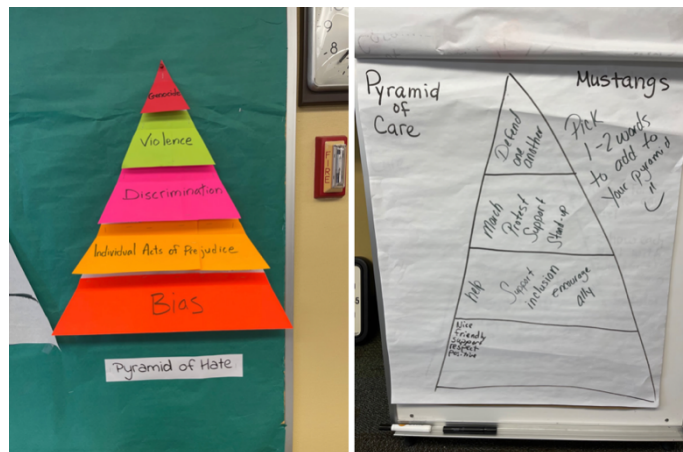
Figure 2: Pyramid of Hate/ Pyramid of Care

Week-2 (5/10-5/14): *Curriculum Overview, Pre-Assessment, and Identity Collage Launch*

The beginning of week-2 was spent sending out correspondence to students' parents and guardians about my curriculum. My letter to parents (see Figure 3.0) gave an overall overview of what their students would be learning and what types of themes we would be covering over my 2 units. As this was "launch" week, I felt it necessary to give a more detailed overview of what we would be learning, how we would be doing this, and what students could expect from me over the next 5 weeks. In retrospect, giving students insight to where we were going and how we would get there seemed to drive their interest. One student, LM, was seen communicating with another student, signed (ASL), "Cool, that looks fun!"

In order to gain a baseline of my students individual and collective understanding of some of the topics we would be covering, I developed a pre/post assessment (See Figure 4.0) on specific vocabulary that would be used throughout my unit lessons. Prior to administering these to my students, I debriefed with my CT about the students' past experiences with assessment formats. She suggested changing the word assessment to evaluation, something that she experienced made the students less anxious and open to trying. This insight was helpful, specifically because I was a new teacher, and I was throwing a bunch of vocabulary at these students on my second week in.

Remembering our discussion, the week before regarding culture and classroom community, I emphasized the fact that these evaluations would be used to guide me on what areas I would need to teach more explicitly, and which areas my students may have been developing or exposed to. I found that changing the language I used to describe these assessments and to what purpose they would be used, decreased student test anxiety and promoted more engagement and openness to do the assessments.

UCSD
EDUCATION STUDIES
9500 GILMAN DRIVE
LA JOLLA, CA 92093-0070

TEL: (858) 534-1680
FAX: (858) 534-2462
VP: (360) 553-4614
URL: Program Info

Dear Parent/Guardian,

First and foremost, I hope that this correspondence finds you all in good-spirit, gratitude, and in good health. I want to acknowledge the realities and lessons that this continued pandemic continues to place on our older ways of learning. It is amazing how we have risen to the occasion, and continue to persevere, be creative, and show-up in our educational spaces! That being said, thank you for continuing to be an instrumental support for your student's growth and learning; education cannot take place, unless we have the collaborative efforts, motivation, and support from parents and guardians along the way.

Now, allow me to introduce myself . My name is Mr. Juan Reynoso, and I am a graduate student at the University of California San Diego. I'm currently in my final year of my master's program in ASL Bilingual Education and Teacher Credential Program. Once completed, I will have my Deaf Specialist California Teaching Credential.

For both state and/or program requirements, I have developed an exciting hands-on curriculum that will have your child explore the following elements at deeper levels: Identity, Culture, and Respect and Empathy.

- My curriculum will have your students asking questions like:
- Who am I"?
- How does my personal story make me who I am?
- How is my story similar and/or different from other peers in my class?
- Is there such a thing as not being Deaf enough?

For the next 6 weeks, your student will learn more about themselves, fostering a sense of pride in their identities, while also gaining perspective and knowledge from their classmates' own experiences. Further, your student will become more aware of the negative experiences of marginalized communities and foster empathy and social awareness through a social justice lens.
This curriculum is designed to provide all students a safe and trusting space to feel seen and supported in their individual growth as individuals. It will have your students engaging in storytelling, learning from Deaf Role models about the experiences of Deaf people, and will give students the tools they need to stand proudly in their Identities and their personal stories!

If you have any questions or concerns, please feel free to reach me at juan.reynoso@wsd.wa.gov or jreynos@ucsd.edu. I'd be more than happy to discuss further.

Humbly,

Juan A. Reynoso
Intern Teacher
Washington School for the Deaf
University of California San Diego

Figure 3: Parent/Guardian Letter

✓	Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means_____ . I think this word means _____.
☑	Joy		X	I think the word means to be happy!
☐	Identity			
☐	Culture			
☐	Social Justice			
☐	Storytelling			
☐	Oppression			
☐	Power			
☐	Tradition			
☐	Ethnicity			
☐	Person of Color			
☐	Audism			
☐	Activism			
☐	Perspective			
☐	Ableism			
☐	Racism			
☐	Prejudice			
☐	Bias			
☐	Ally			

Unit Vocabulary List: — Pre and Post Assessment — Your Name:

Figure 4: Pre/Post Vocabulary Assessment

The pre-assessment (Figure 4.0) provided specific vocabulary that my students would be using throughout the full curriculum journey. I asked students to evaluate their own understanding of the word. This self-reflective evaluative approach is essential to developing self-regulation and metacognitive skills to their work. Rather than just have the students mark a simple Yes/No response to word comprehension, students needed to put down their definition of what they understood it to be or make an educated guess of what they thought it could be. Students recorded their responses directly in the assessment chart and individually turned this in via Google classroom. This approach made students accountable for their learning. Further, having students predict the meaning of the word also taps into other elements of language and

semantics, all vital roles to reading comprehension. Lastly, this assessment was accessible for my virtual students. The document was uploaded into Google Docs and assigned to all my students through Google Classroom. What I liked about this approach was that it allowed me to assign all my students the same assessment through the same online platform, making my assignments accessible to my virtual students as well. For in-person students, assessments were done in class, while virtual students were given two days to complete. In most of my virtual lessons, my virtual students were given an extra day, as I would leave that second day for students to meet with me one on one on Zoom, or via small mini meetings during our homeroom time slot. For me, giving my virtual students the same equitable opportunity as my physical students meant giving them an extra day to adjust and have access to me through a virtual space. This method seemed to work nicely, yet it wasn't without its challenges.

My goal for week one was to introduce myself, assess my student's knowledge on specific vocabulary and themes that we would be using across our curriculum journey, and finally close out the week with introduction to our first official lesson, Identity Collage. Unit 1 of my curriculum deals directly with identity and culture. With that in mind, I prepared a small introductory slideshow that talked about who I was, where I came from, included family portraits, and even showed my geographical location to the country of Mexico.

Figure 5: Intro Slide

Figure 5.1: Family Slide

Figure 5.2: Geographical Slide
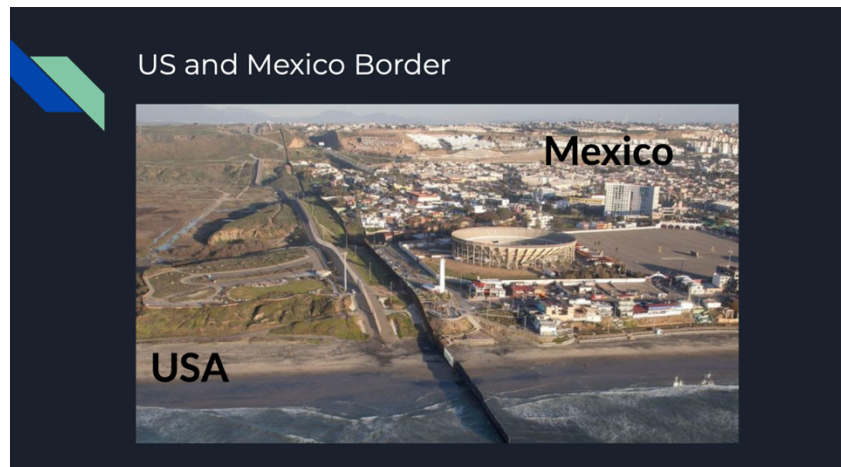
Figure 5.3: US & Mexico Slide

These carefully curated slides were intentionally included. Prior to my arrival, I had been in discussion with my CT about the student demographics of our class. I was informed that most of my students were from multiethnic backgrounds, some multi-racial, and a couple had immigrated with their families directly from Mexico. With this student background knowledge, I aimed to find commonality in our personal narratives. Research has continually supported the idea that when learning is relatable to students' personal experiences, engagement and learning is elevated exponentially. This pedagogical strategy has been widely supported for English Language Learners, ELL's and inclusive culturally relevant instruction.

Having modeled for my students my "About Me" introduction, the next step was to have students introduce themselves to me, and to each other. While many of the students had already been familiar with one another on a surface level, I wanted students to ask the same intentional questions about themselves and engage with each other in a safe and friendly environment and this shared dynamic was to be accessible for my virtual students. With that in mind, I created a classroom Flipgrid account, "Our Classroom Community," that we would use throughout the

duration of our time together. As mentioned in week one, students had already been set up into the classroom account and were now ready to start engaging more intentionally.

I instructed my students that they would have two activities that they would need to complete on their own within this second week. The first; "Introductions," was an open-ended response for students and I to build rapport with each other. Students answered questions (see Figure 6.0 below) in ASL. The second, "Who Are You," (see Figure 6.1 below) called for students to describe who they believed themselves to be as a person. Both activities were made public to our classroom community and students were required to respond to one other student with any interesting fact, connection, or inquiry.

Apr 15, 2021

Introductions 🔊

11 responses · 185 views · 16 comments · 2.5 hours of engagement

Hi Students,
Help me get to know you. Please make a video of yourself answering the following questions:

1. Whats your name?
2. Where did you grow up?
3. Favorite activity?
4. Favorite Food?
5. One thing you did over Spring Break?
6. TikTok or Insta... WHY?

Figure 6: Flipgrid Intro Task

Who Are You? 🔊

13 responses • 231 views • 15 comments • 2.2 hours of engagement

If I asked you, WHO ARE YOU? What would you say?
Please record a video response to this question.

Figure 6.1: Who am I Task?

As students closed out their Flipgrid responses and observed their peers' responses, it was my hope that students would begin to piece together the idea that "we" are our own stories. This was the foundation to my first unit lesson, *Identity Collage.* The essential theme that holds my curriculum is the connection to "story." The essential learning is that each one of us has a story, held together by our identity, culture, and our lived experiences. The Identity Collage project aimed to get students to look inward, challenging them to find elements of their own lives, things that are often not fully understood as "parts of us," and justify their value and connections to each of them on a personal level. The Identity Collage assignment was broken down over three days. The initial day gave students a brief overview of the Identity Collage assignment; specifically, what students would be expected to create, and how (what materials) we would be using to do so. I wanted my students to recognize that this was a personal project, and that every one of their projects would look a little different.

Rather than jump right into it, I wanted students to make connections to symbols, and meaning making across these symbols. Again, the idea was for students to make personal connections to things that they felt relevant in their own lives. As in many pedagogical strategies, modeling what I expected from them was how I provided this instruction.

On day one, I provided a brief slide overview of the project and used explicit language that we would be using throughout the lesson. Unit vocabulary like identity, symbols, and even the word collage. In order to set up my students for success, they needed to be provided a clear understanding of where we were going and how we would get there. In addition, I recognized the importance of teaching and using explicit language and terminology that would be used to carry us through the lesson. Having had background knowledge of my students, I considered that many were second language learners. With this in mind, I chose to spend a few minutes assessing them on the lesson title, *"Identity Collage."* With the attempt to avoid any confusion on some of the words that might look similar to other English spelled words (collage and college), I asked my students to sign and tell me what the title meant. With no surprise, every one of them signed the word college. I asked them to sign Identity College several times and tell me how that made them feel. I asked them if it felt right or made sense, challenging them to utilize semantic strategies. Many looked puzzled and said it did not make sense.

This small yet powerful teachable moment allowed me to slow down, assess my students' understanding, and have them apply their own metalinguistic awareness skills. Once I explained that we would be creating a collage, their thinking caps clicked, and I could see their engagement increase. One Student, LM, looked over at his peer and signed, "cool!" What I really valued about this experience was the flexibility that I received from my CT in allowing the lesson to just flow. Rather than applying a checklist mentality, this moment reminded me that teaching is not linear, and that opportunities often arise where we have to slow down, adapt, and pause. Cherishing the small moment of disruption as an opportunity to grow further and apply real world situations to all learning.

In addition to this teachable moment, I further asked students to share their opinions to the class about what identity meant to them. Many of them made connections to race and ethnicity. These responses were signed during our classroom discussion. In addition to assessing their lexical understanding of the word collage, I further asked them if they had any experience in creating a collage before. Surprisingly, only a handful of students had stated that they had experienced creating something similar in the past. It was later revealed that while a few students had created "collages," they had not created one that was personal to their lived experience, such as connections to their families, culture, as well as character traits that described them.

Figure 7: Identity Collage Launch

Figure 7.1: Identity Assumptions Slide

Figure 7.2: Identity Symbols Slide

Week-3 (5/17-5/21) *Identity Collage Continued & Intro to ASL Viewing Gallery Lesson*

Week three continued with the bulk of my Identity Collage lesson. Students began the discovery and collection of images and symbols for their personal identity collages. Using classroom examples like the US flag and their school mascot and logo, I asked the students to tell me what each thing meant to them. Making explicit connections to symbols was a bit challenging; however, students slowly were making these connections. One student, OZ, signed that the school mascot symbolized community for him. To give them some guidance, I provided

students with a slide that asked them to apply essential inquiry for choosing photos that they would be using for their identity collage. Further, included a compilation of photos that I myself used for my own identity collage.

Again, I wanted students to have an explicit example of what I was asking of them. I also felt it necessary to create my own Identity Collage alongside them, using the images I had used in the slide. This made me accountable to them, and also demonstrated to them that I too was sharing my own self to them. In my own collection of photos, I asked students to give me their predictions as to why I chose each photo or symbol to represent me. Students, through their active responses in ASL appeared to be making these desired connections towards family and interests, while some applied more surface responses such as, "That picture is cool."

Slowing down and allowing students to intentionally discover and collect photos was a very integral part of this lesson. In the discovery process, students were allowed to select multiple mediums for the collection of these photos, IE. actual photos, clip art, magazine clippings, or hand drawn images. I wanted students to have a full range of their artistic and expressive ability, so giving them the opportunity to make their projects more relatable by being more flexible allowed for this creative opportunity. See figure 7.3 below period

Start your picture discovery (search).

Questions to think about and apply when choosing an image for your collage.

- What do I feel when I see this picture?
- Does the picture remind you of someone or something?
- How do you think you would feel if you couldn't have or see what you picked?
- Have you always liked or enjoyed what you picked?
- Can you explain to me why this picture is important to you?

Figure 7.3: Essential Questions for Photo Selections

Figure 7.4: Teacher Exemplar of Images

As students began to gather their images for their collages, many utilized the magazines that my CT and I had provided to them. Located in the front of the class in a large clear basket were several stacks of magazines. Students were told to go ahead and select the magazines that they felt were relevant to them. They were given verbal permission to cut images out of the magazines and use whatever they wanted to help them along the way with their identity collage.

I drew attention to the essential questions for image selection (Figure 7.3), and once more reminded them to be mindful of the photos that they were selecting. As (Figure 7.3) states, students needed to keep in mind the type of feelings that they felt when they selected the photo, make direct connections to their home life, specific interests, and to be able to articulate each of the following essential questions.

These instructions were helpful for the collective identity collage lesson; however, in retrospect, the magazines that I laid out for the students were out of touch, lacking true connections to their age group and background. Many of the magazines were National Geographic, Home and Garden, and Entertainment Weekly. As I observed my students, it was clearly identifiable that many of them lost interest. With this information, I thought to myself that perhaps they were overwhelmed with all the magazines just piled together. After they left for the day, I sorted the magazines into categories. I separated the National Geographic that had similar themes, placed all the Entertainment Weekly in one category, placed the Home and Gardens in another, then anything else that fell into specific categories. My thoughts at the moment were to make the resources more organizationally accessible; however, the problem wasn't the organization of the materials, it was rather the content of the materials that left the students less engaged. Given the opportunity to do this over, I would have pre-selected magazines that were more relatable to my students, IE. sports, teen magazines, makeup and cosmetics, and things that middle school aged students would be more interested in. Finding images that represent the skin color of my students would have also been a way for them to identify themselves in the magazines. When students arrived the following day, the sorted magazines did make the content more accessible for my students, but again, their engagement level was not up to par, as I had really anticipated for this discovery part.

In addition to Figure 7.3 (Essential Questions), I also included a self-checklist for students (Figure 7.5) to utilize throughout their picture discovery. This checklist placed full accountability on my students, serving as a tool for self-evaluation and guidance in ensuring if they had met all necessary requirements for each category of their collage.

Figure 7.5: Collage Self-Checklist

To demonstrate how this tool should be used, I used my teacher's example (Figure 7.4) and had students walk through each category as I explicitly described what each one meant. Based on their previous vocabulary pre-assessment (Figure 4.0) I wanted to aid on the side of caution, and deliberately go over each category using specific examples. In one scenario I had students predict why I chose each portrait and in what category would I place each photo in. This was a way to assess the students' understanding of the categories, while still having fun and lighthearted engagement in the class. It also demonstrated to the class that some portraits don't fit nicely into just one box… a precursor to the bigger idea of identity and its complexity.
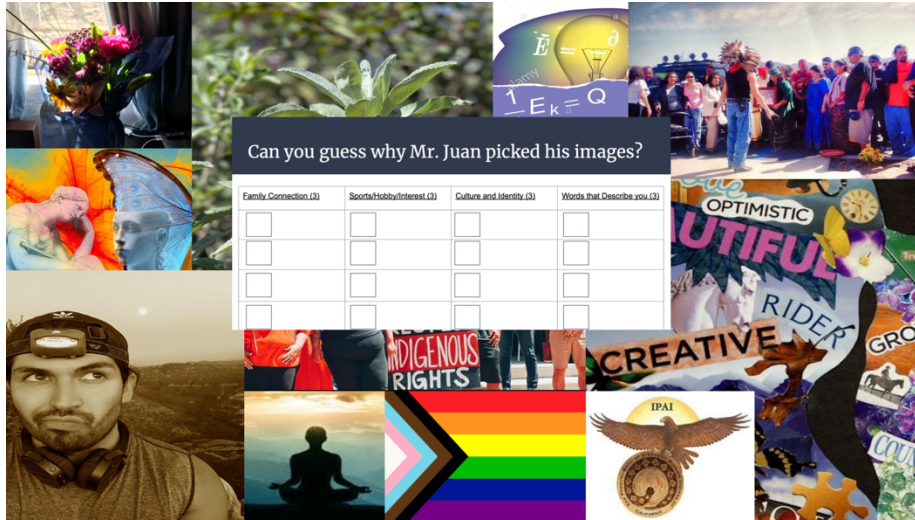
Figure 7.6: Teacher Exemplar Predictions

Figure 7.7: Teacher Exemplar w/categories

To close out the lesson, the final day of this identity collage lesson focused on assessment. Up until this point, students had been guided slowly through the process of discovery, inquiry, and participation. The final day of my identity collage lesson included going over a specific rubric (Figure 7.9) that asked students if they had completed all of the above criteria. Just as I had gone over the student self-checklist, I went over each specific category of the rubric. Making explicit connections from the rubric and to my own self-checklist (Figure 7.7)

To demonstrate application, students were given a hard copy of the rubric and collage self-checklist. I displayed my work to the class and asked them to critique me. Together, we went through each category and graded the work that I had produced (Figure 7.8). This hands-on approach to applying the rubric, again made students accountable for their learning while giving them real world application and experience in demonstrating their ability to be analytical and reflective. This opportunity also gave students the chance to evaluate from a different perspective if their own work met all criteria. Students were eventually asked to grade their own work, using the rubric and self-checklist to justify their grade. Examples of these student self-assessments and rubrics are in the appendices at the end of this thesis.

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me) *Does your collage have at least 2-4 photos from each category?*	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo. I included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows **great** effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows **good** effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality **exceeds** expectations. All directions followed.	My Identity Collage work quality **meets** **expectations**. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I **consistently** stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done **most of the time.**	I focused on the task **some of the time.** I needed frequent reminders.	I **rarely focused on the** **task.** I did not use class time appropriately.

Figure 7.8: Identity Collage Rubric

Figure 7.9: Classroom Rubric Evaluation of Teacher Work

For the final task for this identity collage lesson, I anticipated my students to do a formal signed response on their reflection of the project as a whole. Some of the inquiries asked students to find similarities and differences from their work to other students. They were asked to articulate what they learned through the Identity Collage process; the goal was to discover connections across their work and their peers. Unfortunately, due to the lack of time and some absenteeism, this part of the lesson was not formally assigned individually. Instead, the students engaged in a whole class discussion and were asked to share their thoughts on the project's entirety. This closing reflection served as a type of formative assessment. In retrospect, I would have liked to see students reflect more thoughtfully with these questions, perhaps in pair-shares or individual responses. If given the opportunity, I would have made this reflection a requirement alongside their Identity Collage Rubrics.

In addition to the students' self-assessment, and personal rubrics, I set time aside to have a mini conference with each one of my students. The intention for these conferences was to take

time to fully understand each students' work, having them express and share freely about their work in a non-interrupted environment. It also gave me the opportunity to ask clarifying questions about their collages, their understanding of the assignment as a whole, and if they could make connections to family, culture, and identity as intended. This mini conference lasted two days and took roughly 10 minutes per student.

During our mini conferences, I too printed out a second rubric of my own and labeled it "Teacher/Student Conferences." With each student, I asked students to bring out their own rubric and compare it to mine. What I found interesting was that most of the students actually graded their work more critically, often scoring themselves a grade lower than I would have given them. These interactions were extremely valuable and allowed me to access my students at exactly where they were at. It gave me the opportunity to share my observations of their overall work, and more importantly, it gave students autonomy over their work.

For me, the mini conference portion and rubric assessment was the most revealing and personal part of the identity collage lesson. If I had to do this lesson over, I would not do anything different in terms of assessing and conferencing. Giving students the opportunity to assess their own work first, then having their teachers sit down with them and mini conferences to make comparisons, affirmed and held students accountable for their learning. It also gave students an insight into how grading is actually done… not some arbitrary practice but rather one that is structured, formal, and carefully designed to cover a wide range of measures. These student and teacher assessments are also at the end of the appendices of this thesis.

In addition to students completing their Identity Collage assignments, I introduced them to our next lesson, the *ASL Viewing Gallery (Lesson-2)*. Using our classroom Flipgrid account (Classroom Community) platform, this lesson was designed to be shared in tandem throughout

the curriculum. The *ASL Viewing Gallery*, through carefully curated vignettes, exposes students to different societal perspectives and narratives, specifically on the topic of identity, culture, oppression, and power. As students viewed the vignettes, they were asked to respond to essential questions about its contents. Similarly, to the strategy of "read, reflect, and respond", this assignment gave my students an opportunity to think critically about the vignettes via American Sign Language. Just as we had done with our Flipgrid "Introduction" and "Who am I" assignments from week one, students were guided by specific questions connected to the vignette. In addition, students were asked to respond to another peer, giving them opportunity to engage and interact across all classes.

The topic introduced was titled "Deaf, deaf, Hard of Hearing Identity." The Deaf/Female Caucasian narrator specifically discussed the pendulum of how people may identify themselves when it comes to deafness. For example, one may identify as culturally Deaf, while another person may say they are Hard of Hearing. The narrator even briefly discussed the term hearing impaired, and how some people still may use this term, but that it often has negative connotations within the Deaf community. This vignette assignment asked students to identify how they saw themselves in relation to the world, and how they felt listening to the narrator's perspective on different levels of identities and labels. The overall objective of this assignment was for students to gain perspective and understanding about the wide spectrum of labels and identities, that each person's identity is unique and individual, and that we need to respect and honor where people are in their identity walk.

Figure 8: Deaf/deaf/HH Vignette (ASL Viewing Gallery)

In reflecting on the student responses, the majority of the students identified as Deaf. Two students identified as Hard of Hearing, and no students identified as hearing. A common theme that was observed in their responses was how technology for example cochlear implants and assisted hearing devices (hearing aids) changed students' perspective on identity. One student, IP stated that when she had her cochlear implant she was "hard of hearing". Interesting to note that to be eligible for a cochlear implant, one has to be profoundly deaf to get one so to switch from Deaf to HH is an interesting comment. Another student, LM stated, "Since I can speak and sometimes use speech, I'm hard of hearing." The general consensus was that if a person used sign language to communicate, then they were Deaf. People who utilized speech strategies, assisted technology, were labeled hard of hearing, even if they used sign language as their main mode of communication and regardless of their hearing levels.

This revelation gave insight with regards to the underlying social deaf context, that students still were developing their understanding of Deaf culture, and how deafness did not merely mean a medical terminology of hearing loss, but rather the embracing of sign language,

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cultural empowerment, and Deaf empowerment. It also revealed areas of bias. Specifically, their

opinions on assisted technology and how it swayed their understanding of Deaf identity.

Week-4 (5/24-5/28) *Lesson 3-Art Gallery Walk*

As I began week 4, my focus was on making connections to the idea of "story" and how

each person has a story to share. As we had been chipping away thus far at layers of culture,

identity, and perspectives, this was the perfect opportunity to introduce my students to another

means of story expression, Visual Art. *Art Gallery Walk exposes* students to elements of identity,

culture, and themes of social justice, and oppression through elements of art. Lesson 2, (ASL

Viewing Gallery) students would view an artistic piece and make inferences about the arts

message and story. The objective of these lessons was to observe and analyze an art piece, then

respond to essential questions about the piece in our classroom Flipgrid.

Recognizing that this may have been the first-time students were exposed to art with this

approach, I opted to do the first art gallery walk together. Rather than just jump right in, the goal

was to thoughtfully digest the art as a class. During our viewing, I asked students specific

questions like: what do you see? How does this art make you feel? Where have you seen this

before? These questions got students to think critically by exposing them to real world situations

in a safe environment. I stressed the importance that there was no right or wrong answer. This led

to a follow up discussion about the personalization of art and its message; specifically, how

artists may have several elements of meaning in one piece. My intention for having this

conversation was to ease any anxiety around inferring meaning and encouraging students to be

more participatory in the discussion.

During the image display (see figure 9), initial responses from students were very literal. When asked what they saw, one student said, "I see a woman." Another student said, "I see masks." These concrete remarks made me realize they lacked the ability to see abstract ideas or make connections with broader themes. With these responses, I encouraged them to expand more. I asked intentional questions like, "where else do you see people wearing masks?" In addition, I asked them to tell me how people in the portrait looked. Did they appear happy, scared, connected? We spent about 20 minutes viewing this particular piece of art, throwing our ideas together and thoughtfully digesting each of the comments that were being shared. There was no formal direction, merely us exchanging our thoughts in a safe place. I noticed that the more I slowed down and just allowed the students to build off one another's observations, the more impactful and thought provoking the activity was. One student; MN, responded that she had experienced the same level of frustration as the character depicted in the art piece. Specifically, she had felt that masks detoured her ability to communicate even less with hearing individuals because she could not see their mouth or some facial expression due to the masks.

Figure 9: *Art Gallery Walk (Society)*

The following day, we revisited the same art piece. This time, I instructed students to enter our Community Classroom Flipgrid and respond to the questions that I had curated the evening before. I let them know that this format would be used for the next art piece that we would be engaging in later that week. Some of the students seemed resistant, as we already had discussed the art piece in class the day prior. I let them know that while we were revisiting the same piece, they now had a lot more insight and direction on how to respond to the piece for the future. As with each of our Flipgrid assignments, students are asked to respond and also engage with another student to fulfill the classroom assignment expectations. See Figure 9.1 below

May 24, 2021

Art Gallery Walk (Society) 🔊

13 responses • 162 views • 7 comments • 1.5 hours of engagement

1. What did you see?
2. How did the art make you feel?
3. What does the art remind you of?
4. Where have you felt this before?

Figure 9.1: Society- Art Gallery Walk Questions

The rest of the week continued to build on inferring meaning from art. I introduced our second piece, Understanding Deaf Culture (Figure 9.2); by internationally renowned Deaf Artist and Activist, Nancy Rourke. This piece tackled topics of oppression and power, even within the Deaf community itself. Students were asked to analyze the specific signs used in the art, assess the people in the picture, and identify with which character they felt most related to. In addition to our typical Flipgrid engagement, I introduced the students to an art graphic organizer called

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Responding to Art (Figure 9.3). Students were asked to describe what they saw, what they felt, what they thought and to recreate their own art from their own perspective. These student samples are located in the back of the thesis dependencies.

Figure 9.2: Art Gallery Walk (Deaf Culture and Oppression)
Note. Image of painting done by Deaf artist Nancy Rourke

Figure 9.3: Responding to Art

As I collected the students' work, I noticed a general theme across most of their work. That was, most students had a positive connection towards the image (see student work in appendix). Only two students stated that they felt neutral or unsure about the message. When asked what they saw and thought, many of their responses included descriptors like: connection, support, communication, and support. One student, OZ, put down that they believed this was a group learning to communicate in sign language. This student also identified that they felt cared for and that the people in the photo were good allies who cared about connection. I highlight this specific student's work for multiple reasons. First, the term "ally" was included in our original pre-assessment vocabulary. This student originally defined ally as, "Being good and not doing any damage." While the student's original definition may have been lacking some clarity, it was telling that the student was now grasping more depth to allyship, specifically that allies are supportive members of the community who care and make connections. This was a beautiful revelation that gave me the intrinsic motivation I needed to keep going with my work. It proved to be the formative assessment needed for this exact assignment.

Another student, JM stated that they believed it was a group of people wanting to learn about Deaf culture, also making connections to their family and communicating around dinner. Another revealing insight on this student's personal life, as both of their parents are Deaf and all of their family signs. This is in contrast with what is often called the "dinner table syndrome" in the Deaf community, which is often viewed as a negative experience because family members or friends are talking away and not including the deaf person, therefore feelings of being left out are often felt by deaf members. This connection of using signs at the dinner table reflects an intentional action to make a deaf person feel welcome. Did you address that with the other students about that?

The next art viewing showed an image of two people facing one another, both bald, eyes engaged, and with different skin color. Shown below in Figure 9.4, this Art Gallery Piece, titled "Connections," had students delving deeper into the complexities of identity and Deaf culture. Using the same worksheet Responding to Art (Figure 9.3), students were once again asked to engage with this piece, this time individually. I displayed the art via our Smart Board and also gave students their own personal copy of the image. Students had 15 minutes to view, reflect, and begin responding on their sheet.

While students worked, I walked around and made eye contact with each student, monitoring their comprehension and evaluating the lesson as a whole. In my observations, many of their responses included words like, "I feel inspired," "this looks awesome," and "I feel happy!" Two students made connections to the potential that maybe both people had cancer. When asked why they thought that student BP made the connection to loss of hair and baldness, She also shared that her cousin had cancer and that is what happened to them. One student made connections to the technology that one person was using and the lack of technology in the other. Student LM, said that he thought both students were Deaf and had cancer, pointing out the handshapes of both, potentially signing the word, "same." A second student, AC, resonated with the plants that were growing from the people's hands. He felt that this indicated connections to growth and love. His response, "Both people are connected and their love spreads like a plant." Student JM had a powerful message, when she inferred that both people were connected regardless of what they were, and that their Deafness united them, and they could do it together." This image brought about deeper reflections about unity, love, bonding and community solidarity. Students reached more complex thinking in this manner, an exciting achievement on this level.

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Once all students filled out their individual responses to art worksheets, I brought the class together to have a whole classroom discussion. Unlike the day prior, I had each student pair up with another student and discuss their responses together. Then, I had each group share what they had noticed, felt, and saw. As the group shared, I created a classroom collective response. This is also located in the appendices section of this thesis.

Figure 9.4: Art Gallery Walk (Connections)
Note. Image of painting done by Deaf artist Ashley Hannan

Responding to Art was probably one of the most eye-opening activities we had done so far. It revealed much about how my students saw themselves in the world around them. It called for students to be critical thinkers, infer meaning, and apply their own interpretation of the world around them to the art they were viewing. The flow and progression of this lesson was nicely executed, and I felt students really took something from it. If given the opportunity to do this assignment again, I would have students partner up and reflect on each other's work, finding similarities and differences in them.
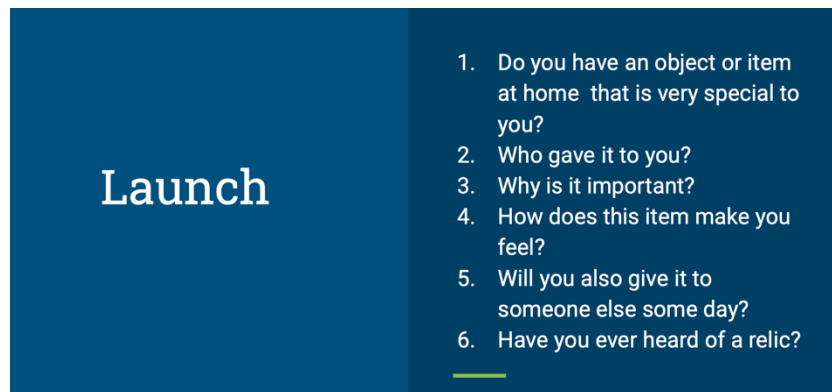
Week-5 (5/31-6/4)
Introduction to Lesson 4- "A Piece of Me" (Relic Share) & ASL Viewing Gallery

Week five kicked off with introductions to our next lesson, *A Piece of Me (Relic Share)*. At this point, students had already created an identity collage that was personal to them, viewed a vignette on Deaf identity and perspectives, and had multiple interactions with art and inferring meaning through its expression. As we moved further along, my goal was to have students now make explicit personal connections to identity, culture, and family. This next lesson found a way to do just that. A *Piece of Me (Relic Share)required* students to select an item from their home and share it with the class. I realized that this idea of "show and tell" may have been slightly juvenile, however, with intentional thought and careful guidance, this proved to be a very engaging, fun, and revealing activity.

To introduce the lesson, I asked students if they had ever seen the work relic before? I showed them the literal meaning and even presented them with some examples via the internet. I did not want them to get bogged down with the word relic and finding something ancient or old. I decided to include my own interpretation of what a relic could be. To provide some contexts, up until this point I had carefully selected several cultural items that I would wear to class daily. I knew that students would be asking me about them, so it was a nice seed to plant the first 4 weeks… Many of the students would ask questions about where the item came from, and what these cultural items meant. I felt that exposing my students to these specific pieces without going deep into their meaning, kept their wonder alive. When asked to talk about it, I would respond that we would eventually talk about them in time. Now at week five, we were here.

To demonstrate and model the assignment, I created a small presentation and carefully guided my students on what they could bring, what to look for, and what type of modifications
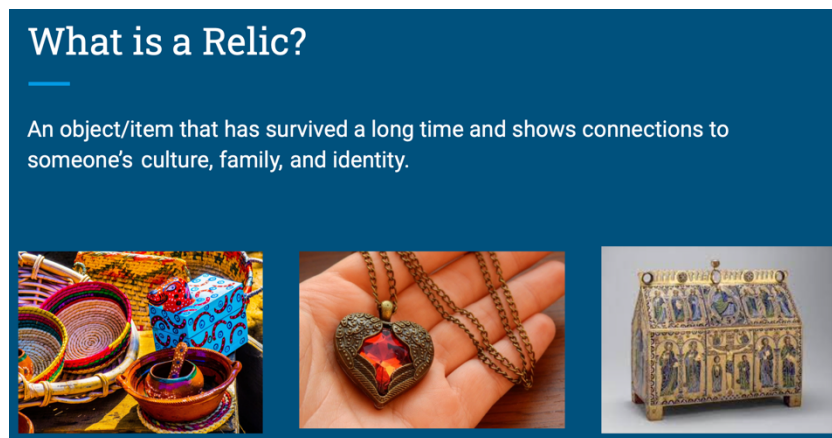
they could use, if they were unable to bring an actual item to class. As with all other lessons, the

first day involved providing them with lesson objectives as well as showing what we would be

doing, and how we would get there. My guided process of this lesson is below.

Figure 10: A Piece of Me (Launch Slide)

Figure 10.1: A Piece of Me (Relics Explained)

Figure 10.2: A Piece of Me (Preparing for your Share)

Figure 10.3: A Piece of Me (Teacher Exemplar)

Figure 10.4: A Piece of Me (Essential Questions)

In preparation for my student shares, I provided guided questions that would help my students be more intentional with their presentations. As shown above in Figure 10.4 (Essential Questions), students were told that they would be required to answer each of the questions given. These questions were shown in class as well as uploaded in Google Classroom for student access.

In speaking to my cooperating teacher, I was informed that many of the students struggled with presenting in front of the class and that this might be one of the biggest challenges. With that in mind, I thought of developing an alternate method to have students share. Rather than create an alternate assignment for their presentation, I made the decision to hold each student responsible for the original plan of presenting in front of the class. I informed them that the presentation component was a large part of this assignment. Further, I reminded them of the guiding questions (Figure 10.4) and offered my availability to support them in any way. In addition to my students having these questions available in Google Classroom, I also printed hard copies of these questions and gave one to each student. I instructed them that they would need to fill it out upon completion of their relic share.

Successfully completing this assignment meant students needed to use all their prior learnings about identity, culture, and family, making direct connections to their own lives and experiences. To capture a sense of community and engagement, I wanted to include my virtual students in this relic share. Most of their engagement had been asynchronous, responding to short mini lessons and corresponding at designated meeting times throughout the weeks. For this reason, I recorded my physical instruction live, uploaded it in Google Classroom (Figure 10.5), and instructed my virtual students to review the classroom presentation, and to be prepared to present an item to the class.

Streamlining getting both my virtual students and physical classes to meet simultaneously was a bit of a challenge. My virtual students already had their set times to meet, so this required me to inform them ahead of time and make sure they would be present. The end result was successful. My virtual students logged onto our classroom Zoom and I used our Smart Board to beam their videos to the front of the class. This allowed physical students visual access to them; however, this did not allow the virtual students to see the physical class. With a little troubleshooting I used a second computer to capture the physical students. Upon presenting each student would sit directly in front of the computer and share, as if they were engaging in an online setting. The setup wasn't perfect, but it did allow all students to participate and be involved as a collective.
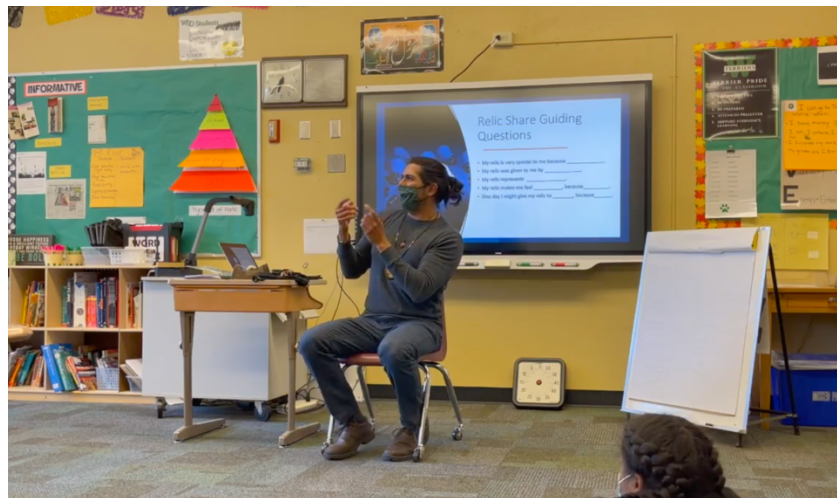
Figure 10.5: A Piece of Me (Virtual Lesson)

Presentation day was an overall success. While there were technological difficulties, students stayed engaged, and were patient while I figured out how to include all students. As each student came up to present, I reminded everyone of our classroom community expectations (Figure 1.0). This reminded the class of proper behavior when listening and presenting. As we

began, I beamed the relic share guiding questions to the front of the classroom so they could be visually accessible, supporting students to stay on task through their shares.

Students brought items such as rings, pictures of their pets, shared pictures of their family and friends, and even old trophies and awards that had been passed down from family members. Rather than be strict on their items needing to be old and relic-like, I loosened up the guidelines and allowed students to bring something of significance to them. This flexibility provided students more autonomy and personal buy-in… Once students made the connection that their relic could be anything that was important, as long as they were able to answer the guided questions, they were more interested and willing to share.

One student, JC, shared a small ring. Passed to her by her grandmother, she stated that the relic made her feel good and safe when she wore it. Another student, LM shared a picture of his 4-month-old baby brother. Well, a child is by no means a relic; this was something that was significant and identifiable to him. The student responded, "I always wanted a baby brother for years, and now it's happened!" When asked what his baby brother represented to him, the student stated that it meant he felt the need to protect him and teach him. Well, the lesson did not cover every single detail that I had listed in the original lesson plan, the students successfully made connections to their family and items of importance, one of the overall goals of this lesson.

As mentioned, loosening up the restrictions and moving away from rigid guidelines allowed my students to feel safer and more willing to share. It made them accountable for selecting something of significance. I really enjoyed this lesson, because it allowed me to see my students on a more personal note. It gave me a glimpse of their home life, interests, and passions. It also was nice to include all my students at the same time, something that had not occurred up until that point.

To close out the week, students participated in another *ASL Viewing Gallery* opportunity. This specific vignette served as a transition point into our next unit; Unit-2, Social Movements for Social Justice. The vignette, "Outside the Box" tackled ideas of intersectional identity, and how many times people do not fit into just one box when it comes to their identity, race, and ethnicity. The narrator, a Deaf, Jewish, Black, Native American man, talks about the struggles he encountered when enrolling his two young children into the LA school system. The narrator discusses the internal struggles he had when asked what his children's backgrounds were… ultimately forcing him to choose "one box" to identify his child's identity. Outside the Box is a poignant narration that addresses complex issues of race, power, and politics.

To make the video accessible, I added captions and even chose to sign parts of the vignette for my students. Upon viewing, I informed students to watch first, then we would watch it again, slowing down and dissecting its contents together. As students watched, I observed their reactions. Some seemed perplexed while others looked unsure, a sign that they were still developing their understanding of identity complexity. One positive note that I liked about this specific vignette, was that it referenced the Jewish Holocaust, a unit that the students had just finished upon my arrival to Washington school for the Deaf. Having this knowledge allowed for them to be more understanding and aware of the complexities of race, discrimination, and oppression in our society.

As with all our online Flipgrid community work, students were asked to view the vignette and respond to the list of curated questions asked about it. The title of this assignment (What are You? or Who are You?) challenged students to think about how society view's identity. It asked students to respond to the very idea of how people should look at others.

What are you? OR Who are you? 🔊

IDENTITY_____

1. How do you think Eli (The Father) feels?

2. Do you think people can be more than one thing?

3. Who decides who we are?

4. What feels better? WHO ARE YOU, or WHAT ARE YOU? WHY??

Figure 11: What are You? or Who are You?

Figure 11.1: Outside the Box 1

Figure 11.2: Outside the Box 2
Note. Images above are from a video titled "How Jack Became Black"
https://howjackbecameblack.com

This lesson was relatable to many of my students. Two students who are Black and Mexican seemed to empathize with the narrator's frustration. When I asked these students if they had to choose one race, which one would they eliminate, they could not respond. They simply said that they were both and that picking would be impossible.

Week-6 (6/7-6/9) *My Skin, Your Skin & Iceberg Identity*

Transition into week-6 included preparing for my final two lessons, *My Skin Your Skin*, and *Iceberg Identity*. Both of these lessons begin Unit 2 of my curriculum, "Social Movements for Social Justice." Unfortunately, this also was my final week of instruction. As mentioned in the beginning of this implementation report, due to Covid-19 and vaccination requirements, my time was cut short at Washington School for the Deaf. Rather than a full 10 weeks to administer my curriculum, I was given 6 weeks to arrive, develop rapport, implement my curriculum, and conclude with as much assessment as I could gather in that time.

This time constraint called for careful reconsideration of which lessons I wanted to teach from Unit 2. Rather than jump right into race and discrimination, I made the decision to continue working on expanding further on identity, its complexities, and how society views and sees us. These lessons *My Skin, Your Skin and Iceberg Identity*, do exactly that, getting students to look further into their own complexities of identity, as well as tap into their own implicit biases that they may have about others and vice versa. *My Skin Your Skin* used Bell Hook's book about race called Skin Again. The lesson objective called for students to infer meaning from one of the illustrations and text within this book, drawing attention to hidden themes of racism and bias.

The photo, Figure 12 below, was shown to the class as a whole. While it was displayed in the front of the class, I asked the students to draw special attention to the language used in the

passage… The passage stated, "the skin I'm in looks good to me. It will let you know one small

way to trace my identity. But then again, the skin I'm in will always be just a covering. It cannot

tell my story." While students marinated in the passage, I asked the students to read the passage

once more. While the text itself was below the students' reading levels, the thematic elements of

this passage were quite abstract. In the development of this lesson, I recognized that the book

was indeed a children's book, and I didn't want any of the students to feel patronized because we

were reading it. With that said, I took it upon myself to directly address the students on the fact

that I knew the passage was from a child's book and what would be the relevance of us exploring

such a book… I felt that the more I was genuine and didn't shy away from these types of

interactions, the students showed more interest in going along with it.

Figure 12: Skin Again Graphic
Note. Image is taken from Bell Hook's book, Skin Again.

After the students had analyzed the image and text several times, I then asked the

students to partner up. As this was such a small classroom already, it was easy to just have the

students work with the partner that was seated to their left. Once paired up, the students were

asked to discuss the following questions: What does the author mean by "Skin is just a

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covering?" How would you describe your skin? What color is your skin? Does your skin resemble your parents, your siblings, your relatives? Are people really 'white' or 'black'? What real colors, textures and features does our skin have?

I brought the group back together and asked each pair to share one take away they learned from this experience. As students shared, I noticed that many of them seemed to really resonate with the statement, "it is only a covering… it cannot tell my story." I wanted students to make clear connections to the fact that this statement was directly talking about ethnicity and race. As stated in the demographics portion of this thesis, many of my students come from diverse familial backgrounds, two of them are Black, Cuban, and Mexican. Having my own experiences of being racially generalized as an Indigenous, mixed-race individual, I wanted to engage the students on topics of racial bias and stereotypes. I asked the students to tell me what was the one ethnicity that they often got categorized as. The timing of this lesson was perfect, as we had already viewed in our *ASL Gallery*, Outside the Box, a story narrative about racial complexity and identity. This conversation brought about the opportunity to discuss elements of colorism within even our own racial groups. As mentioned in Lesson 5 (My Skin, Your Skin), some of the driving questions for this discussion were: How can we really know what people are? Does the color of our skin make us less than or more than when it applies to our race and identity?

I shared my own stories about how most people assume I'm Mexican American. Frankly because my name is Juan and I "look" Mexican. This was a great moment to redirect my student's attention to my beginning lesson, *About Me.* I had previously shown them a map of California and its proximity to Mexico. I also had given them a visual context of how my Tribal Nation; The Kumeyaay, had and continues to reside within the space that is now San Diego and

Northern Baja Mexico. I shared my frustrations and experiences about growing up and traveling, meeting other Native youth who sometimes looked at me like I was not truly Native because I didn't look like them or dance and sing in the same nature as they did.

This openness was raw and very revealing. One of my students, JM (Black, Cuban, and Mexican) was very moved to share her own story. She stated that she often was labeled Black. When asked why, she pointed out to her hair and darker skin tone. On the contrary, JM's brother LM, who is in the later class session, had noticeably lighter skin color. When asked the same question, he revealed that many people always asked him "what are you" or "what's your ethnicity?" I could sense the level of frustration from both of them. I could resonate with them. In keeping on this topic of generalization and bias, I attempted to draw their attention to their Deaf identities. Having them look around, I asked them to tell me how they would label one another in terms of Deaf, Hearing, and Hard of Hearing. To go deeper, I asked them to tell me why they made those decisions. The classroom was still, the students looked at me like I had led them to a trap… I let them know that this was a safe space and that this was an activity that demonstrated our own internal biases.

One major theme that came up across both classes was the assumption that if someone used technology supports, continued speech therapy, or even occasionally used their voice, they were considered Hard of Hearing. This reminded me of the moment that my students realized that I was hearing. I redirected them at that moment. I asked them why they had assumed I was Deaf, rather than hearing. Many of them said that because I used very little mouthing, and signed in more ASL structure, I had to be deaf. One student, HH, laughed and said, "I thought you were deaf the whole time… did that mean you could hear me when I was talking?" I smiled and said yes, using this opportunity to share a life lesson about why it is important to not make

assumptions about others. It was a perfect closing to the lesson. One that reminded others that the only way to really know who someone is, is to have the courage to ask them and get to know them beyond their skin.

The final lesson that my students and I explored together; Lesson 6- *Identity Iceberg*, required students to demonstrate their understanding of elements of identity, race, culture, and interests through the labeling of these characteristics on an Identity Iceberg diagram (Figure 13). This specific activity asked students to label characteristics visible or easily identifiable about others on the top portion of the iceberg. Characteristics and features not easily identifiable were labeled on the lower portion of the iceberg. I have seen this model used in a variety of ways to model judgements and generalizations about people. It was a great opportunity for students to showcase their deep understanding of identity, race, culture, and personal interests. It also encouraged students to shift perspectives and consider how they generally see others and how others see them.
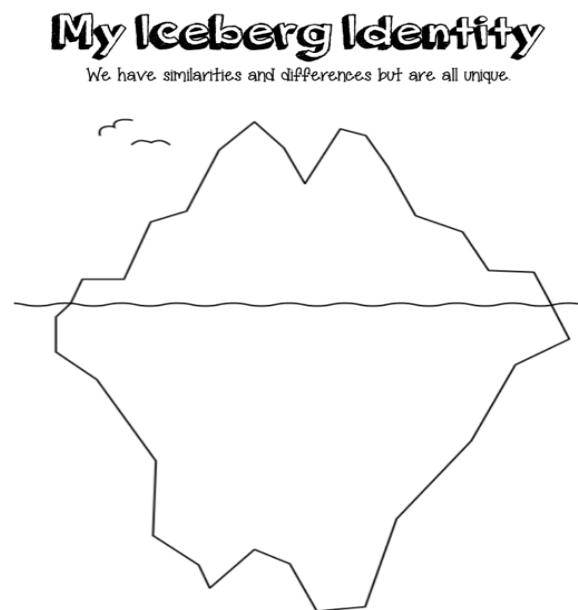
Figure 13: Identity Iceberg Graphic

Originally, I anticipated my students' creating their own individual iceberg identities. Upon completion, they would be responsible for sharing their iceberg via our classroom community Flipgrid. As mentioned, I was under many time constraints, and this was my final lesson for the week. Rather than have students individually do these tasks, I made the decision to amend the online presentation, and just do a full classroom discussion. Students were given their own copies of the Iceberg and instructed to take a few minutes to put down their own thoughts, then, they were paired with another student to discuss further. Students were given 5 minutes to compare their responses and prepare to share one characteristic from each part of the iceberg. The closing of the lesson brought us all together to complete one large classroom Iceberg Identity example. Groups took turns sharing their takeaways while I recorded their responses on a new Iceberg Identity sheet. This proved to be a successful way in assessing students both formatively and summatively. This group sample is located at the end of this thesis in student appendices.

IX.   Results of Evaluation

When I first designed this curriculum, my central focus was to integrate storytelling through exposure of a variety of personal narratives across mediums. The goal was to show students that each person has a unique perspective; a story that is theirs. My anticipation was to empower students to identify their own story, tapping into their identity, and finding resilience within their own creation of understanding their identity and the complexities of everything that is them. Oftentimes, when we think of the word storytelling, we immediately fixate our idea on formalized writing; a story with characters, a plot, a setting, and usually a lesson learned. Unfortunately, the application of using our own experiences, culture, and identity to create our

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own stories is something that is widely overlooked. We approach storytelling through a single-dimensional lens, specifically, we forget to apply the fact that we are in constant creation of our own stories, that our very existence is our story, and everything that we have learned up until this moment in our lives, is part of that story.

Originally designed to be carried out over 10 weeks, my internship was cut short due to COVID-19. That being said, students were given roughly five-weeks of intensive instruction with hopes that the following curriculum goals would be met. These goals were:

1. Students would view, discuss & analyze story narratives in ASL and extract social issues (oppression, social justice) related to marginalized communities

2. Students would explain how their own culture, beliefs and experiences influence their identity over time

3. Students would collaborate with others, sharing on topics related to identity, culture, and social justice, and be empowered through the process of storytelling.

4. Students would create their own personal narratives about Identity, Culture, and Justice.

As expressed throughout Part VIII., Curriculum Implementation, lesson plan accommodations and some modifications were made to ensure that my students were carefully moving through the thematic content at a digestible pace while still covering the larger themes presented across the curriculum. With Covid-19 influencing much of these needed adaptations, I had to prepare for both instructional scenarios; virtual or in-person.

With virtual teaching being at the forefront of the creation of this curriculum, I included technology platforms like Flipgrid, Google Classroom, and Zoom breakout rooms to make our lessons accessible. As I uploaded classroom vignettes and teaching supplements, I kept in mind

the importance of language access, so I manually added closed captions to several of my teaching vignettes.

With the expectation that most of my students would be meeting virtually, I created a classroom community (Classroom Community Flipgrid) where students would respond to assignments and engage with one another through this platform. This integration of media technology allowed students to engage in their preferred means of communication, Sign Language. When developing my curriculum, I wanted to focus my attention more on conceptual understanding, rather than a skill based essential like writing. For most of the students, having the flexibility to respond in a safe container (Flipgrid) gave them more autonomy over their learning. I would require students to respond to specific questions pertaining to the assignment; however, my concern was not if they could demonstrate literacy skills, but rather were they being reflective and applying conceptual learnings in their responses. Our Classroom Community (Flipgrid) was a wonderful integration to the curriculum, getting my students to open up to one another, challenge their own selves and biases, and fostered awareness by speaking up on topics about their own identity, race, culture, and interests.

Despite preparing for a potential virtual instructional reality, I was fortunate enough to find placement for six weeks at the Washington School for the Deaf. As stated in the student school demographics portion of this thesis, I did have two students that continued to meet online, so having these platforms already established and ready for them to access was very helpful.

However, for the majority of my students, I did need to make several adaptations to my lessons to prepare for in-person instruction. One specific area was re-evaluating how my students would be engaging in the classroom with one another. Desks were kept 6-feet apart, and students and staff were all masked throughout the day. This factor did not change the outcome nor the

effectiveness of instruction, rather it just changed the language in my lessons from virtual

nuances to in-person ones. For example, "zoom breakout rooms" became social distanced partner

shares. In retrospect, one of the beautiful things about using sign language as the means of

communication meant students could still communicate clearly, even if they were seated slightly

apart from one another.

In addition to student work, rather than have my students completely upload assignments

via Google Classroom and the classroom Flipgrid like I initially had anticipated, I required them

to utilize both online and physical formats to demonstrate their work and engage with one

another. Further, by having students create work in our Classroom Community Flipgrid, I was

able to use their responses as forms of assessment, while also monitoring their engagement levels

as a whole. Feedback I received from my cooperating teacher; CT was that she enjoyed seeing

all the various methods of instruction, she stated it kept things interesting and innovative.

As previously mentioned, one major curriculum modification that was made was the

reduction from 9 lessons to 6.

Collectively encompassing 9 total lessons, each unit of my curriculum focused on one

major element: Unit-1 (Identity and Culture), Unit-2 (Social Movements for Social Justice). With

the knowledge that I only had about five weeks to establish rapport, introduce my students to the

overall themes of the curriculum, assess their current understanding of conceptual vocabulary,

and begin implementing all activities, I made an early decision to eliminate the last three lessons

of Unit-2.

As a result, this required me to focus on topics of identity and the complexities that exist

within its development and discovery. Unit-2 dealt more heavily on issues of race and

oppression; in the last three lessons, the beginning two lessons were nice segues out of identity

and into bias. Now that students had more understanding of the personal nature of identity and culture, they would be able to now apply perspective to how society creates generalizations about other people, purely based on how we see ourselves versus them. The first two lessons of Unit-2 *(My Skin Your Skin and Iceberg Identity)* gave students a sprinkle into the major concepts of the curriculum. While they did not complete the final performance task that I had anticipated them to, *(Walk in My Shoes),* enough data was collected to demonstrate that my curriculum had made an impact on their personal development and deeper understanding of individuality, identity, power, and culture.

Pre/Post Assessment Analysis:

As expressed in Part VI my original plans for student assessment included demonstration of conceptual understanding of key vocabulary and themes that would be taught across the curriculum units. Rather than test students on conceptual knowledge, the pre and post assessments given to students were changed to assess specific vocabulary and terminology that would be used throughout the curriculum units. Each student was responsible for taking a pre-assessment prior to our initiation of the curriculum units. Students completed these individual assessments on week one. Upon completion of our time together (week 6), students took a post assessment on the exact same questions. These assessments are identical in format. Student data and results of said assessments are located in the back of the appendices of this thesis.

Results of the initial pre-assessment showed that for the majority of the words assessed, students were lacking true understanding of semantics. In many cases, the responses I received were literal and single dimensional. For example, when asked to describe the word storytelling,

many of the students used it through conventions of language arts. One student; JM, put down, "Creative story." Another student, RB, simply stated, "Book." In addition, when asked to describe the word power, students used literal definitions (electricity, battery) once more, making connections to turning off a phone, or energy. This assessment proved to be very helpful, it gave deep insight on how to approach introducing these new thematic topics, and in what manner I would be doing so. It also affirmed a common mistake that novice teachers make, that is assuming students already know these concepts.

To demonstrate the success of learning, I selected three students, JC, BP, and JM work to compare (pre and post curriculum implementation). As I did not complete Unit-2 (Social Movements for Social Justice), I selected three specific concepts; identity, culture, and storytelling to focus on. As most of Unit 1 focused on these three elements, I felt it necessary to assess the students on their conceptual understanding of these topics.

As mentioned above, I was unable to implement my full curriculum of nine weeks. Themes of Unit 2 included social justice, bias, oppression, and various "isms" such as autism, racism, and ableism. Knowing ahead of time that I would be removing the last three lessons of Unit-2, I was intentional with creating an instructional space where these elements were taught throughout Unit-1 as well. Using intentional language during Unit-1 that exposed students to these elements was very helpful. Rather than teach it explicitly, I implicitly used these concepts when giving examples throughout my teaching on identity, culture, and storytelling. In analyzing the work of the three students mentioned above (JC, BP, and JM), assessment data shows that all three students gained understanding of the ideas of identity, culture and storytelling.

When asked what identity was in the pre-assessment, student JC responded, "Who the person is." In her post assessment, the student identified that identity as, "who she was."

In addition, student JM responded initially that identity meant she was Deaf. In her post assessment, student JM put down, "Who I am." Both students moved further into understanding that identity is a personal experience. A natural but often complex unraveling of understanding and connecting. For students to begin to describe Identity through a possessive (my, mine) lens demonstrates that they are integrating the concepts of identity to themselves and their experiences.

When these students were assessed on the word culture, a common theme observed in their responses was the inclusion of the phrase "something different" or "another person's group." While this is correct, my curriculum was designed to have students look inward and make explicit connections to their own culture as it related to their identity and personal stories.

Post assessment on the same word demonstrated these personal connections. For example, student JM put down that her culture was Black and Mexican. Student BP made connections to her family, while student JC used words like family and tradition. While these are small steps in the right direction, they are huge steps in demonstrating that students were making personal connections to the units and curriculum. The last word that I pulled for these students was storytelling. Pre-assessment of these same students showed that storytelling to them meant a creative story that was written by someone. Student BP said, "You tell a story." Student JC similarly responded, "You tell a story to someone." Post assessment of these three students now included references to family and the connections to "real life stories about people." This was very revealing, especially in relation to how storytelling was embedded in my curriculum. The major foundation that carried this entire curriculum was the idea of storytelling and how each of us as people have a unique story to share with the world. Those stories include our personal connections, our family, culture, and our identity.

Again, while these weren't very eloquent and long responses, they demonstrated that students were making personal connections to storytelling. For this reason, 3 of 3 students assessed on the themes of this curriculum proved that students did demonstrate growth of their conceptual understanding and learning through this curriculum. Curriculum goal # 2 states that students would be able to explain how their own culture, beliefs and experiences influence their identity over time. While this assessment was more on conceptual understanding of these bigger themes it successfully demonstrated my students' achievement in tackling this curriculum goal.

Table 7: Pre and Post Concept Assessment

	Pre 17	Post 17	Areas of Struggle	Concepts that have been internalized
Student				
BP	8	11	Pre: audism, perspective, ableism, ally, social justice, power, activism, prejudice, activism, ethnicity Post: prejudice, perspective, social justice, ethnicity	identity, storytelling, tradition, person of color, ally, culture, racism, audism, ableism, bias, oppression
JC	10	13	Pre: person of color, audism, activism, perspective, ableism, prejudice Post: prejudice, ableism, activism,	identity, culture, social justice, storytelling, oppression, power, ethnicity, person of color, audism, perspective, racism, bias, ally
LM	5	6	Pre: social justice, storytelling, oppression, ethnicity, activism, ableism, perspective, prejudice, bias, ally	identity, culture, storytelling, power, tradition, person of color, perspective, racism

			Post: oppression, ethnicity, audism, activism, ableism, prejudice, bias, ally	
HH	3	5	Pre: culture, social justice, oppression, tradition, ethnicity, person of color, audism, activism, perspective, ableism, racism, prejudice, bias, ally Post: social justice, oppression, person of color, audism, activism, perspective, ableism, racism, prejudice, bias, ally *Student had multiple absenteeisms. They missed about 2-weeks of instructional time.*	identity, culture, storytelling, power, tradition
MN	10	0	Pre: social justice, power, person of color, audism, activism, ableism, racism, *(often recorded one-word responses) Her response for prejudice was "means unfair or not respect."*	
AC	10	0	Pre: social justice, ethnicity, person of color, audism, activism, ally	*Student did not attempt to take a post assessment.*
RN	2	1	Pre: identity, culture, social justice, oppression, tradition, ethnicity, person of color, audism, activism, perspective, ableism,	storytelling

|			racism, prejudice, bias, ally Post: identity, culture, social justice, oppression, tradition, ethnicity, person of color, audism, activism, perspective, ableism, racism, prejudice, bias, ally	*Student performed less on their post assessment. Student also did not follow directions and often put down IDK (I don't know) when asked to attempt an answer.*
JW (virtual)	0	0	*Student did not follow directions. Student did not define any words as asked on the assessment sheet.*	*Student did not attempt to take a post assessment.*
ACr (virtual)	4	0	Pre: culture, social justice, oppression, power, tradition, ethnicity, audism, activism, perspective, ableism, prejudice, boas, ally	identity, storytelling, person of color, racism *Student did not attempt to take a post assessment.*
IP	4	0	Pre: social justice, power, tradition, ethnicity, person of color, audism, activism, perspective, ableism, prejudice, bias, ally	*Student did not attempt to take a post assessment. Student also missed the final week of school*
OZ	3	6	Pre: culture, oppression, power, ethnicity, audism, activism, perspective, ableism, racism, prejudice, bias Post: culture, social justice, oppression, tradition, ethnicity, audism, aleism, racism, bias, perspective	identity, storytelling, ally *Student has been learning ASL for just about 1.5 years. His first language is LSM (Mexican Sign Language)*
JM	5	5	Pre: social justice, oppression, power, tradition, ethnicity, audism, activism, perspective, ableism, racism, prejuce, bias Post: tradition, ethnicity, audism, activism, perspective, ableism, racism, prejudice, bias	culture, identity, storytelling, ally, person of color

Table 8: Line graph of Pre and Post Assessment group
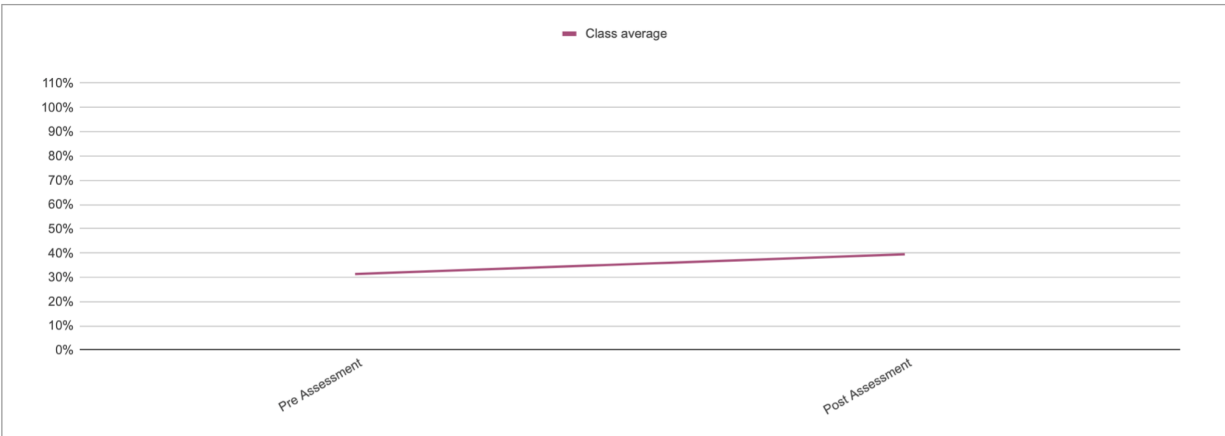
Table 9: Line graph of Pre and Post Assessment individual

AVERAGE SCORES

per assignment
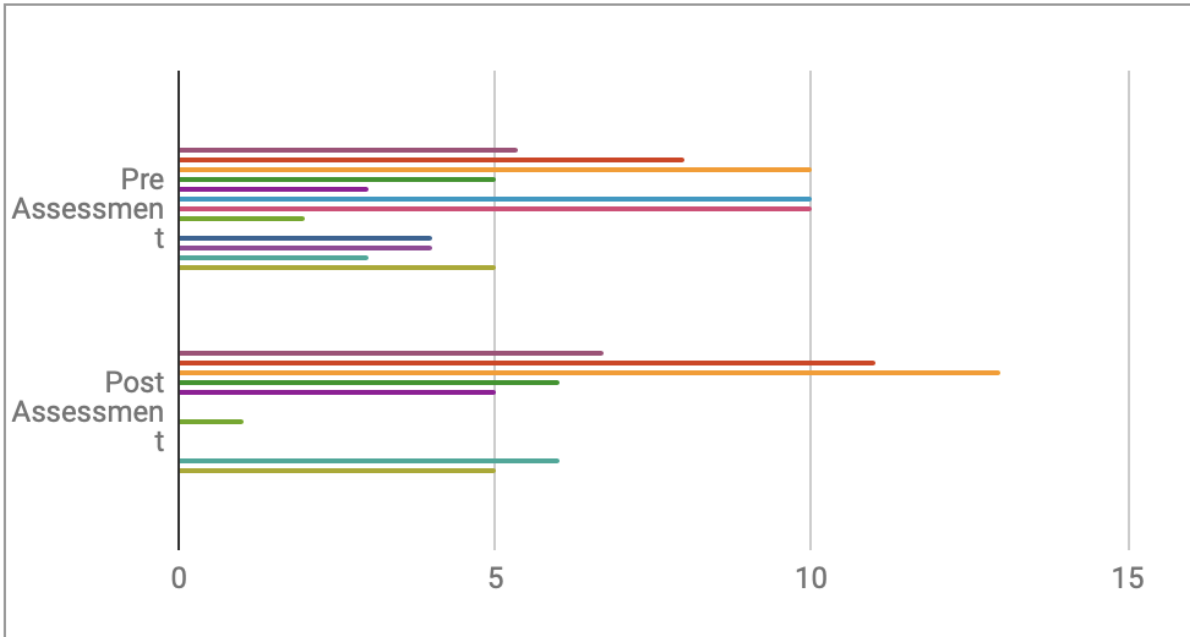
Summative results for all students are displayed in Figure 7 above. Results show that pre

and post assessments were completed by 7 of 12 students. In comparing both pre and post

assessment results, group growth in vocabulary/conceptual understanding increased by +(1 to 3).

This represents a total classroom increase in vocabulary/ conceptual expansion of 71.42%

Upon administering the post assessment, students were informed one week prior to its

publication in Google Classroom. In addition to assessment day, students were also informed the

evening prior regarding post assessment requirements. The data shows that 5 of 12 students did

not complete the final assessment. As a result, there is no comparative analysis for these

students. While some of these students, IP and MN, stopped coming to school the final week of

instruction, student RN reported a reduction of -1 in their final assessment. This student

attempted to respond to only (4-5) of the vocabulary on both pre and post assessments. This

student also reported "IDK" (I don't know) in place of making an educated prediction as

requested.

Finally, students JW and ACr (virtual) students also did not complete the last

assessments. These specific students met roughly 3 times a week and worked asynchronously.

Direct instruction with these specific students occurred in weekly homeroom (20 min) updates

through Zoom online. IN these sessions, these students and I would follow up on the weekly

lessons and I would respond to any inquiries they may have had. In regard to this assessment,

both students appeared disengaged with the process. Often, student JW was the only consistent

student to show up to these weekly sessions. It is to be noted that students had spent roughly 7

months virtually, and upon my arrival to Washington School for the Deaf, had just resumed

in-person instruction 2-weeks prior to my arrival. These students' parents opted to keep their

children home, as such, it was noticeably different in their attitude and engagement overall.

In taking accountability for how this post assessment was implemented with my students, I may have taken a laissez-faire approach in expectations of them. One of the main curriculum goals was to empower students to take responsibility for their own learning. Often, I would tell students that their work was their responsibility, and as such, they were responsible for their own learning. In respect to this assessment, students were informed that if they did not complete this assignment, they would ultimately have a zero reported for this assignment. Students who did not complete, simply chose to take the zero.

As an educator, I recognize that the nature in which this assessment was conducted may not have been the most accessible and engaging for these students. Students had just experienced a life-altering global event (COVID-19) pandemic that removed them from their peers and normalcy. Had I been able to do this assessment again, I would have made this a one-on-one conference opportunity for each student. I recognize that the assessment may have been too dry and dependent on my student's ability to read and write clearly their responses in English. As this assessment was not an assessment of my students' reading and writing ability in English, the format of this assessment may have hindered them from comfortably expressing their responses clearly. This assessment could be improved by giving students the option to either write their responses or sign them in their first language (ASL).

Results across multiple pre and post assessment analyses show that most students were unclear with the following vocabulary words (social justice, power, activism, and oppression). As reported in the Curriculum Report of this document, Part VIII, the second part of my curriculum (Social Movements for Social Justice) had to be modified to account for the shortened time of instruction (6 weeks) due to Covid-19 and logistical circumstances. As a result, students only received instruction in 2 transitional lessons into this Unit, removing the final three

lessons that discussed issues of discrimination, oppression, and power in society. As a result, students were not explicitly instructed on these topics, rather, they had seen me use these terms in our prior lessons when discussing art and elements of identity and culture.

In hindsight, removing these terms from the assessment in general would have been a better option. Holding these students accountable for knowing words/concepts that they had not been directly instructed on in their post assessment was not supportive, and perhaps contributed to students' disengagement.

Formative Assessment (Art Gallery Walk)

Through the incorporation of art, my goal was to have students extract issues of identity, oppression, and culture through these artistic pieces. Aligned with curriculum goals, this art integration challenged students to look inward and reflect on concepts that might have been abstract and unfamiliar to them. Through the exposure of dramatic elements of art, color, and expression, students were asked to express their feelings, what they saw, what they thought, and to recreate the art of their own. While these specific introspective elements were part of the general activity, their individual student Art Response worksheets provided me with detailed information and assessment, assisting in monitoring my students progress on these new concepts and themes. While this was not a formal summative assessment, this data provided a formative assessment on each student. Previously stated in the implementation report of this thesis, students were making clear connections to their own Ethnic identity, Deaf identity and even language. In one of our collective art viewings, students responded individually on their worksheets, discussed their takeaways with a partner, and participated in a group collective share. As students shared their thoughts, I recorded their responses. Some interesting elements of

identity that came up on one of these pieces questioning the gender of the subjects, were they Deaf or hearing, and what was the message the artist was trying to convey. This activity really got students to slow down and skillfully apply their curriculum learnings to this activity. My curriculum goals asked for students to do just that, as well as have discussions on elements of art identity oppression and culture. I can confidently say that this activity fulfilled all of those goals.

Identity Collage Rubric

The last form of assessment evaluation that I will discuss was the Identity Collage Rubric. Initially intended to serve as a guide for my students and hold them accountable for all the required materials and contents of their personal collages, this assessment does not demonstrate full curriculum understanding. Rather, it demonstrates a foundational understanding of cultural connections, family, and identity. This rubric assessment was important, in that it demonstrated foundational understanding that my students would need in order to successfully move through the rest of the curriculum. Specifically, it allowed students to unveil and piece together their own stories about who they were and what their stories told.

The Self-Assessment Rubric (see page 142-161) measured students in four categories. 1. Making cultural and familial connections using pictures, words and symbols, 2. Following directions (appropriate size, number of images used), 3. Presentation of overall work, and 4. Focus and self-direction. Student samples show that performance in the category of (Making cultural and familial connections using pictures, words and symbols) was the strongest category reported. Students used pictures of their families, country flags, images from their homelands, and even used words like "safe" to describe what these images meant for their identity.

As this was the first project, students received great support from me throughout the process. While they had their own collage checklist that explicitly told them what to include and how many, I made it a conscious effort to make personal connections with each student while they were working to assess their understanding. Student MN placed a photo of a wolf in her "familial connection" category. Curious, I asked her if she liked wolves? Her response was "No!" When asked how this was part of her identity, she said her country (Uzbekistan) had many wolves and her grandpa and her would sit outside on the porch and listen to them howling at night. For her, wolves represented the feeling of home as well as her grandfather.

Student AC chose to make their own illustrations for this assignment. To provide some background context on this student, AC, upon my arrival to WSD, was very quiet. They rarely engaged in classroom discussions and would usually respond once and rarely repeat themselves if asked to clarify something. This student often needed the most one-on-one support throughout the beginning of our instructional time together. What I found to be very telling of the success of this assignment for AC, was his ability to make connections across each illustration they drew. Through this activity, I got a glimpse of AC's personal world. AC shared illustrations of his family on a trip, the type of food they ate, and the country from which his familial and cultural ties are from. As I mini conferenced with AC, more and more details about this student came to fruition.

This Identity Collage Self-Assessment gave both AC and I the opportunity to connect in a way that they felt more comfortable in. Through illustrations and one-on-one opportunities, AC opened up and shared a side of himself that I would have never thought he'd be comfortable with. AC measured a total score of 14 of 16, the second highest score of the class samples.

Table 10: Identity Collage Self-Assessment/Teacher Assessment Scores

Student	Self-Assessment (Rubric) 16	Teacher Conference (Rubric) 16
Student		
BP	11	11
JC	10.5	12
LM	15	12
HH	4	7
MN	15	12.5
AC	13.5	14
RN	12	13
JW (virtual)	0	7
ACr (virtual)	0	7
IP	10	13
OZ	15	15.5
JM	11.5	13

Table 11: Identity Collage Classroom Performance Data

GRADING SYSTEM

% Range	Grade	# of students
16 - 16	**A+**	0
14 - 16	**A**	2
13.5 - 13.5	**A-**	0
13 - 13	**B+**	4
10 - 12	**B**	3
9.5 - 9.5	**B-**	0
9 - 9	**C+**	0
6 - 8	**C**	3
4 - 5	**D**	0
0 - 3	**F**	0

GRADE DISTRIBUTION

based on class avg.
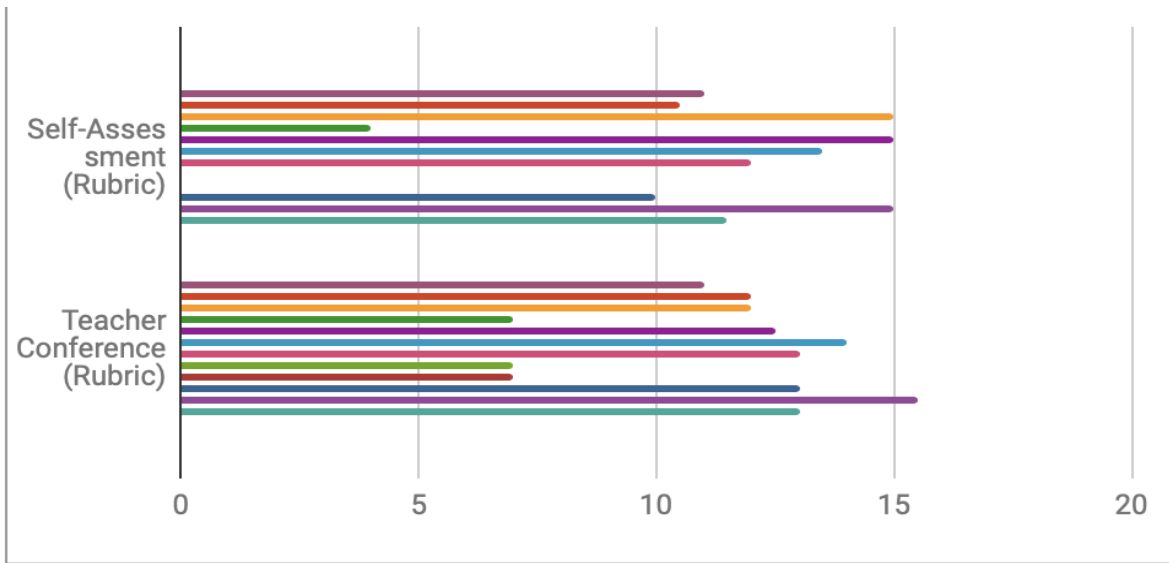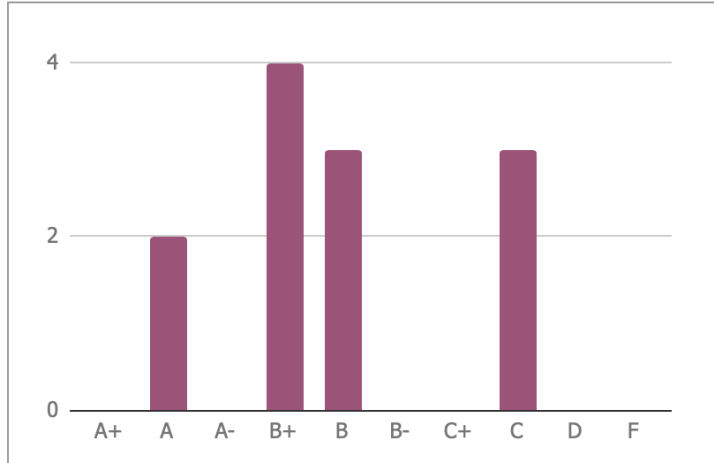
X.   Conclusion:

In the designing phase of this curriculum, I intended my students to develop and foster a sense of pride for their Deaf identity. Using storytelling and the integration of different ASL and personal narratives, I sought to have students look inward and grapple with their own discovery of their identities. As this curriculum evolved, rather than focus on Deaf identity exclusively, my curriculum veered into a direction of multiple identity development, specifically, how identity is not fixed and is a complex and unique journey that honors and creates each part of our existence. Using Deaf identity and storytelling as a way to catapult students into other areas of their identity, I was able to continue discussing the themes originally designed in my curriculum; however, now, I placed emphasis on multiple identity intersections, as well as the integration of stories, social justice, and culture.

My thesis, titled "Fostering Identity through Stories of Culture and Social Justice: *Empowering Deaf Students to Embrace their Identities Fully and Authentically"* took my students on a 6-week journey into unveiling their own stories of identity and culture. Students challenged themselves to look inward, make connections to family and community, and think introspectively on experiences, items, and traditions that held value to them. Simply put, how these discoveries contributed to the fabric of their individual stories.

Students took a hands-on-approach to learning through the creation of their own Identity Collages. With the guidance of an assessment rubric, students demonstrated accountability for their own learning. They collectively engaged in multiple conversations about identity, culture, race, and oppression, through the exposure of vignettes and dramatic Deaf art. In addition, students shared a physical object that they found relevant and relatable to them as

individuals, "," an activity that demonstrated explicit connections to our curriculum topics as a whole.

Through the repetitive use of our community classroom Flipgrid account students collectively engaged in peer-to-peer engagement, observed media vignettes, and answered thought-provoking questions that carried our learning throughout the 6-weeks. The data populated from this application shows that students responded a total of 54 times to one another. They viewed the media 711 times, and overall hours of engagement was 7.9 hours. This data demonstrates the effectiveness of using this platform.

As students moved from one lesson to another, they needed to apply their previous learnings with each new lesson we discussed. Students could not simply move into the next area of learning without applying understanding of the previous lesson. As a whole here are the results of my curriculum goals:

Goal 1. Students would view, discuss, analyze, and collaborate on story narratives about identity and culture in ASL, while extracting social issues (oppression, social justice) related to marginalized communities.

Through the creation of our Classroom Community Flipgrid, students viewed, discussed, analyzed, and applied these learnings through thoughtful responses on each assignment. Lessons such as ASL *Viewing Gallery* and *Art Gallery Walk* exposed students to elements of oppression within society, racism, colorism, and even bias within the Deaf community. This curriculum goal encouraged students to share their understandings of identity and culture through the discovery of personal narratives (storytelling). While we did not fully dive into Unit-2, *Social Movements for Social Justice*, students did make connections to power and oppression within society.

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Through our Classroom Community Flipgrid, students observed and responded to vignettes that discussed topics on being multi-racial, and how often society seeks to make us choose to identify and center one race over another. This was a very personal lesson, as many of the students are multi-racial and had been often generalized for being one race over another, even if they didn't culturally identify with that ethnic group. Through these tough conversations, students learned to embrace their own stories, celebrate their culture and sink further into discovering their multiple intersectional identities. Due to thematic elements covered in these lessons, completion of Goal #1 was successful.

Goal 2. Students will explain how their own culture, beliefs and experiences influence their identity over time.

Through activities like *Identity Collage, Relic Share, and What are you or Who are you?* students delved into the power of identity and self-determination. This curriculum's mission was to empower students to discover the power of their own stories; to challenge them to seek beyond the labels people may place on them, and to proudly embrace all that is them. During my one-on-one conferences with students in Identity Collage, whole classroom discussions on Deaf Art identity and oppression, it was apparent that students were making clear connections to choose and autonomy as it pertained to identity and how people chose to identify. As I observed students' responses on these matters, I asked them, "Who chooses your identity, culture, and beliefs?" Most students responded that it was the individual's choice. More importantly, we should respect peoples' individual rights to choose. When I asked students if peoples' identity stays the same or changes over time, I received mixed responses.

One student responded that while she may one day want to change certain parts of herself, some beliefs, and even practices, she said that it was ultimately her family's choice, and that she would respect their choices for her. I chose to include this dialogue because it demonstrates how this specific student's own culture drove her personal narrative. Further, it also gave her peers a different perspective on ways that culture is applied. While I would have liked to see more in-depth conversations about how people evolve over time, I do believe that they took away the learnings… That is, people choose their road, whether that means they choose to stay on the one that is chosen for them, or whether they create something entirely different.

Goal 3. Students would create their own personal narratives about Identity, Culture, and Justice.

This last curriculum goal was not fully demonstrated, specifically due to the exclusion of topics of Justice. While students did create an Identify Collage that shared personal accounts of their identity and culture, explicit discussions on matters of social justice and social movements for justice were not included in this final curriculum goal evaluation. Specifically due to time constraints, students did not participate in the last "performance task" *Walk in my Shoes*. This final task would have required students to share their own personal narrative story, including connections to identity, culture, and social justice. Rather than students carrying out this last summative assignment, I made the decision to use all the previous forms of assessment described in part IX, for justification of meeting this final curriculum goal.

As a whole, this curriculum called for students to discuss and analyze personal narratives, discuss elements of identity and culture, and make personal connections through this process on students' own stories. In addition, students applied their personal learnings to their own identity

and culture, collaborated across multiple platforms to discuss these elements with other students, and completed several interactive assignments that required them to apply all of these elements. Through these activities, students successfully demonstrated expanding knowledge of all key elements discussed in Unit-1 and the beginning of Unit-2. Students demonstrated empowerment and growth in their own personal identity, finding their individual stories.

As storytelling was the driving force of this curriculum, students gained perspective, challenged themselves to look inward and discussed topics of identity and culture, while simultaneously being aware of their own biases about how they perceived others, and how others may have perceived them… Most importantly, students integrated all of these learnings by discovering the power of their own stories. It is my strong belief that this curriculum left my students empowered, culturally sensitive, insightful, and more accepting of one another… all through their own discovery of self and empowerment.

For learners and facilitators of my curriculum, further inquiries to include are: What action steps am I taking to ensure visibility for my students that are centered in cultural pedagogical frameworks? What community resources are available to me that amplify and center the voices of those underrepresented? Finally, how can I integrate these new learnings into my own personal life outside the classroom? Is there an opportunity to share my experiences with a larger audience?

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Appendix A: Instructional Resources

Fostering Deaf Identity and Social Awareness through ASL Storytelling: Using student experiences to drive learning.

Unit 1: Culture and Identity	Unit 2: Social Movements for Social Justice
Lesson 1- Who am I A Lesson where students will create an art portrait of themselves using mixed mediums (magazines, free art, digital art, photography, etc. Students will make their own Identity Portraits.	**Lesson 5- Skin Again (Read Aloud)** Students analyze the image/images from bell hook's book, Skin Again, and infer meaning from the photos. Students will focus on specific questions like: What does the author mean by "Skin is just a covering?" How would you describe your skin? What color is your skin? Are people really 'white' or 'black'? What real colours, textures and features does our skin have
Lesson 2-View, Think, Respond Daily, Students will access our digital class folder (Google Classroom) and view the assigned vignette. Students will use our classroom digital FlipGrid account to respond/record in (ASL) their takeaways to a set of prompts about how the video made them feel? What they notived? Was there any differences or similarties they had to the vignettes (stories)	**Lesson 6- My Iceberg Identity** Students will create their own Iceberg Identity Model. Students apply and make connections from our previous lesson Skin Again by bell hooks. Students will compose and craft their own Iceberg Identity, making clear distinction between "visible" and "nonvisible" characteristics/traits about themselves. They later will share this on Flipgrid
Lesson 3- Art Gallery Walk Students will observe and analyze an art piece twice a week. Using their own Art Galley Walk graphic organizer, they will discuss and infer meaning of these pieces. They will also be asked to sketch their own interpretation of the art/movement piece viewed.	**Lesson 7- Something Happened in our Town** Students are introduced to topics of racial injustice and opression. They will compare and contrast their personal experiences with the two main characters in the book (Emma and Josh). Students will identify similarities and differences across the book, focusing on themes, family, community, etc from the book's artwork. Both requests are done through "facillitated" discussions. Studnets record reactions on their student graphic organizer.
Lesson 4- A Piece of Me (Relic Share) Students will present via (story share), on an object/relic/item of cultural and familial interest, to the class. They will discuss and identify the significance this item has to them and their family. Students record their share on our class Flipgrid account and then respond to (2) other peers video shares.	**Lesson 8- Do Right!** Students discuss/view scenarios that are unjust and discriminatory in nature. They are asked to think about how this would make them feel. They address such prompts throuh dramatization during small breakout rooms.

Lesson 9- Walk in My Shoes
PART 1: Students work in pairs and respond to specifc quesitons: When did you feel like you didnt fit it? When did someone try and exclude you or treat you poorly? What part of your identity did you not like before? Have you also excluded someone for beng different?
PART 2: Students make clear connections to all topics across the curriculum. They make connections to culture, family, justice, etc in a personal vignette. They make a personal pledge to stand up for social justice in their video, and comment on what they loved aout another peers work.

Who Am I? (My Story)
UNIT 1 Lesson Plan # 1

Lesson Title: Identity Self Portraits Collages
Lesson Area: Unit 1 (Identity and Culture)
Grade Levels: 6-8
Description of Group: Heterogeneous population of Deaf and Hard of Hearing students. Mode of communication will be ASL

<u>**Standards:**</u>
Presentation of Knowledge and Ideas CCASL (6ᵗʰ Grade):
Include multimedia components (e.g., graphics, images) and visual displays in presentations to clarify information.
Connections and Applications CCSS VPA (6ᵗʰ Grade):
Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

<u>**Objectives:**</u>
Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)
● Students will create a visual self-portrait/collage using mixed media that contains symbols representing their identity, beliefs, values or areas of interest.
●

<u>Language Objective</u> (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)
American Sign Language: While responding to questions posed by the teacher, students will use ASL to express and share their own personal collage, making personal connections throughout.
Printed English: Students will include (3) English text/words in their collage, demonstrating understanding of its meaning via sharing their collage after it is complete.

<u>**Assessment:**</u>
Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

- While constructing their individual collages, students, when asked by their peer, instructional assistant, and/or teacher, will explain in ASL, each item they choose to be added to their collage, making connections to their life and how it is symbolic of them.

Summative Assessment (What evidence demonstrates students have met the objective?)
- During both small group and whole class discussion, students will share their collage in its entirety, making explicit connections to family, personality, interests, and community as measured by the completion of their individual collage and classroom share out.
- <u>**Materials/preparation:**</u> (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)
- **Online Materials**
  - Access to Microsoft Word, Pages, Doc, etc.
  - Access to internet
  - Access to technology to take a selfie
  - Colored pencils, crayons, markers, etc.
  - Writing tool.
  - Glue or clear tape.
- **Physical Materials (If applicable)**
  - Large 12x18 construction paper (any color)
  - Scissors
  - Glue
  - Writing tool (pencil or markers)
  - Magazines
  - Online media images
  - Online media (clip art)

The Lesson:

Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?
- Setup classroom expectations and community standards
- Assess background knowledge of students
  - Have you ever made a collage?
  - What is a collage?
  - What are some things that you like or are important to you?
  - What is Identity?

Procedure:
- Lead students with the question, "Who are you?" What makes you you?
- If using zoom, break out session pair up or in groups of 3 and talk about who they are (how long?)
- Have students share a word or two with the class
  - If virtual (use chat feature) or raise hand feature
- Record a few examples (use Whiteboard feature on Zoom)
- Why should we ask that question? When do people ask that question? (Getting to know new people, police investigators, college admission applications, job interviews etc.…)
- Opportunity to use art to describe the multiple facets of who we are Show student exemplar of Art Collage

- Instruct students to look at an example.
  - What do they notice?
  - Are there any similarities that they may have with their own interests?
  - What's different? (Interests, hobbies, people skin color)
  - Discuss representation- what defines you? background, family, interest, hobbies etc.…
  - What we represent defines us, sometimes we see the representation (skin color, how good we are during sports, reputation) sometimes not (hidden talents, being deaf in a hearing world can't see deafness)
- Ask students to Identify (make connections) with the classroom list to the exemplar.

Creating the Collage (Multiple days)
- Day 1:
  - Instruct students to take a self-portrait (black and white).
  - Have students save photos on computer
  - If possible, have them print it out and save.
  - If time permits, have students begin researching and cutting out pictures/symbols/words that represent them.
- Day 2:
  - Glue self-portrait (selfie) on the bottom of construction paper.
  - Part of the top of their portrait should be cut-off.
  - Instruct students to continue cutting out magazine pictures and or print/cut and export internet images for their collage.
  - Have students use words (at least 3) to describe themselves (use the internet) and print.
- Day 3:
  - Finalize all clippings that students want to include in their collage.
  - Have students begin to arrange and paste items on their collage.
  - Complete collage and take a photo of their work.
  - Place photo in google classroom folder **(Our Classroom Collages)**
- Day 4:
  - Students will share their actual collages in small breakout groups; (2-3) desired. Students will respond to the following questions:

    - What parts of your collage represent your family?

    - What parts of your collage represent you, your personality and interests?

    - What parts of your collage represent your beliefs and values?

    - What did you like about this project?

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- ▪ What did you learn about another peer?
- ● Whole Group Share
  - ▪ What's one thing you liked about your peer's work?
  - ▪ What was the same?
  - ▪ What was different?
- ● Remind students to take a photo of their collage and place it in the Google Classroom Folder. **(Our Classroom Collages)**

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

Reflect on the following:
- ● What did you learn about yourself through the process?
- ● How is your self-portrait similar to and different from your classmates' self-portraits?
- ● How do the themes in the central text connect to how you represent your identity?
- ● Can we fully know who we are? Some facts are visible, and others are not so obvious. Our interests and values can change overtime.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)
- ● Students will have access to online and/or physical items, IE. Magazines, pictures, etc.
- ● Students may draw items if they do not have access to either of the above.
- ● Students will have categories to help them explore their identity (interests, values, belief, etc.)
- ● Students will have guided/modeled teacher exemplar
- ● Students will have access to other students' finished art via (classroom google).
- ● Students may include any printed text from any language but must be able to explain it to the class.

Daily Story ASL Viewing Video Gallery
UNIT 1 Lesson Plan # 2

Lesson Title: The Power of Stories
Lesson Area: Culture/Identity/Social Justice
Grade Levels: 6-8
Date for Implementation: TBD
Description of Group: Heterogeneous population of Deaf and Hard-of-Hearing Individuals. Mode of communication will be American Sign Language with some English support as needed.

<u>**Standards:**</u>
K-12 ASL Standards:
Recount or describe key ideas or details from a storytelling or story signing or information signed or through other media.
CC- VPA (Aesthetic Valuing) Make Informed Judgments 4.3
Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

<u>**Objectives:**</u>
Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)
- Students **will discuss identity and how people represent themselves** as a group, then in small breakout rooms (3-4) students max, what they felt, when they viewed the vignette shown. Students **will share how individuals describe their values, beliefs, culture and identity with** the whole class on what they learned from their small breakout rooms. What CCSS will you use here?

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

Students **will discuss**, using American Sign Language, their reactions towards vignettes shown in class and at home. Students will set up their response like:

FINISH SEE/VIEW VIDEO, I FEEL _____, BECAUSE/WHY _____.

- **Vocabulary:** *Identity, Culture, Social Justice, Storytelling*

<u>**Assessment:**</u>
Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)
Students will engage and participate in small and whole group discussions. Student's will share via ASL which parts of these vignettes stood out to them most, and why. Students will make connections to their own lives when discussing identity, values, beliefs etc., as measured by teacher observation and participation in these small/whole group discussions.

Summative Assessment (What evidence demonstrates students have met the objective?)
Recount or describe key ideas or details from a storytelling or story signing or information signed or through other media.
What is the story conveyed? Do you empathize with the narrator? What experiences do you share or not share? Why? What did you learn from this narrator?

Students will summarize the gist of the signed story
Students will empathize with the narrator's story by selecting particular similar experiences.
Students will compare and contrast the experiences of the narrator with their own experiences.
Students will reflect on new information shared by the narrator and evaluate what they learned.

Students will record their own response/reaction to the vignette using the classroom Flipgrid account.
Students will address the following questions:

- How did the video/story make you feel?
- What part of the video did you most like, why?
- What part of the video made you sad, angry or happy? … Why?

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)
- Online resources pulled from the google classroom (viewing) folder.
- Computer and/or iPad for class and activity (for online zoom class if remote)
- Scratch paper/notebook/journal to be used at their own pace or level.
- Flipgrid account (classroom) to record your reactions and responses.
- Videos to access HERE

The Lesson:
Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?
- **Assess students' background knowledge by asking:**
  o What is storytelling?
  o Where have they seen storytelling before?
  o Briefly introduce/review the vocabulary words. *Identity, Culture, Social Justice, Storytelling*
  o Make connections to their identity collage and state that in fact these collages share a story. Each one of you has a story to share. Stories can be personal and real; some stories are made up- we call them fictional stories. Historical fiction is about fictional characters that lived during a time period that was real. Our stories are real, and we live in a real time period in the 21st century. Are our stories the same as the prehistoric times? We live in a digital age. The environment influences our stories.

Procedure:
- Give some instructions about what to look for when viewing the story, what aspects of the story do you want to pay attention to?
- Show students the following video without stopping (HERE)
- Show the video one more time. (If students want to use their scratch paper/notebook/journal to record anything they feel during an assignment, please make this known now).
  o Ask students to pay attention to what they notice?
  o What do you feel?
  o What do you think the meaning is?

- Large group share (2-3) volunteers share a few words that explain how they felt viewing the video vignette. IE. I FEEL INSPIRED, I FEEL SAD, MY FAMILY DO SAME.
- Randomly place students in breakout rooms. (Groups of 3 preferred)
  - In breakout rooms, have students revisit the questions above. Each student should share about 2-3 minutes each. (Both teacher and paraeducator will hop into rooms to facilitate and maintain classroom management.
- Large group discussion. (All groups will share)
  - What did you and your group like about this assignment?
  - Was there anything that you noticed that was different?
  - What was the same?
- Show students the classroom <u>Flipgrid account.</u>
- Demonstrate how to use Flipgrid
- Instruct students to access the link to join. (Information on how to join will be listed in our google classroom folder.
- Student Action Items. Create a personal video response on today's video/art by answering the following questions:

  - How did the video/story make you feel?
  - Do you agree with the narrator?
  - What part of the video did you not understand?
  - What part of the video did you most like, why?

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)
- Ask students again, what is storytelling?
- Is this video a type of storytelling, why or why not?

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)
- Students will receive scaffolded support through the following:
- Single sentence frame to support students in organizing their responses.
- Teacher modeling and facilitation in small group breakouts
- Partner/and whole group discussions.

Art Gallery Walk (Twice a week)
UNIT 1 Lesson Plan # 3

Lesson Title: Inferring Meaning from Art
Lesson Area: Culture/Identity/Social Justice
Grade Levels: 6-8
Date for Implementation: Tuesdays and Thursdays
Description of Group: Heterogeneous population of Deaf and Hard-of-Hearing Individuals. Mode of communication will be American Sign Language with some English support as needed.

Standards:
K-12 ASL Standards:
Recount or describe key ideas or details from a storytelling or story signing or information signed or through other media.

CC-VPA (Historical and Cultural Context)
3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.

CC- VPA (Aesthetic Valuing) Make Informed Judgments 4.3
Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.

Objectives:
Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)
- Students **will observe and analyze** an art piece (2X) a week**.** Students will **discuss and infer** in small groups via Zoom breakout rooms (3) students max, or in person what they believe each art piece represents. Students **will analyze together, then present** one take-away with the whole class on what they learned from their small breakout rooms.

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

Students **will discuss**, using American Sign Language, their reactions towards the Art pieces shown in class. Students will set up their response like:

FINISH SEE ART_____, I FEEL _____, BECAUSE/WHY _____.
I FEEL ART MEAN _____, BECAUSE_____.

- **Vocabulary:** *Expression, Intention, Identity, Culture, Social Justice, Storytelling, Oppression, Power*

Assessment:
Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Students through collaborative small and whole group discussions will **infer** and discuss via ASL, the specific parts of these Art pieces that resonated with them and why. Students will make connections to their own lives, as measured by teacher observation and participation in these small/whole group discussions.

Summative Assessment (What evidence demonstrates students have met the objective?)

Students will fill out the "Art Gallery Viewing Worksheet" every time they view a new piece of art.
- What did you see?
- How did Art make you feel?
- What do you think?

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)
- Online resources pulled from the google classroom (viewing) folder.
- Computer and/or iPad for class and activity
- Art Gallery Worksheet

"Responding To Art"   Name:

WHAT I SEE?	WHAT I FEEL?
WHAT I THINK?	RECREATE YOUR OWN.

The Lesson:
Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?
- **Assess students' background knowledge by asking:**
  - What is Art?
  - Remember to associate what you've already covered to describe how the collage was a piece of art and it described you. Telling a story can be done using pictures, paintings, collages etc.…
  - What is an inference?
  - Sometimes the person who looks at a painting or a picture may "see" the artist and understand what the artist is trying to say. This is like "silent" storytelling. There are clues in the painting that help us make connections
  - Briefly introduce/review an example of an inference when looking at a picture or painting to practice.

Procedure:
- Show students the following Art Piece HERE
- Large group share (2-3) volunteers share. Pose the following questions:
  - What do they notice?
  - What do you feel?

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- o What do you think the meaning is?
        - o Do they see anything that they can relate to?
    - ● Randomly place students in breakout rooms. (Groups of 3 preferred)
        - o In breakout rooms, have students revisit the questions above. Each student should share about 2-3 minutes each. (Both teacher and paraeducator will hop into rooms to facilitate and maintain classroom management.
    - ● Upon Returning from breakouts, introduce students to their <u>Art Worksheet Form.</u>
    - ● Go over each box with class.
        - o Use the example to fill out the form together. <u>HERE</u>

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)
- ● Ask 2 students to share what they learned.
- ● Ask students again, what is Art?
- ● Remind students to access the <u>Art Gallery Folder</u> and complete their own form for homework.
    - o Students will have (2 days to complete).
    - o Students are to turn in their work via Google Classroom.
    - o

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)
- ● Students will receive scaffolded support through the following:
- ● Single sentence frame to support students in organizing their responses.
- ● Teacher modeling and facilitation in small group breakouts
- ● Partner/and whole group discussions.
- ● graphic organizers with visual representations.
- ● Large class scaffolded example of "How to fill out a worksheet."
- ● 2 days to complete assignment

A Piece of Me (Relic Share)
UNIT 1 Lesson Plan # 4

Lesson Title: Virtual Relic Share
Lesson Area: UNIT Culture and Identity
Grade Levels: 6-8
Date for Implementation: TBD
Description of Group: Heterogeneous population of Deaf and Hard-of-Hearing Individuals. Mode of communication will be American Sign Language with some English support as needed.

Standards: Did you not find anything about describing values and beliefs in CCSS?
CCSS ASL-Comprehension and Collaboration (Grade 6):
Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS VPA- Visual Aesthetics (6th Grade):
Identify and describe ways in which their culture is being reflected in current works of art.

Objectives:
Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)
● Students **will present via (story share),** on an object/relic/item of cultural and familial interest, to the class. Students **will discuss** and **identify the personal and cultural significance (values and beliefs)** this item has to them and their family.

Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

Students **will discuss**, using American Sign Language, the significance of a specific object and or family relic.

    THIS _____ VALUABLE/PRECIOUS/SPECIAL_____ WHY? _____.
    MY _____ GAVE/BOUGHT/ETC.
    HAPPEN, LOOK AT _____ , I FEEL _____.
    ME BELIEVE _____ IMPORTANT WHY _____

● **Vocabulary:** *Relic, Valuable, Precious, Special*
● **Previous Vocab:** *Identity, Culture, Social Justice, Storytelling*

Assessment:
Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

Students will **discuss/share** a specific item to the class. Students **will apply** connections to family, culture, and or other significance to their own life.

Summative Assessment (What evidence demonstrates students have met the objective?)

Students **will record** an individual Flipgrid vignette **describing** their item and **connecting** it to family, culture and individual significance. Students will view (2) other peer's videos, (1) **comparing** and (1) **contrasting** their shared relic with another peer.

IE. _____ ROCK/FEATHER/ETC **SIMILAR** ME, WHY? _____
IE. _____ ROCK/FEATHER/ETC **DIFFERENT**, WHY _____.

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)
- Actual Item to share. (Tangible please)
- Computer and/or iPad for class and activity
- An open mind (be flexible)
- Good Attitude/Have Fun
- Scratch paper/notebook/journal to jot down/draw/doodle your feelings around your item.
- Flipgrid account (classroom) to record your reactions and responses.

The Lesson:
Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?
Assess students' background knowledge by asking:
- Whose ever-done show and tell?
- Why was this fun for you?
- What's a Relic?

Procedure:
Day 1
- Community/Classroom Expectations
- Share a short clip on what a "Relic" share could look like
- Model for the class your own item. (Use explicit words like family, culture, identity) in this share.
- Direct students to go home and find an object of their own.
- Students will share this item on day 2.

Day 2
- Open share (3 min) What did we like about this activity? What was difficult?
- Brave volunteers go first to share (3-5 min)
- Assess student interest. If needed, number students 1, 2, 1, 2 and pick a number to go first.
- Have students share their items. Students will use the following sentence frame:

THIS _____ VALUABLE/PRECIOUS/SPECIAL_____ WHY? _____.

MY _____ GAVE/BOUGHT/ETC.
HAPPEN LOOK AT _____, I FEEL _____.

- If time permits, students may answer one audience question from their peers about their share.
- Revisit the classroom Flipgrid account.
- Re-demonstrate how to use Flipgrid
- Remind any students to join the classroom account (Information on how to join will be listed in our google classroom folder.
- Student Action Items.
    - Students **will record** an individual Flipgrid vignette **describing** their item and **connecting** it to family, culture and individual significance. Students will view (2) other peer's videos, (1) **comparing** and (1) **contrasting** their shared relic with another peer.

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)
- Students will receive scaffolded support through the following:
- Single sentence frame to support students in organizing their responses.
- Teacher modeling and facilitation in small group breakouts
- Partner/and whole group discussions.

"My Skin, Your Skin"
UNIT 2 Lesson Plan # 5

Lesson Title: Skin Again by bell hooks (Group Discussion)
Lesson Area: Retelling, Speaking (signing) and Listening.
Grade Levels: 6-8ᵗʰ Grade
Date for Implementation:
Description of Group: Heterogeneous population of Deaf and Hard of Hearing students. Mode of communication will be ASL
Standards:
CCSS.ELA-LITERACY.RL.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.SL.8.1
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Objectives:
Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)
- Students **will analyze the image/images** from bell hook's book, Skin Again, and discuss the way these images make them feel and address hidden issues of racism, audism and sexism. Students **will infer** meaning from the photos, focusing on the specific passage from the text below:

'The skin I'm in looks good to me. It will let you know one small way to trace my identity. But then again, the skin I'm in will always be just a covering. It cannot tell my story.'

Skin Again by Bell Hooks, Illustrated by Chris Raschka. Pages 14 and 16 are used with permission from the publisher.

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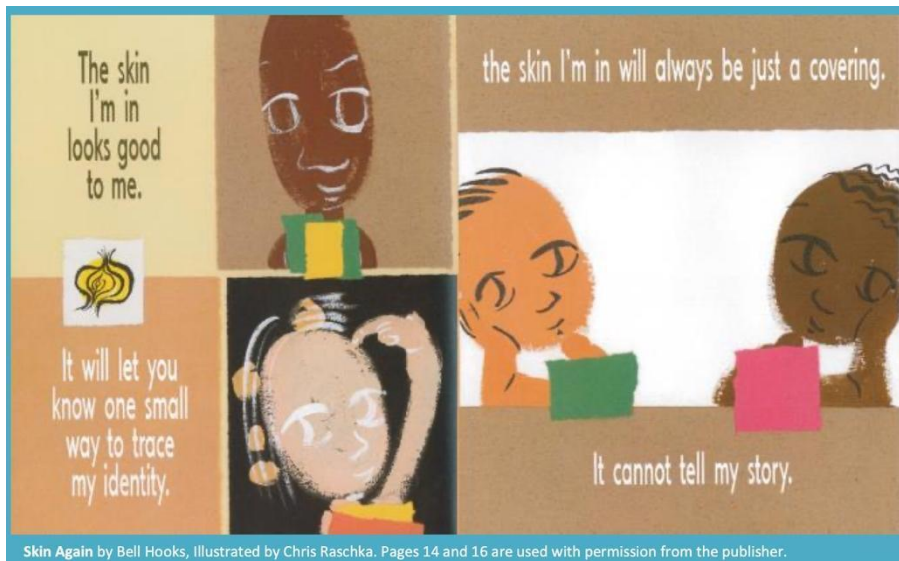
Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)

- Written English:
  - o Students will read quotes related to racism, sexism, audism and highlight or underline words from the text that they are unsure of.
- American Sign Language:
  - o Using ASL, students will discuss their interpretations of the text and photo. They will make connections of ASL to printed English. They will provide an interpreted version in ASL.

- **Vocabulary:** *identity, covering, trace, ethnicity, People of Color (POC)*

Assessment:

Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)

- During a classroom discussion on Bell hook's, Skin Again, students will share in small groups what they believe the text to be about. Students will infer issues of racism.

Summative Assessment (What evidence demonstrates students have met the objective?)

- Students, when asked by the teacher or para educator, will successfully respond to the following sentence frame. MY SKIN IS JUST A COVERING BECAUSE_____. Students will make at least one reference to identity and or culture/family in their signed response.

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)

- Access to computer and/or iPad
- personal notebook and or scratch paper (optional)
- Zoom application

The Lesson:

Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?

- **Setup classroom expectations**
- **Assess background knowledge by asking. . .**
  - o Now we are going to analyze inferences based on quotes. The world is full of quotes and the meaning sometimes is hidden, sometimes explicit.
  - o Can we tell who people are and what they are like from their appearances?
  - o What is important about us?
  - o What would it be like if everyone was the same?

There is a color test from Harvard that you can share with the students. I would check it out first and see if they can take it first. It would be interesting to see if students have adopted a bias, explaining that we are all in the process of unfolding the typical stereotypes of people based on race.

Procedure:

- Have one, two or three volunteers read this aloud and translate into ASL. Focus on the passage below.
  - o 'The skin I'm in looks good to me. It will let you know one small way to trace my identity. But then again, the skin I'm in will always be just a covering. It cannot tell my story.'
- View Skin Again HERE cite the link and where you got it from.
  - o Have students pay attention to the illustrations only.
- In a small breakout group (3 max), ASK and DISCUSS the following questions.
  Ask:

- o   What does the author mean by "Skin is just a covering?"
- o   How would you describe your skin?
- o   What color is your skin? Does your skin resemble your parents, your siblings, your relatives?
- o   Are people really 'white' or 'black'?
- o   What real colors, textures and features does our skin have
- ● Bring Whole group back together.
  - o   Ask, how do we let others know who we really are/what we are really like?
  - o   Why does the color of people's skin affect people's behaviors?
  - o   What does the author mean with this statement: It cannot tell my story? What does "it" mean?
  - o   Range of color within the black community, range of color within the Native American groups. range of color within the white community, range of color within the LatinX community, range of color within Asian community.

    - ▪   What are some biases people have that are not founded?

    - ▪   How does bias resonate to you as a Deaf person? Deaf people are dumb is a bias hearing people have towards deaf people. Are we all the same "deaf" person? range from hard of hearing to Deaf power. Some hearing people show favoritism towards those who speak and reject those who sign only. People have assumptions about what is "deaf" what is black, what is Latinx
  - o   Jot Down responses on the whiteboard and or Zoom whiteboard.

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?) What do you want the students to leave this lesson with? What themes do you want them to tackle?
- ● Readdress the initial launch questions to assess if students gained content understanding.
  - o   Can we tell who people are and what they are like from their appearances?
- ● Have students turn to a partner. Have them respond to the sentence frame posed in the summative assessment.
  - o   MY SKIN IS JUST A COVERING BECAUSE_____.
- ● Remind students to keep thinking about what parts of them people CAN SEE and those that they CAN'T SEE. IE. hobbies, favorite music, organizations, family,

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)
- ● Students will receive scaffolded support through the following:
- ● Teacher modeling
- ● Partner/and whole group discussions.

"My Identity Iceberg"
UNIT 2 Lesson Plan # 6

Lesson Title: Create an Iceberg Identity Chart.
Lesson Area:
Grade Levels: 6-8th Grade
Date for Implementation:
Description of Group: Heterogeneous population of Deaf and Hard of Hearing students. Mode of communication will be ASL

Standards:
Discourse and Presentation:
Comprehension and Collaboration-(7th Grade CC-ASL):
- Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Objectives:
Content Objective (What observable behavior will students demonstrate at the end of this lesson? How will learning be measured?)
- Based on a discussion about racism and how color of the skin is only a covering, students **will create** their own Iceberg Identity Model. **applying** and **making connections** with the quote by Skin Again by bell hooks. Students will differentiate between "visible" and "nonvisible" characteristics/traits about themselves that are overlooked by friends or society.

'the skin I'm in looks good to me. It will let you know one small way to trace my identity. But then again, the skin I'm in will always be just a covering. It cannot tell my story.'

My Iceberg Identity
We have similarities and differences but are all unique.
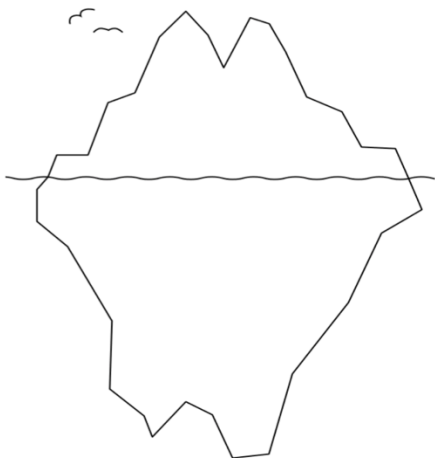
Language Objective (What language will students be using during the lesson and how will this language support an understanding of the Content Objective?)
● Written Language:
  o Students will use written English and/or Spanish to label parts of their identity on their own Iceberg Identity model.
● American Sign Language:
  o Using ASL students will translate the poem in conceptually accurate ASL and present their individual experiences with any "isms" Iceberg Identities

● **Vocabulary:** *identity, iceberg, similarity, differences, unique Isms (racism, audism, sexism, etc.…)*

Assessment:
Formative Assessment (Which oral/written responses will you observe during the lesson to gauge understanding and adjust the lesson accordingly?)
● Students will engage in a class discussion on Identity. Students will actively participate in creating their own identity icebergs, using both ASL to discuss its contents, and writing English and/or Spanish text to label their work.

Summative Assessment (What evidence demonstrates students have met the objective?)
● Students will create and present their own Iceberg Identity in small groups via zoom breakouts or in person (if applicable). 2-3 max. Students will record themselves presenting their Identity Iceberg discussing visible vs. invisible traits by outsiders and how invisible traits are overlooked in defining someone's identity via our classroom Flipgrid Account. HERE

Materials/preparation: (What materials/preparation will you/students need during this lesson? How will you introduce/distribute them? What directions will you give students to help them transition to this instructional setting?)
● Access to a computer and/or iPad
● Internet access
● Iceberg Identity worksheet (in google classroom)
● Access to classroom resources (Flipgrid Account)

The Lesson:
Introduction: (In what ways will you elicit prior knowledge/experience about the concepts and/or content addressed in today's lesson?

● (5 min) Using the questions above (write the questions here), have students enter into breakout rooms (pair share) to discuss more in depth about what?
● Randomly hop into breakout rooms to facilitate and encourage students to be actively engaged.
● Return to a large group.
● Ask students to share a few of their ideas.
● Using the Zoom whiteboard feature, record the list as students share.

Activity Procedure: Iceberg Identity

● Together circle the responses that people can physically see in other people. (IE. eye color, hair color, glasses, hearing aids, etc.)
● Once the list is compiled, pull up a blank Iceberg Identity example.
  o Be sure to share the screen to be able to annotate the document.
● Explain the picture. Be explicit on what parts of the picture represent **visible and non-visible** traits/characteristics/interests/identity.
● Ask students to think about their own experiences. Together, have students share a couple things about themselves.
● Model and record where they should place these responses on their Iceberg Identity.

- Instruct students to access Google classroom and Flipgrid.
- Instruct students to begin constructing their own Identity Icebergs and to continue this at home.
- Students will then present their own Identity Icebergs on Flipgrid.
  - o Students must make clear distinctions on Visible and Invisible traits/characteristics.
  - o Students will have (2-days) to upload and also comment on (2 other) peers' presentations.
  - o Students will respond/comment using one of the following:

  1. ONE THING I LEARNED ABOUT _____, THAT I COULDN'T TELL ABOUT FROM JUST LOOKING AT THEM WAS _____.

  2. ONE THING I LEARN IS _____ WHY?_____

Closure: (What prompts will you ask to inform you about how the objective was met? How does this information connect back to the Introduction?)
- Readdress the initial launch questions to assess if students gained content understanding.
  - Can we tell who people are and what they are like from their appearances?
  - Ask Students to explain where Visible and Invisible Identity Traits would be on the Identity Iceberg diagram.
  - Remind students that they have (2-days) to complete their own video upload and respond to (2) other peers.

Modifications (How you will adjust/differentiate your instruction to meet the diverse needs of the students in your group, including SDAIE/ELD strategies?)
- Students will receive scaffolded support through the following:
- Visual Iceberg Identity Worksheet
- Multi-structured sentence frames for various levels of English proficiency.
- Teacher modeling and interactive group facilitation.
- Partner/and whole group discussions.
- Extended time to complete assignments.
- Peer feedback

Appendix B: Student Artifacts Pre and Post Assessment (Curriculum Vocabulary)

Unit Vocabulary List:
Pre and Post Assessment

✓	Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means_____ I think this word means _____
☑	Joy		X	I think the word means to be happy!
☑	Identity	Who the person is		
☑	Culture	Different group with different history		
☐	Social Justice			I think it mean protesting and help people
☑	Storytelling	You tell story to people		
☐	Oppression			I think it mean a group of people is discriminated? I don't know
☐	Power	The people who is ranked higher have more power then people		
☐	Tradition			Culture of past passed down to people who celebrated for their history?
☐	Ethnicity			Where people are from
☐	Person of Color			
☐	Audism			
☐	Activism			
☐	Perspective			
☐	Ableism			
☐	Racism	People judge other because of their skin color		
☐	Prejudice			
☑	Bias	People who judge other		
☐	Ally	Supporter		

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Pre.

	Unit Vocabulary List: Pre and Post Assessment Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means_____ I think this word means _____
☐	Joy		X	I think the word means to be happy!
☐	Identity		X	Ham that person?
☐	Culture	X		different your culture
☐	Social Justice		X	Post something not half
☐	Storytelling	X		person tol story
☐	Oppression		X	Someone give too hard time?
☐	Power	X		power have diff mean like your strong
☐	Tradition	.	X	Family tradition?
☐	Ethnicity		X	
☐	Person of Color	X		different race?
☐	Audism		X	
☐	Activism		X	activly do something?
☐	Perspective		X	
☐	Ableism		X	
☐	Racism	X		not here skin
☐	Prejudice		X	
☐	Bias	X		mean not poor??
☐	Ally		X	

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Pre.

	Unit Vocabulary List: Pre and Post Assessment			
	Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means_____ I think this word means _____
☐	Joy		X	I think the word means to be happy!
☐	Identity	X	X	Im deaf
☐	Culture	X	✓	different food
☐	Social Justice		X	IDK
☐	Storytelling	X	X	CreaVite story
☐	Oppression		X	IDK
☐	Power	X	X	IPhone have off power
☐	Tradition		X	IDK
☐	Ethnicity		X	IDK
☐	Person of Color		X	different Skin
☐	Audism		X	IDK
☐	Activism		X	IDK
☐	Perspective		X	IDK
☐	Ableism		X	IDK
☐	Racism		X	IDK
☐	Prejudice		X	IDK
☐	Bias	X	X	care of everything
☐	Ally	X	X	support friends

Post.   B. P.

✓	Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means____ I think this word means ____
☑	Joy		X	I think the word means to be happy!
☐	Identity	✓		Yourself
☐	Culture	✓		Culture mean your family culture
☐	Social Justice	-	✓	Social like pride
☐	Storytelling	✓		tell story
☐	Oppression		✓	?
☐	Power	✓		Power supporters and there different mean.
☐	Tradition	✓		family past?
☐	Ethnicity		✓	?
☐	Person of Color	✓		skin color
☐	Audism		✓	deaf? cant hear?
☐	Activism	✓		activist?
☐	Perspective		✓	?
☐	Ableism	✓		People think dis— cant do anythi
☐	Racism	✓		insult people skin
☐	Prejudice		✓	?
☐	Bias	✓		people look them down
☐	Ally	✓		supporter?

Post.   J████. M.

✓	Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means_____ I think this word means _____
☑	Joy		X	I think the word means to be happy!
☑	Identity	X		Who I'm
☑	Culture	X		I'm black Mexcio half
☐	Social Justice			
☑	Storytelling	X		Explain about my family
☐	Oppression			
☑	Power	X		I think phone off power
☐	Tradition			
☐	Ethnicity			
☑	Person of Color		X	differet skin
☐	Audism			
☐	Activism			
☐	Perspective			
☐	Ableism			
☐	Racism			
☐	Prejudice			
☑	Bias		X	IDK
☐	Ally	X	X	Ally Support

Post.   J████ C.

✓	Word	I Know/Can explain this word.	I have NOT Learned/seen this word.	The word means_____ I think this word means _____
☑	Joy		X	I think the word means to be happy!
☑	Identity	X		Who you are
☐	Culture			I think it mean your tradition?
☐	Social Justice			I think it mean fight for equality
☑	Storytelling	X		Tell fiction or real story to people
☐	Oppression			I think it mean people think less of that group or put pressure on them?
☑	Power	X		People who rank higher than them can control thing
☐	Tradition			
☐	Ethnicity			I think this mean where you were born
☐	Person of Color			Think it mean your color skin in different group
☑	Audism	X		People think deaf people can't do thing that hearing people can
☐	Activism			
☑	Perspective	X		Your point of view
☐	Ableism			
☐	Racism	X		Against that kind of color skin
☐	Prejudice			
☐	Bias	X		Look down on that kind of group
☑	Ally	X		Support

Unit Vocabulary List:
Pre and Post Assessment

Your Name:

Identity Collage Rubric
(Teacher and Self Assessment)

Name _____ Date ___5/26/2_____

My Identity Collage Rubric (Self-Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo. I included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation — My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality — Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

Handwritten annotations:
- Row 1: "B — You used many great words to describe your character!" (3 circled)
- Row 2: "You made great Connections to all ..." (A circled)
- Row 3: "missing some photos" (B / 3 circled)
- Row 4: "most of the time." (3 circled)
- Grade: + 12 - B +

149

My Identity Collage Rubric (Self- Assessment)

	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. ③	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I included 3 pictures/words in each category	I included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color; I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care. ③	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed. ③	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time. ③	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

+12 = B

✗ Collage was due last Thursday. I appreciated your effort to re-do your collage.

150

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. **B+**	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category. **(4)**	I Included 3 pictures/words in each category **(3.5)**	I Included 2 images/words from each category.	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows **great** effort and care. **(4)**	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows **good** effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed. **(4)**	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed. **(4)**	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

15.5 / 16 = A

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations ✓ +3	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. *12 photos included*	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I included 3 pictures/words in each category +3	I included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation +3 shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed. 3. ✓	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time. +5	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately

+ 12.5

B+

Name _____

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-D Developing ②	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me) *Missing Quick words*	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo. I included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category ③	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. *4 Pictures not Consistent... Make effort* I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort. *Clear and Shows effort*	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it uses color and different ③ images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed ③	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed. ④	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

+ 12 = B

153

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I included 3 pictures/words in each category ③	I included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care. ③	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed. A-	My Identity Collage work quality meets expectations. All directions were followed. ④	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time. ④	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

② I enjoyed your other Medias

+13 = B+

My Identity Collage Rubric (Self-Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement ①
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. *Much of the collage is missing* ⓪
	I included 4 or more pictures/words in each category.	I included 3 pictures/words in each category	I included 2 images/words from each category	Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort. *You shared your interests clearly*	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows **great** effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows **good** effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color. ② *C-*	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality **exceeds** expectations. All directions followed.	My Identity Collage work quality **meets** expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all. ②	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I **consistently** stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done **most of the time.**	I focused on the task **some of the time.** I needed frequent reminders. ②	I rarely focused on the task. I did not use class time appropriately.

+7 = C-

2 + 7 = C-

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me) [handwritten notes, illegible]	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. _You use many ★ work._ (2)	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
[handwritten numbers]	I included 4 or more pictures/words in each category. _I enjoyed you work about how_	I included 3 pictures/words in each category (3)	I included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is (3) clear, professional and uses color and different images. I use the appropriate paper size and my work shows good and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality [handwritten] Neat, in color, includes word/View art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work (3) quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed-or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed	I focused on the task and what needed to be done most of the time. (3)	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

+ 11 = B

Name ___A___ C___

Date ___5/26/__

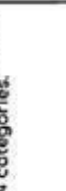| My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	missing work B+ I Included 3 pictures/words in each category	I Included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, quality effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care (4)	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed (3)	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task You use time in Class	I consistently stayed focused on the task and what needed to be done. I was very self-directed. (4)	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. did not use class time appropriately.

+ 14 = A

Ansel -
O appreciated how you
used your own illustrations. Very Talented!

My Identity Collage Rubric Self-Assessment	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo. I included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, Includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

My Identity Collage Rubric (Self-Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. *(B)*	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. *(B)*	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category. *(C)*	I included 3 pictures/words in each category.	I included 2 images/words from each category.	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care. *(B)*	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed. *(B)*	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time. *(B)*	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D. Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo. I included 4 or more pictures/words in each category	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed, or mostly not followed
Focus on the Task	I consistantly stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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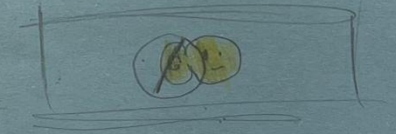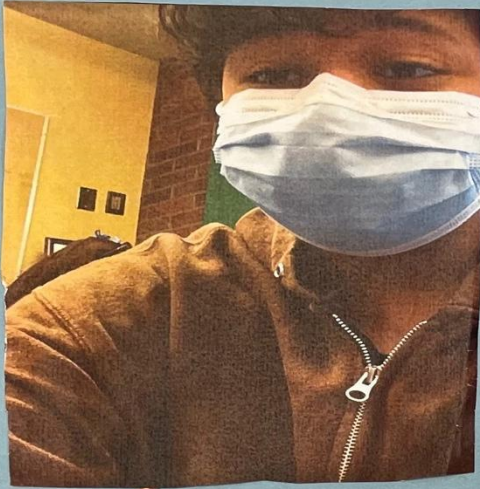| My Identity Collage Rubric (Self-Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I included 3 pictures/words in each category	I included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo. I Included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done ✓ most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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Name _____ Date ___5/24/?1___

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I included 3 pictures/words in each category.	I included 2 images/words from each category	Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo. I Included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed. B-	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time. A+	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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Name A5

Date ____

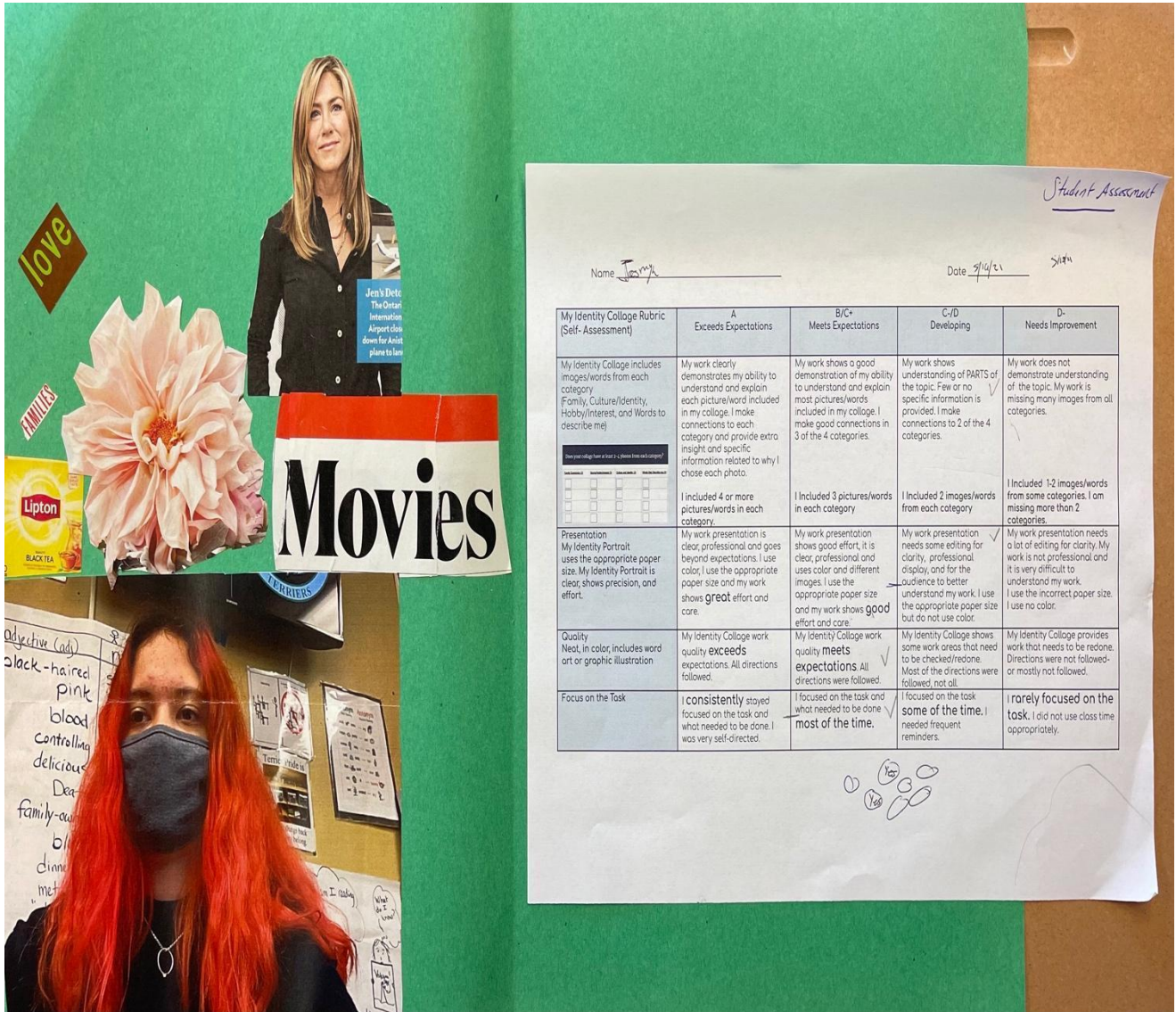| My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I Included 3 pictures/words in each category	I Included 2 images/words from each category	I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear/professional and use color and different image. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I Included 3 pictures/words in each category	I Included 2 images/words from each category	I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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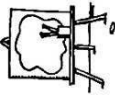| My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. ✓	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category	I included 3 pictures/words in each category	I included 2 images/words from each category	I included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows **great** effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows **good** effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color. ✓	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality **meets expectations.** All directions were followed. ✓	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I **consistently** stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done **most of the time.** ✓	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

Date may 26th, 2021

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I Included 4 or more pictures/words in each category.	I Included 3 pictures/words in each category	I Included 2 images/words from each category	I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images, I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and/for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

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Name A J   Date _____

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me) Does your collage have at least 3-4 photos from each category?	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo. I included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

Name Bricia   Date 5-19-21

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories.	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories.	My work does not demonstrate understanding of the topic. My work is missing many images from all categories.
	I included 4 or more pictures/words in each category.	I Included 3 pictures/words in each category	I Included 2 images/words from each category ✓	I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows **great** effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows **good** effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality **exceeds** expectations. All directions followed.	My Identity Collage work quality **meets** expectations. All directions were followed. ✓	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I **consistently** stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done **most of the time.** ✓	I focused on the task **some of the time.** I needed frequent reminders.	I **rarely focused on the task.** I did not use class time appropriately.

Student Assessment

Name Jasmyn   Date 5/14/21   5/14

My Identity Collage Rubric (Self- Assessment)	A Exceeds Expectations	B/C+ Meets Expectations	C-/D Developing	D- Needs Improvement
My Identity Collage includes images/words from each category (Family, Culture/Identity, Hobby/Interest, and Words to describe me)	My work clearly demonstrates my ability to understand and explain each picture/word included in my collage. I make connections to each category and provide extra insight and specific information related to why I chose each photo. I included 4 or more pictures/words in each category.	My work shows a good demonstration of my ability to understand and explain most pictures/words included in my collage. I make good connections in 3 of the 4 categories. I Included 3 pictures/words in each category	My work shows understanding of PARTS of the topic. Few or no specific information is provided. I make connections to 2 of the 4 categories. I Included 2 images/words from each category	My work does not demonstrate understanding of the topic. My work is missing many images from all categories. I Included 1-2 images/words from some categories. I am missing more than 2 categories.
Presentation My Identity Portrait uses the appropriate paper size. My Identity Portrait is clear, shows precision, and effort.	My work presentation is clear, professional and goes beyond expectations. I use color, I use the appropriate paper size and my work shows great effort and care.	My work presentation shows good effort, it is clear, professional and uses color and different images. I use the appropriate paper size and my work shows good effort and care.	My work presentation needs some editing for clarity, professional display, and for the audience to better understand my work. I use the appropriate paper size but do not use color.	My work presentation needs a lot of editing for clarity. My work is not professional and it is very difficult to understand my work. I use the incorrect paper size. I use no color.
Quality Neat, in color, includes word art or graphic illustration	My Identity Collage work quality exceeds expectations. All directions followed.	My Identity Collage work quality meets expectations. All directions were followed.	My Identity Collage shows some work areas that need to be checked/redone. Most of the directions were followed, not all.	My Identity Collage provides work that needs to be redone. Directions were not followed- or mostly not followed.
Focus on the Task	I consistently stayed focused on the task and what needed to be done. I was very self-directed.	I focused on the task and what needed to be done most of the time.	I focused on the task some of the time. I needed frequent reminders.	I rarely focused on the task. I did not use class time appropriately.

Responding to Art
(Student Worksheets)

"Responding To Art"

6/3/21

Name: [drawing]

WHAT I SEE?

Loyalty

Connection, group, deaf
Asl sign, Allies, Cares,
Support, Asl sign eight

WHAT I FEEL?

[emoji faces grid]

Understand them group
are care wak team good

WHAT I THINK?

Maybe them group
deaf near are
around support or
Allies and care connection

RECREATE YOUR OWN.

Cares

[drawing]

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"Responding To Art"

Name: I_____
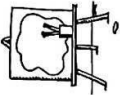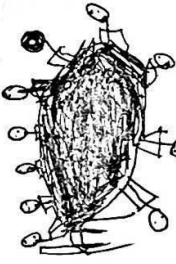
WHAT I SEE?

color

use sign language

eight people

WHAT I FEEL?

WHAT I THINK?

RECREATE YOUR OWN.

"Responding To Art"

Name: [signature]

WHAT I SEE?

usI, talk to each other
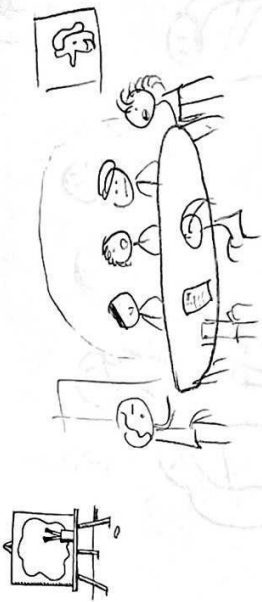
expression (picture/color.

WHAT I FEEL?

IDK

WHAT I THINK?

talking to Irazema
gno

RECREATE YOUR OWN.

175

"Responding To Art"

Name: _____

WHAT I SEE?

A People on the table signing While Dog sitting under the table

WHAT I FEEL?

WHAT I THINK?

Dog feels Left out

RECREATE YOUR OWN.

176
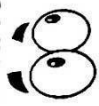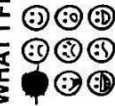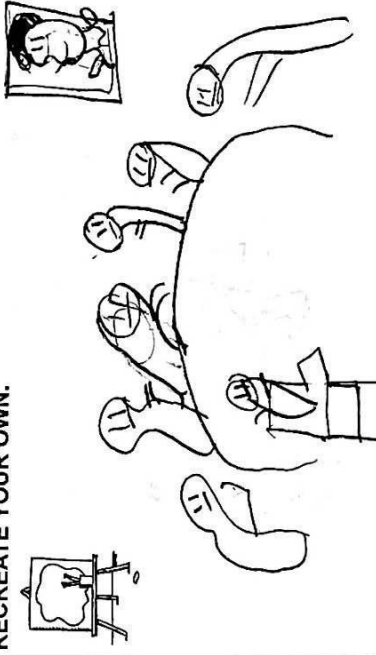
WHAT I SEE?

Family chat with their use sign langeage.

Or WORK MEETING FOR learn sign langeage

WHAT I FEEL?

:)

WHAT I THINK?

in kitchen next dinner table at home

People want to learn sign

RECREATE YOUR OWN.

Name: B
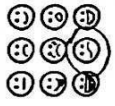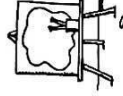
"Responding To Art"

WHAT I SEE?

they ~~teara~~ sign and communicate

WHAT I FEEL?

Fine

WHAT I THINK?

it nice

People want to learn Sign

RECREATE YOUR OWN.

6/3/2̈

"Responding To Art"

Name: _____

WHAT I SEE?

People Signing With each others

WHAT I FEEL?

Feel OK

WHAT I THINK?

People want to learn about deaf culture and learn signing.

RECREATE YOUR OWN.

"Responding To Art"

Name: _____

WHAT I SEE?
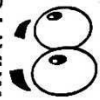
A peoplt hzed
food becate Thy
ore starve

WHAT I FEEL?

hatrul

WHAT I THINK?

can i go home

RECREATE YOUR OWN.
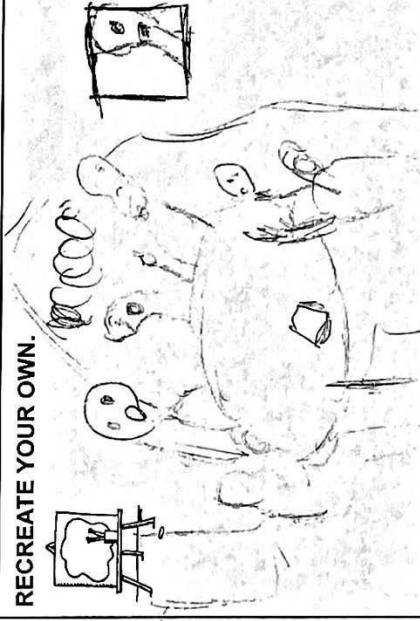
Understanding Deaf Culture, size 30x40inch, oil on canvas
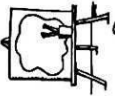
Paddy Ladd's book, *Understanding Deaf Culture in Search of Deafhood,* helped me to understand more about Deaf Ethnic and oppression.

181
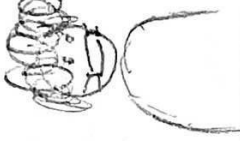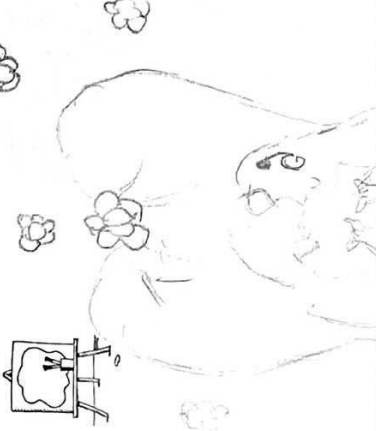
"Responding To Art"

WHAT I SEE?

This person connect their head to like some and flower grow some.

WHAT I FEEL?

inspired

WHAT I THINK?

soul connect to be some like tail with their flower in grow head

RECREATE YOUR OWN.

flower connect.

182

"Responding To Art"
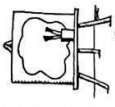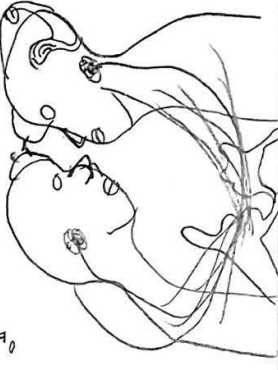
Name:

WHAT I SEE?
a Two People

has Coner and deaf

So they say Same and

Reason why there Plant because

Love speanlike plant

WHAT I FEEL?
this how i feel

smil →

WHAT I THINK?
Warm / Cold

because the door

is open

RECREATE YOUR OWN.

Name: B____

"Responding To Art"

WHAT I SEE?	WHAT I FEEL?
connected two person say Sqare one have hearing aid other dont have ears	😊 😊 😐 😕 😠 😟 😢 😴 😵 I feel happy

WHAT I THINK?	RECREATE YOUR OWN.
curious why othe have ear and other dont have ear	

184
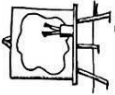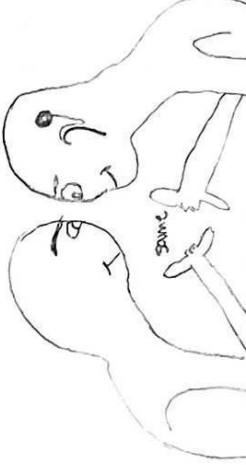
"Responding To Art"

Name: _____

WHAT I SEE?

I see two Person Saying "Same" One of them has corgainé, one with our c.es.

WHAT I FEEL?

I feel Inspireern

WHAT I THINK?

I think it mean no Matter what you are. ive cife feak cno we can Go this"?

RECREATE YOUR OWN.
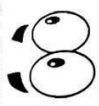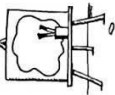
"Responding To Art"

WHAT I SEE?

they use sign language
both bald

WHAT I FEEL?

:|

neutreal

WHAT I THINK?

I think they said same
cause both are bald

RECREATE YOUR OWN.

186
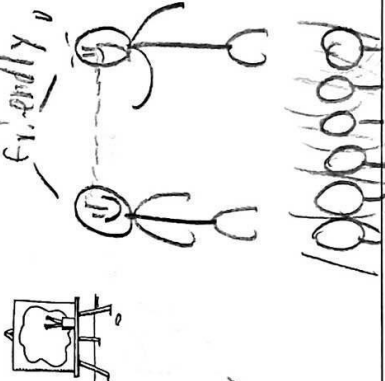
Name: J_____

"Responding To Art"

WHAT I SEE?

one deaf

one hearing

Both has Cancer

one not have eers

different Skin

one has ears

WHAT I FEEL?

I feel neutral

WHAT I THINK?

What I think

both has same Cancer

RECREATE YOUR OWN.
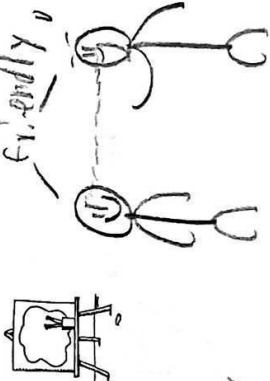
187

"Responding To Art"

Name: _____

WHAT I SEE?

look too connected good friend and deaf, flower, human, b eye

looking other too good friend

WHAT I FEEL?

😊😊😊
😊😊😊
😊😊😊

because my family are connected care very love good.

I feels good
I feel understand empathize

WHAT I THINK?

look too twin and connected good and like things.

RECREATE YOUR OWN.

friendly, nice, strong

188

"Responding To Art"

WHAT I SEE?

look too connected good friend and deaf, flower, human, eye

looking other too good friend

WHAT I FEEL?

😊😊😊
😊😊😊
😊😊😊

I feels good
I feel understand empathize

because my family are connected care very love good.

WHAT I THINK?

look too twin and connected good and like things.

RECREATE YOUR OWN.

friendly, nice, strong

189
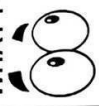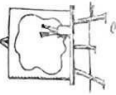
"Responding To Art"

WHAT I SEE?

I See Both signing Same in ASL and one Person have no ears,

WHAT I THINK?

I think they Both are Deab and have cancer, they Both is beeling the same

WHAT I FEEL?

Inspired/Awesome

RECREATE YOUR OWN.

190

"Responding To Art"

COLLECTIVE RESPONSES
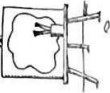
Name: Panthers Class

| WHAT I SEE?	WHAT I FEEL?
1. People connected 2. I saw two people with cancer 3. I person with hearing aid and one with no aid. 4. Two people that are the same 5. One person with an ear, one with no ear. 6. Plants and flowers show connection and that we are the same as nature. 7. I see androgyny. You can have multiple experiences and still be the same and different.	**Happy** **Inspired** **Fine** **Awesome** **Creepy**
WHAT I THINK? I think two people have cancer. I'm curious why they have no clothes. I think both people feel the same. I'm curious about their gender.	RECREATE YOUR OWN.

"Responding To Art"

COLLECTIVE RESPONSES

WHAT I SEE?

1. I one person Deaf and one hard of hearing.
2. I see two people that are bald and they use ASL.
3. Both people have cancer.
4. I saw two people connected with flowers and roots.
5. One person has ears the other has no ears.
6. Both people are looking at each other with their eyes, like controlling.
7. Maybe they are best friends.

WHAT I FEEL?

1. I feel good
2. I feel neutral
3. I feel happy
4. I feel like I empathize
5. I feel the same as the people.
6. I feel like the picture shows hope.

WHAT I THINK?

I think they are the same.
I think they are twins.
I think both people have cancer.

RECREATE YOUR OWN.

Relic Share Guiding Questions

_____

- My relic is very special to me because it was given by my grandma
- My relic was given to me by my mother
- My relic represents what does it symbolize?
- My relic makes me feel good because I feel safe
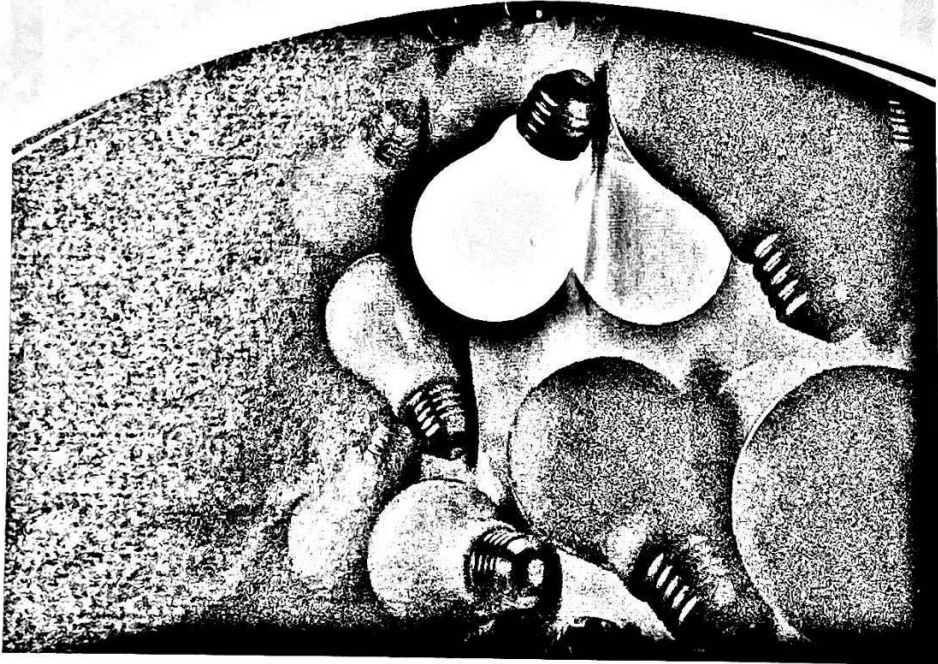- One day I might give my relic to sisters because I want to.

194
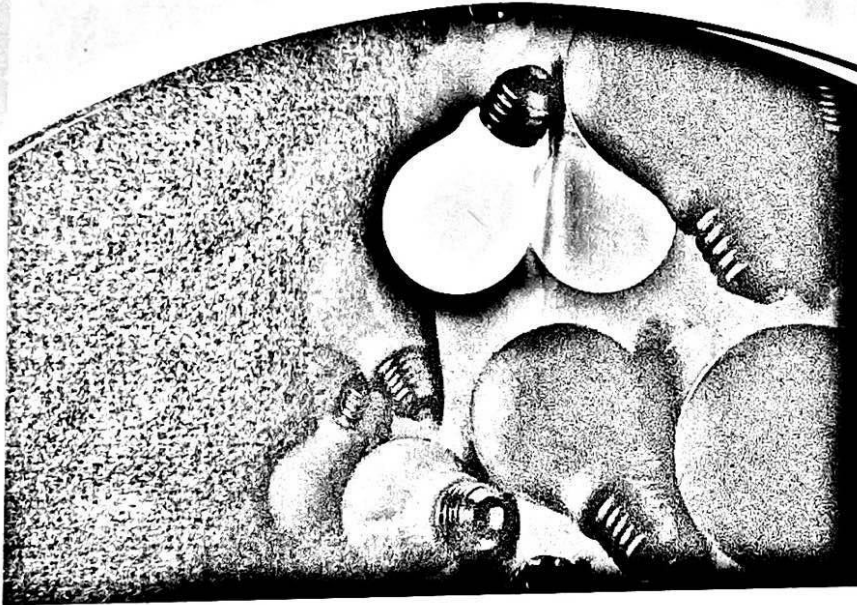
Relic Share Guiding Questions

I Always want a Brother for 7 years and now happen _____

- My relic is very special to me because I've Brother _____
- My relic was given to me by none _____.
- My relic represents I ~~to~~ need to Protect him _____.
- My relic makes me feel happy , because my Brother _____.
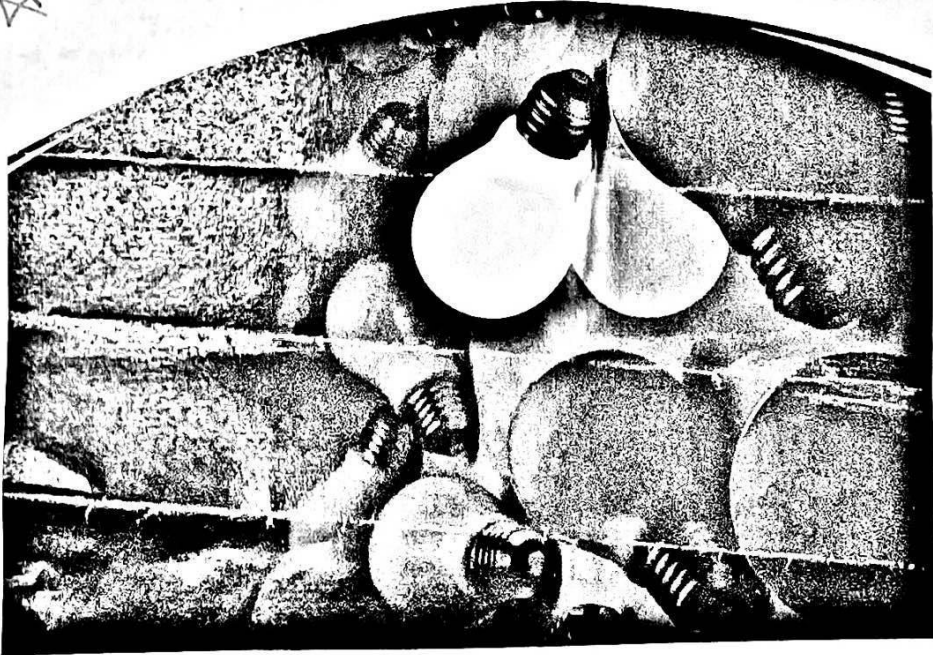- One day I might give my relic to none , because none _____.

Relic Share Guiding Questions

- My relic is very special to me because _____ happy _____.
- My relic was given to me by _____ family _____.
- My relic represents _____ funny _____.
- My relic makes me feel _____ happy _____ because _____ funny _____.
- One day I might give my relic to _____ (lost) _____ because _____ happy _____.
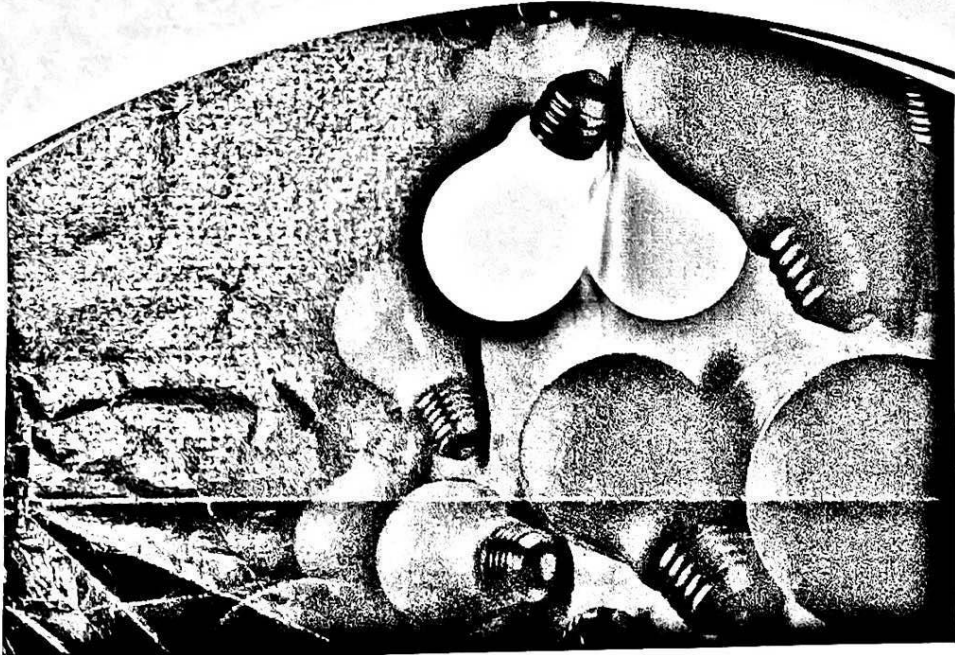
$A\sigma = A\sigma$
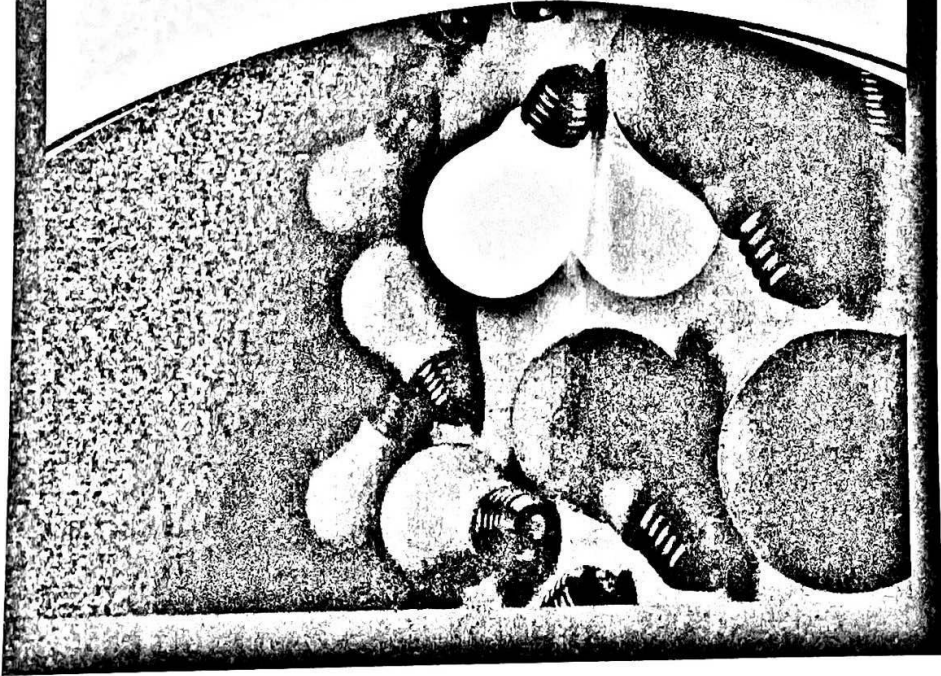
Relic Share Guiding Questions

- My relic is very special to me because _my sister gave me_

- My relic was given to me by _my sister_ .

- My relic represents _Pink keuri_

- My relic makes me feel _special_, because _my sister_

- One day I might give my relic to _my_, because _my_ _children or_ _my children_

Relic Share Guiding Questions

_____

- My relic is very special to me because _I love them._
- My relic was given to me by _MOM_.
- My relic represents _____.
- My relic makes me feel _Special_, because _that makes_
- One day I might give my relic to _I_____, because _____.

Relic Share Guiding Questions

_____

- My relic is very special to me because _of my sister._
- My relic was given to me by _sister_ .
- My relic represents _Animal dog is my favorite._
- My relic makes me feel _happy_ , because _I like dog_ .
- One day I might give my relic to _____, because _____. real dog it dead like chew it. RIP
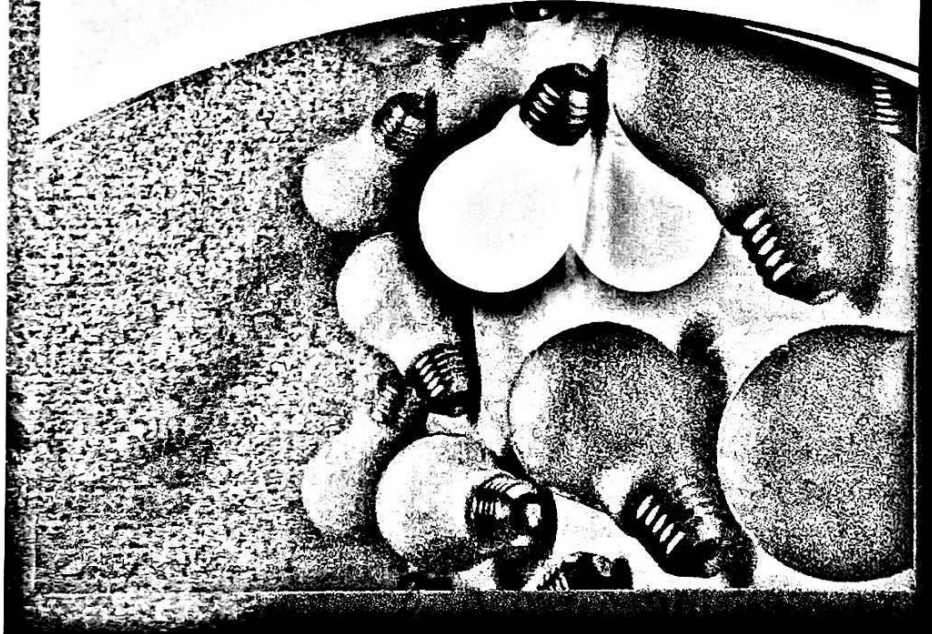
Iceberg Identity
(Group Responses)

My Iceberg Identity

We have similarities and differences but are all unique.

Visable

Appearance   Voice

Skin Color   Physical Characteristics

Sign Language   ability   Race

Sign Language   Race

Identity   ancestory

Culture   Tradition

beliefs   Religion

Not Visable