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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Deaf History in K-12 DHH Classrooms

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

Masters of Arts

in

Teaching and Learning: Bilingual Education (ASL- English)

by

Allison Clark

Committee in charge:

Tom Humphries, Chair
Bobbie M. Allen
Carol Padden

2015

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University of California, San Diego
2015

Chair

DEDICATION

This thesis is dedicated to all of the amazing Deaf students who have taught me, and to all those whom I will learn from in the future.

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ABSTRACT OF THESIS

Deaf History in K-12 DHH Classrooms

by

Allison Clark

Masters of Arts

in

Teaching and Learning: Bilingual Education (ASL-English)

University of California, San Diego, 2015

Tom Humphries, Chair

Deaf children, like all children, deserve a quality education; one that includes the history of their own culture and people. Unfortunately, Deaf history curriculum for Deaf students is seriously lacking in availability. The goal of this thesis is simple; to provide D/deaf students with a quality Deaf history curriculum, from which they can learn about themselves, thus helping them to develop their Deaf identities.

The curriculum included in *Deaf History in K-12 Classrooms* consists of two units. The first addresses the American Deaf history - focusing on the roots of American

Deaf schools and on the creation of American Sign Language. The second unit involves students researching and discussing Deaf people who have made a difference in the past, as well as who are doing so today. Students compile Deaf history scrapbooks to show all that they have learned.

In order to determine if my thesis and curriculum goals were met, I collected four types of evidence: field notes, student surveys, student artifacts, and observation of their Scrapbook Share activity. After examining all of the evidence I collected, it is evident that all of my goals were met.

I. INTRODUCTION

This project has one main goal: learning Deaf history in order to foster Deaf identity development and self esteem. I hope that in the future it can be used as support for the position that Deaf history should be taught to all D/deaf students throughout their educations. I hope to provide teachers of the D/deaf with a curriculum to use or to draw ideas from in the event that they decide to/are able to teach Deaf history.

My curriculum itself has several goals for the students. 1) To engage students in discussions of key D/deaf players, events, etc. in history. 2) To encourage students to reflect on their own thinking about Deaf people and their roles in the world. 3) To engage students in writing about what they have learned from the project. 4) To engage students in creating Deaf history scrapbooks outlining their learning.

My curriculum consists of multiple components. We begin with a survey and/or interview/discussion designed to gauge the students' Deaf identity and self esteem. We then discuss – using American Sign Language – what kinds of things they know about history in general, who some of the famous historical figures that they know are, big historical events, and so on. I then ask students what they know about D/deaf people in history, important things that D/deaf people have done, and so on, and then we build on that knowledge throughout the rest of the units through reading, writing, art, and discussion.

This curriculum consists of lessons on topics such as the origins of Deaf residential schools, major players in the Deaf world then and now, what important things have D/deaf people have brought to the world, etc.

One main component of my curriculum is the creation of Deaf history “scrapbooks”. These “scrapbooks” give students opportunities to both solidify and display their new knowledge in several ways. They include drawings, computer- printed pictures, English writing, timelines, and so on. These books not only serve as a great assessment tool for the teacher, but they also serve as a tool to encourage communication between the students and their families; the students are the experts and can teach their families about Deaf history. These “scrapbooks” provide ample opportunities to make connections between ASL and English.

II. APPROACH TO BILINGUAL EDUCATION

I strongly support bilingual education for all D/deaf students because of its strong research base and the countless linguistic, social, and cognitive benefits that accompany bilingualism.

D/deaf people, having to navigate a world of largely inaccessible spoken languages and (ideally) be knowledgeable of their native signed language, are inherently bilingual. Deaf education should reflect that. D/deaf people are visual people, and therefore, visual language is the most accessible language option for that. In 1989, Johnson, Liddell, and Erting argued that "ASL should be the first language of deaf children, that English should be taught according to the principles of teaching English as a second language and the ultimate goal of the system is well educated, bilingual children." Similarly, in 1994, the National Association of the Deaf (NAD) published work stating their position on ASL and bilingual education: "a) ASL must be the primary language of instruction for academic subjects, and b) instruction in English as the national language shall occur in parallel, based on pedagogical and linguistic principles used in bilingual/Multilingual educational programs for other languages" (Livingston 1997). In reality, spoken English is not accessible to the majority of d/Deaf people. In order to be engaged and actually benefit from the education they are presented with, it must be in a language they have 100% access to.

Cummins' many contributions to the field of bilingual education include his Linguistic Interdependency Theory (1979) and Cognitive Underlying Proficiency (1980).

In his Linguistic Interdependency Theory, Cummins argues that language proficiency can be transferred between languages provided adequate exposure to each, and that the order of acquisition does not necessarily matter, as long as the L1 (first language) is not abandoned prior to its developmental completion (Garcia 2009). His Common Underlying Proficiency theory is an extension of Linguistic Interdependency, and states that a bilingual's two languages are not stored separately in the brain, but are stored together and rely on a single common cognitive/academic language proficiency (Garcia, 2009). These theories support the learning of both ASL and English and D/deaf students, and stand against the common misconception that learning ASL will detriment the learning of English and D/deaf children.

Likewise, Humphries (2013) cites multiple studies showing the positive correlation between ASL and reading. Lieberman (2008) states that children who use ASL can regulate their visual attention, even in the presence of competing visual stimuli and Fernald (2008) states that early visual skills are a predictor of future reading skills. Lieberman (2008) also equates the ability to regulate visual attention with vocabulary development. When D/deaf children are exposed to fluent, consistent ASL, the skills develop naturally.

There are many strategies that educators and even parents can use to teach bilingual children. Humphries and MacDougal (1999) describe one such strategy: chaining. During their study they noticed the consistent use of chaining by educators, which involved "a series of associations, i.e. a finger spelled word plus pointing to the

same word printed on the blackboard plus fingerspelling it again”. Chaining is an excellent technique for linking ASL and English.

Another tool for making real connections between ASL and English is fingerspelling – a major part of ASL. Padden and Ramsey (1998), through a battery of tests, found a strong correlation between fingerspelling skills and SAT –R scores. They also found that scoring highly on their initialized sign task was positively correlated with reading ability. They called these skills *associative skills* or "being able to recognize and translate initialized science and understanding finger spelled words, then writing them down.”

Padden (2006) goes on to explain the two skills involved in acquiring fingerspelling. The first is when a child "learns to recognize finger spelled words as whole units." The second skill is more relevant to English literacy and it tends to occur around the time the child begins reading and writing. This skill is the ability to understand and see "finger spelled words as made up of hand shapes that correspond to letters of the alphabet."

Hand-in-hand with Padden and Ramsey's claim that fingerspelling has a positive correlation to reading is Strong and Prinz's (1997) *Study of the Relationship Between ASL and English Literacy*. They studied subgroups of students with varying levels of ASL proficiency and with D/deaf and hearing mothers. They found that the students with higher levels of ASL competency outperform students with lower levels. They also found that children with D/deaf mothers outperformed those with hearing mothers on measures

of both English and ASL skills. They interpret all of their data findings as proof that "expertise in ASL influences the acquisition of English literacy."

In addition to language, there are social components to bilingualism. Hamers (1998) discusses research showing that "the social and psychological conditions in which language development occurs in the early years play a crucial role in the developmental outcome of a bilingual experience in early childhood." This fact is concerning when D/deaf children are involved, "because 92–97% of deaf children are born into normally hearing families which are not familiar with any sign language, most deaf signers learn sign language outside of their home, frequently at an age beyond that at which language acquisition usually occurs" (Hamers 1998). This delay of language acquisition no doubt causes problems later in life.

Garcia (2009) outlines several of the social advantages of bilingualism. In regard to socioeconomics, she states that there is a "positive relationship between upward mobility and bilingualism", and that it is known to lead to more employment opportunities. She argues the case for global interactions that with things such as technology and media consistently bringing people closer together, "the ability of children to speak, read and write in multi – discursive fashion is an increasingly important commodity... is an asset for the social development of all children." The fact that "75% of the world's population does not speak any English, and 94% do not speak it as their mother tongue" (Garcia 2009) only further supports the need for bilingual/multilingualism in the United States.

Garcia also argues that bilingualism is necessary in local interactions, stating that children need to be able to communicate with people within their communities (made larger by technology) on a daily basis, many of whom speak another language. Lastly, Garcia argues that bilingualism "enables individuals to become aware of the differences in culture, as well as to construct their own hybrid culture that enables them to negotiate both cultural systems." Her argument mirrors the sentiment expressed by Cummins (2006) that an early and strong first language base is a "passport to membership in a social community that affirms the child's intelligence and identity".

On the topic of language and intelligence, bilingualism brings innumerable cognitive benefits to bilingual individuals. Bain (1975) says that a child's problem-solving development and their ability and skill and grasping and identifying rules are impacted by the type of language experience that they had. He said that language experiences send a child's cognitive development in different directions. People with bilingual brains have been shown to have better problem-solving skills (Bain 1975, Garcia 2009, Hamers 1998), they are more adept critical thinkers (Cummins 2006, Garcia 2009), and more creative (Hamers 1998). They possess greater amounts of cognitive/mental flexibility (Hamers 1988, Peal and Lambert 1962), are more skilled at analytical processing and reasoning (Hamers 1998), and concept formation (Cummins 2006, Garcia 2009). They are divergent thinkers (Garcia 2009).

Bilinguals also seem to have heightened metalinguistic skills in comparison with their monolingual counterparts. Hamers (1998) describes bilinguals as better able to reflect on language and detect semantic ambiguity. She states that bilinguals are skilled at

disassociating words from their respective referents. According to her, this is due to their being aware of the arbitrary nature of the relationship between words, referents, and meaning. This may be an underlying reason as to why it is significantly easier for bilinguals to learn multiple additional languages (Garcia 2009).

On a similar note, Garcia (2009) explains that bilinguals are much better at ascertaining the meaning or content of a given message. She explains that bilingual individuals, when tested, tend to respond to meaning as opposed to responding to sound as monolinguals do. Hamers (1998) agrees with Garcia, she describes the finding that bilinguals show the ability for sustained attention on content rather than on form. This focus on meaning over form may be another reason why it is so much easier for bilinguals to learn multiple languages, as they are more focused on the meaning of the language rather than its sounds (Garcia 2009).

Lastly, the benefits of bilingualism seem to seep into the realm of emotion. Garcia (2009) states that bilingual people have been found to be much more sensitive to the needs of listeners when in conversation than monolingual's are. This may be due to their ability to be more sensitive to nonverbal indicators of emotion (Bain 1975).

Research has made it abundantly clear that bilingualism is a positive thing, that there are more than significant benefits experienced by the bilinguals of the world. Why then are so many D/deaf children deprived of bilingualism, or to a lesser degree, discouraged from reaching their full potentials as bilingual people? Francois Grosjean (2001) perfectly sums up my opinion on the subject in just a few sentences: "Every deaf child, whatever the level of his/her hearing loss, should have the right to grow up

bilingual. By knowing and using both a sign language and an oral language (in its written and, when possible, in its spoken modality), the child will attain his/her full cognitive, linguistic, and social capabilities.” Every d/Deaf child deserves to be bilingual.

III. JUSTIFICATION OF NEED

D/deaf children are bombarded with hearing history, hearing celebrities, and holidays that celebrate hearing people. This must impact them. Learning about their own history should help counteract negative effects on their identity development and self esteem.

I have spoken to several teachers about the presence of Deaf history in schools and they all had the same response: there is no presence. To name a few, a D/HH infant and pre-school teacher, a D/HH middle school history teacher, and a high school ASL teacher of Deaf and hearing students were adamant about the need for a Deaf history curriculum at all grade levels. The ASL teacher expressed the anger her D/HH students express when they begin learning bits of Deaf history from her; they are furious that no one ever taught them these things that are so relevant to their lives. They constantly ask her questions such as “why don’t I know this already!?” and “why is this taught to hearing kids in ASL class, but not to d/Deaf kids!?”. I want to provide teachers with a curriculum that will help prevent D/HH students from ever having a reason to ask these questions.

A local Deaf high school student (whom I have known since she was 9 years old) has expressed to me on several occasions that she has never learned anything about Deaf history. She insists that it was not fair that I was able to take a Deaf history class in college when I am hearing and she is Deaf. I attended the same high school that she currently attends and witnessed the lack of Deaf history knowledge in the school firsthand. Also, in my undergraduate Deaf history class, many Deaf students became

frustrated that they had never been taught Deaf history growing up and were thrilled to finally learn about it. Through my questioning of teachers and searches of the internet I have found very little in the way of existing Deaf history curriculum.

A healthy level of self esteem is important for everyone, especially for developing children and teens, and self esteem has a lot to do with identity. “Self-esteem is widely recognized as a central aspect of psychological functioning and is strongly related to many other variables, including general satisfaction with one's life” (Crocker and Major, 1989). Identity can be both on an individual and on a group level, but a lot of individual identity is grounded in group identity. When a group is stigmatized, oppressed, seen as lesser, or stereotyped, its members suffer all the way down to the level of their individual identities. They are typically aware of others’ feelings toward them or their group and “members of stigmatized groups may develop negative self-concepts either because specific individuals with whom they interact (e.g., peers, teachers) hold negative attitudes toward them or because members of their group are generally devalued in the wider culture, as expressed in books, television shows, and so on” (Crocker and Major, 1989). It is important to prevent students in minority groups and cultures from accepting their devaluation as truth.

Cartwright (1950) stated that "the group to which a person belongs serves as primary determiners of his self-esteem. To a considerable extent, personal feelings of worth depend on the social evaluation of the group with which a person is identified. Self-hatred and feelings of worthlessness tend to arise from membership in

underprivileged or outcast groups”. Likewise, Crocker and Major (1989) argue that “awareness of negative stereotypes and discrimination against one's group should result in negative self-evaluations”. It is a major goal of this curriculum to combat such negative feelings in d/Deaf students, and to instead foster pride in their culture and identities. Learning about their history as d/Deaf people, and about their culture will arm them with knowledge, make them better able to form their own opinions and more able to resist stereotypes and oppression. Ogbu (1992) argues that “multicultural education fosters pride in minority cultures, helps minority students develop new insights into new cultures, reduces prejudice and stereotyping, and promotes intercultural understandings”. It will give them some of the tools they need to educate others and break down barriers.

IV. REVIEW OF EXISTING CURRICULA AND MATERIALS

While I have been failing in my attempts to find existing Deaf history curriculum, I have found many resources that could be used in creating one. There are several Deaf history books in existence, a few of which are *A Place of Their Own*, *Forbidden Signs*, *Deaf History Unveiled*, and *Movers and Shakers*.

A Place of Their Own is a book of original source material discussing Deaf history, from "Prophets and Physicians", to "The Residential School Experience", to "Employing the Deaf Community". It outlines happenings such as the call for a Deaf state, the beginnings of Gallaudet University, and "The Assault on Sign Language". The Braidwood family, Jean Massieu, and Thomas Hopkins Gallaudet are just a few of the major players that make appearances in this text.

Forbidden Signs is 163 pages of Deaf culture through the lens of Deaf history. This book has two major goals: first, to explain the 19th century popularity of sign language in America immediately followed by the war waged against it. And second, to show Deaf history from a new perspective from the mid-1800s to 1920. This book addresses questions such as what separates the civilized from "savages", where d/Deaf children fall in regard to their parents' group memberships, and the relationship between the deaf and the disabled.

Deaf History Unveiled tells the story of deaf people over the past 400 years. This text focuses on "insights" based on "the highest level of sophisticated inquiry". It discusses the evolutionary arguments against sign language, the maltreatment of deaf

Canadian nuns, and the fight to make Deaf History a legitimate field. Some chapters include "Abbe de l'Epee and the Living Dictionary", "Savages and Deaf Mute's ", and "The *Silent Worker* Newspaper and the Building of a Deaf Community".

Movers and Shakers is a more "kid friendly" text about d/Deaf people who have made significant contributions to the world. This book contains bibliographical narratives about 26 d/Deaf individuals, some of whom many people don't realize were actually d/Deaf. Ludwig van Beethoven, Thomas Alva Edison, Andrew Foster, Laurent Clerc, and Juliette Gordon Low are just a few of the more recognizable names whose stories are told in this book. While key d/Deaf players are not the only focus of my curriculum, it is nonetheless important to show young d/Deaf students concrete examples of the success that other d/Deaf people have had in the past.

Courtney Hipskind's recent thesis *Fostering Positive Deaf Identity Development in a K-2 Deaf Classroom* (2014) provides a survey to aid in measurement of a student's Deaf identity development that could be valuable to my project. While both Hipskind's and my projects are interested in Deaf identity development, mine is focused specifically on how learning Deaf history impacts that development. Hipskind's curriculum was unrelated to Deaf history; it focused on the actual process of developing a Deaf identity.

Gallaudet University proposed to the American Sign Language Teachers Association (ASLTA) an "ASL and Deaf Studies K-12 Curriculum Framework". This framework provides lessons that build on each other for grades K-12. Since this proposal was to ASLTA, it is obvious that it is intended to be taught in an ASL class that could contain both Deaf and Hearing students, which is not what I am doing with my curriculum. The framework provides lessons on ASL grammar and structure, as well on

Deaf Studies topics such as famous Deaf people. Some of the ideas in this framework could absolutely be modified and applied to my curriculum.

V. LEARNING THEORIES

There are multiple learning theories that play a large part in the implementation of my curriculum. The first of which is Lev Vygotsky's Zone of Proximal Development (1978) According to Vygotsky, there are two levels of development; a student's actual level of development, and what they can do with assistance. The actual level of development of a student is referring to what they can accomplish on their own; what skills they have mastered. On the other hand, is what a student can do only with the assistance of others; a skill or mental process that is still in the midst of its maturation process. The Zone of Proximal Development (ZPD) is the space between these two levels.

My curriculum needs to be flexible to fit any student's ZPD. Students are all different; they all have unique understandings and histories that directly affect how they learn. D/deaf students are no exception, if anything, they are even more varied. D/deaf students all come from drastically different backgrounds in regard to language exposure and acquisition, home language, whether or not there is communication at home, and so on. This means that teachers need to be able to provide their students with flexible curriculum and accessible materials that fit each student's ZPD.

Hand-in-hand with the ZPD is Jerome Bruner's (1975) concept of scaffolding. Scaffolding is "the systematic sequences of prompted content, materials, tasks, and teacher and peer support to optimize learning... the process in which students are given support until they can apply the skills and strategies independently" (Larkin, 2001, Meyer, 1993). Scaffolding allows students with varied ZPDs to participate in the same

learning and benefit from the same lessons. It gives teachers the ability to personalize lessons to some degree. Scaffolding helps students to learn and achieve academically in things that they could not otherwise do. In short, scaffolding is what teachers can do to help stretch a student's ZPD and lead to independence. Possible scaffolds include sentence frames, sentence stems, explanation, cues/prompts, modeling, discussion, etc. In order to meet the varied needs of my students, and any students who may experience my curriculum in the future, it must be filled with opportunities to scaffold instruction.

Another theory that plays an important part in this curriculum is the revised version of Blooms Taxonomy (Krathwohl, 2002). The revised Blooms Taxonomy is a hierarchy model of cognitive processes of thinking arranged by complexity. Normally arranged into a pyramid, there are 6 levels, starting from the bottom with remembering, then understanding, applying, analyzing, evaluating, and lastly, creating is at the top. As students move up the pyramid, it means that they have essentially mastered the levels below.

Remembering refers to both recognizing and recalling information. This curriculum asks students to recognize new information about Deaf history, and then recall the general history that they have been learning through their school careers (Krathwohl, 2002). Next, students must understand what they are learning – they must “determine the meaning of instructional messages” (Krathwohl, 2002). Understanding can include interpreting, classifying, comparing, summarizing, explaining, or inferring information (Krathwohl, 2002).

The third step in the pyramid is application. Students need to be able to execute and implement instructions or a procedure given by the teacher or other students

(Krathwohl, 2002). Students participating in my curriculum are asked to understand and apply throughout our time together. The fourth step is to analyze; students must “break material into its constituent parts and detect how the parts relate to one another and to an overall structure or purpose” (Krathwohl, 2002). This is what students are asked to do while they are learning about the history of their community, and they also analyze how their learning is affecting the way they think and feel about their community.

The next level is evaluation – “making judgments based on criteria” (Krathwohl, 2002). Students are to critique what they are learning, and then those judgments help to shape their opinions about Deaf history and how it relates to them. The sixth and final level at the top of the pyramid is creating – “putting elements together to form a novel, coherent whole or make an original product” (Krathwohl, 2002). This includes generating, planning, and producing. Creating is a major part of this curriculum, as students actually make their own Deaf History “scrapbooks” as their final project. Based on Bloom’s revised Taxonomy, all five lower levels must be mastered in order for the last level to be attainable. For this reason, my curriculum is heavily focused on these levels so that the students can create a final product that really shows their learning, and that they are proud of and want to share with their families.

A fourth learning theory that is an integral component of my curriculum is metacognition – thinking about thinking. According to Flavell, (1979), metacognition plays an important role in “oral communication of information, oral persuasion, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition, self control, and self instruction”. He argues

that metacognition can be broken down into four subcategories: “metacognitive knowledge, metacognitive experiences, goals/tasks, actions/strategies”.

My curriculum is filled with opportunities for metacognitive experiences, which are “especially likely to occur in situations that stimulate a lot of careful, highly conscious thinking...” and “... can affect your metacognitive knowledge base by adding to it, deleting from it, or revising it ” (Flavell). That is what I hope to create with my curriculum; metacognitive experiences where my students see Deaf history in the context of what they already know about history. Students think about how their new knowledge and understanding of Deaf history affects and changes their thinking about D/deaf people in general, and about themselves. Then they think about and express how their learning Deaf history is impacting their identity development.

VI. CURRICULUM FORMAT

This curriculum is organized into two units, each consisting of several lessons made up of multiple activities. Each lesson plan is clearly divided into seven sections. Each section of the lesson plan is in a separate outlined box. To further visually distinguish the sections, and to help teachers more easily locate any particular section they may be looking for, different colors (white, light blue, light green, light red, light purple, dark green, and dark blue) are used throughout. This format is consistent throughout the entire curriculum for ease of navigation.

The sections of each lesson plan include: Goals/Objectives (colored white) , Standards (colored light blue), What You Will Need (colored light green), Before You Start (colored light red), The Lesson (colored light purple), Assessment (colored dark green), and Differentiation (colored dark blue). The "Goals/Objectives" section includes the unit objective, lesson objective, and language objective. "Standards" is where all of the common core state standards that are just in a lesson can be found. The "What You Will Need" section lists all of the materials that will be necessary to carry out the activity. "Before You Start" details the preparation that is required for the activity.

The largest section of the lesson plan is the actual activity. This can be found in the section called "The Lesson". "The Lesson" is separated into three subsections, the first of which is the "Introduction/Engagement". This portion of the activity is when the students are drawn in – it may include tapping their prior knowledge, presenting them with an interesting fact, etc. Next is the "Procedure". The procedure is where teachers can

find play-by-play instructions on how to carry out the activity. This section may include examples, images, instructions for students, instructions for the teacher, and so on. It is the content of the activity. The last section of the lesson plan is the "Wrap Up". This section may include summaries, conclusions, homework, things the students can do at home with their families, a preview of the next activity, etc.

The sixth section of the lesson plan is the "Assessment". Here, teachers can find both formative and summative assessments. It may describe rubrics to be used, suggest questions to ask, and/or other ways to assess. The seventh and final section of the lesson plan is "Differentiation". Modifications, simple differentiations, and some extensions are discussed here.

VII. EVALUATION PLAN

In order to determine if my thesis and curriculum goals were met, I collected four types of evidence: field notes, student surveys, student artifacts, and observation of their Scrapbook Share activity.

The first type of evidence that I collected was my field notes. Throughout the implementation of my curriculum, I took notes documenting what happened during each activity. I documented things such as the effectiveness of activities, timing and timing issues, lesson modifications, and conversations with students. These notes allowed me to keep track of ongoing progress, problems that arose, interruptions, absences, and changes, and to monitor if my goals were being met.

The next type of evidence I collected were pre and post “Deaf Attitude and Awareness” surveys (Hipskind 2014). This was done through individual meetings with the students and then recorded onto the paper surveys. I took these surveys to see if there would be any noticeable difference in responses before and after our short time together working on my curriculum.

I also collected a total of 91 student artifacts from my 6 students. The artifacts were the result of Unit 1 only, as we did not have time to do the second unit. I collected the artifacts after each was completed and then saved them for review and for the compilation of student scrapbooks. The students put their work together into individual “Deaf History Scrapbooks”. The creation of these artifacts provided evidence of student

learning for me to examine, as well as provided the students with a record to share with their families later on.

The final way that I collected data from my students was through observations of their “Scrapbook Share” activity. My students were very eager to share their hard work with their principal, and they were all able to answer her many questions about what they had learned with very little to no assistance. They also were able to show and explain their work to me, each other, their classroom teacher and aide, and their parents. This gave me a valuable opportunity to see how much my students really learned and understood from my curriculum in a relaxed, natural, spontaneous way.

These four methods for collecting student data illustrates my belief as a teacher in assessing students over time, as a whole based on many examples of their abilities.

VIII. CURRICULUM IMPLEMENTATION

School context

The context in which I taught my curriculum was a Deaf residential school in California. The class consisted of six first grade students who were six and seven years old. There were three girls and three boys, all of whom are from Deaf families. One student has a hearing parent who does not sign, a hard of hearing parent who is oral and signs, and two hard of hearing siblings who attend the same school. The students were all either white or Mexican. The first language of all of the students was ASL, and their second was English. None of the students have special needs. When grouping students was necessary, the students tended to be grouped into two groups based on the skills needed for whatever activity.

The school philosophy is bilingual – ASL all day, every day. ASL is the language of instruction. Speech sessions were offered for those who wanted them under an ASL-fluent speech teacher. The physical environment of the school is a large infant to 22-year-old campus. Early childhood education, elementary, middle, and high schools are physically separated into different areas of the school, and there is not much contact if any at all between the age-groups. The school was home to well-maintained landscaping, lots of construction, newly renovated buildings, and student cottages. There was a playground for the elementary school, several areas for sports, and there were signs posted around the campus instructing ASL use all of the time.

The classroom contained a library area/morning meeting area, iPads and a document camera. There was a white board and an interactive whiteboard, a sink and water fountain, and student work on the walls. There was a closet for backpacks, a kidney-shaped table for whole class activities, and individual desks in two groups of three. There were two desks towards the back of the room for me to work with students, and a table for the teacher's aide to use. Each student had a homework mailbox, and the walls were covered in environmental print – colors, the alphabet, numbers 1-20, a calendar, and the day's weather. The class was taught by one teacher who had one part-time teacher's aide; both were Deaf and fluent in ASL and spoken English. The environment of the classroom was very supportive and one of high expectations. Three students were regularly pulled for speech one or two times weekly.

Implementation notes:

SURVEY Wednesday 4/15:

I tried to do the survey with the group – very bad idea! Lexi was copying, lots of confusion. It became frustrating so we stopped. Later I pulled the kids one by one and walked them through the survey. Everyone was reportedly Deaf, and proud of it! Some gave the answer "I was born that way!" with much attitude. None however were able to define deaf. They were able to identify family members who are deaf and hearing. No one knew the meaning of ASL. This survey should have been done much differently than it was – either a totally different format, or practicing taking a survey beforehand. I wish I had changed the survey to better fit this class, or had taken it out altogether. Hopefully the post survey will prove better.

K/L CHART Wednesday 4/15:

Kenzie was absent today - only five students. I don't know if these kids had ever done this type of activity before, or if they were just "off" that morning because we really had to "pull" the information out of them. At first they said "Super Deafy""Sean Forbes" etc. – not the information I was looking for. My cooperating teacher and I ended up doing a lot of questioning, role-playing, and presenting real life examples and then asking them to explain. Some examples: how do the students watch TV? Can they call the doctor on a regular phone? Why did Allison get scared and jump on her first day? How did you know there was a fire alarm? If someone's outside your door at home how do you know? What do you learn in ASL class? Can your hearing siblings come to school here? Can they live here? Etc. We ended up thoroughly filling the 'what do you already know' section of our chart.

1.1.1 READ ALOUD 1-6 Thursday 4/16:

Before we begin reading; I reviewed the K/L chart with the class. I planned to do this anyway, but we took some extra time because Kenzie had been absent the day we did it. The kids have been sitting all day, were very fidgety and distracted. The cooperating teacher and I took turns reading pages. We barely made it through the six pages before they had to go to PE.

1.1.2 DRAW AND WRITE GALLAUDET COGSWELL AND ALICE Thursday 4/16-
Tuesday 4/21:

It was immediately made clear that this activity needed to be broken up into two or three separate activities. We did not have time to do more than one in the time slots available each day.

PART 1 GALLAUDET Thursday 4/16:

I read with the kids a few sentences about Gallaudet that I had previously written. Next I asked the kids to brainstorm more information about Gallaudet. I wrote their sentences on the board under mine. When we were satisfied with our brainstorm I showed the worksheet to the kids and explained to them that they were to write three facts about Gallaudet. There was some confusion about if they were to write three rows of text on their paper or three actual sentences. My CT, the TA, and I explained to the students multiple times that sentence is not just one line of text and underlined each sentence on the board with different colors. Eventually each student completed the task. I had premade an example of my own which aided the students in writing, but heavily influenced most of their drawings. I emphasized that it was my drawing, and not to copy it, hid it, and explained that they were to draw something related to what they had written. I decided not to make another example after that. The kids really enjoyed explaining their drawings. I decided not to be too strict about sentence structure, and let them write in their own ways in the interest of time and just letting them get the hang of the activity. One student did have a very original drawing that did not resemble mine at

all which was nice.

PART 2 COGSWELL Friday 4/17:

Before starting, I asked the students what we did the day before, and what they remember about Gallaudet. I asked them to recall the three people I had told them we would be discussing and they said Gallaudet, Cogswell, and Alice. They enjoyed guessing which one would be next. Alice was the one with the most guesses, but I wanted to save her for last. I showed, and we read the information that I had written about Cogswell. We brainstormed more info about him on the board. I asked the kids to explain to me what they were to do and they did. This time I wanted more focus on correctly written sentences so the kids were given whiteboards to practice and edit more easily. Some students took sentences from the brainstorm and copy them directly, others took the ideas and modified, but all were required to sign and explain their sentences to show understanding before putting them on paper. Even having written 2 to 3 sentences on the whiteboard, several students thought they were done when they filled three lines with the text on their papers. It was again explained to the students the difference between a row and a sentence. We made sure to capitalize and we worked on their grammar. I hoped to get both papers done, but two students did not finish coloring the first. I pulled them on Tuesday to finish when they were done with other things.

PART 3 ALICE Wednesday 4/21:

I hoped to get this and 1.1.3 done, but that was not terribly realistic. We followed the same format as the last one. Kids were very hyper and we had to stop a few times to

take some deep breaths and calm down. They were very excited to share all they knew about Alice, and they had just finished PE. They seem to be struggling with the idea of matching the writing and drawing, they needed quite a bit of reminding to do so throughout. One student did not finish drawing because she really took her time on writing. For the recap, I will ask them to completely create their own sentences.

1.1.3 RETELL Wednesday 4-21- Thursday 4/22:

Lexi was pulled for speech and missed finishing Alice and participating in this activity today. The CT and I decided to make this a "center" during their writing block. This would A) allow for more differentiated instruction, B) allow for more instruction due to C) shortened time needed for activity due to D) making it easier to manage and provide more individualized attention. I worked with Oliver, Kenzie, and Dawn first. We flipped through the pages of *My Heart Glow* we had read so far, and I had the students retell the story using ASL. Next, I asked each student to provide three sentences describing the beginning middle and end of the story so far. I wrote the sentences they provided on a whiteboard for each of them and asked the students to read it back to confirm it is what they meant. They then wrote their sentences on their papers and then drew a picture to match their summary. The next group was Alan and Jiovan. We follow the same format. I pulled Lexi later one-on-one from the group after meeting/calendar on the 23rd to work with her on what she had missed.

1.2.1 READ ALOUD Monday 4-27:

The long gap between this and the previous activity was due to us needing to finish up the previous activity on the 23rd and then having zero instructional time on the 25th. My CT and I did this read aloud in the morning meeting area together.

1.2.2 Tuesday 4/28- Friday 5/1:

This activity spanned four days. I found that the kids could barely get through one ‘draw and write’ per one hour sitting. This has to do with the review we did, the discussion, the making of individual sentences per kid times three, writing, and then drawing a picture to match the writing. The kids have really been struggling with the concept of drawing something to illustrate their writing. We discussed what we knew about Sicard, Clerc, and Paris School for the Deaf. And then I wrote all of the kids’ sentences on the board and told them to choose three. As we went along I emphasized for them to choose the three most important sentences, rather than just picking them at random. Over the several days, the kids finished at different paces due to absences. When a student was absent, I worked one-on-one with them to catch up when they returned to school and we could find the time.

The kids were very excited to discuss Clerc; they had been waiting to since the start of the project. They know a lot about in from ASL class in previous readings of *My Heart Glow*. They brainstormed a whole big whiteboard full of information about him. They found Paris School for the Deaf interesting since it was the first deaf school in the world. They made disapproving faces at the fact that deaf people were generally uneducated and isolated before Paris School for the Deaf. They independently likened it

to American School for the Deaf and America's deaf people being uneducated and isolated before ASD.

1.2.3 RETELL Monday 5/4- Tuesday 5/5:

Kenzie arrived late, after we finished this activity. Alan was absent. Both needed to be done on 5/5 while the others read for RC (Reading Counts!), and/or were pulled for miscue assessment. Everyone had a terrible case of the Mondays this morning. Dawn was pulled for miscue assessment and did not finish. Lexi, Oliver, and Jiovan finished theirs. We walked through the pages from the last read aloud, and each student came up with a sentence or two for each of the beginning middle and end of the section. I wrote their sentences on individual whiteboards and they copied them and then illustrated.

1.3.1 READ ALOUD Wednesday 5/6:

In this read aloud, we sat on the carpet and I read pages 12 to 14 which discuss Alice writing a sad letter to Gallaudet. She tells him that she thinks God is angry with her because she hasn't studied enough or read her Bible correctly and that is why he made her deaf. When he gets the letter he is devastated that she feels this way and has given up hope. He decides to go home. He begged Clerc to go with him to help Alice. They traveled home for 52 days all the while Alice is very worried the ship will sink. When they arrive safely, Alice is thrilled to see Gallaudet again and to meet Clerc for the first time.

The idea that Alice was made to be deaf as a punishment from God was an interesting one. The kids did not seem to understand this concept. I asked them if Alice was a bad girl. They said no. I asked if God was mad at her. They said "yes", "no", and "I

don't know". I asked the students to recall why Alice is deaf, "do you remember"? They responded enthusiastically it was because "she was bad and God was mad at her and made her deaf". I asked them "Alice is bad"? "Why is she a bad girl"? They responded that "she did not study or read her Bible and that God did not like her". I asked them "really? God doesn't like Alice"? They responded "NO, God loves her" enthusiastically. I said "okay, good, so why is Alice deaf"? They responded "because God was mad that she did not study or practice reading and writing in school and so she was punished and made deaf". At this point we were getting nowhere.

My CT jumped in and asked a student "why are you deaf", "is God mad at you"? She looked shocked and confused and said "no God loves me and is not mad at me". But she could not say why she is deaf. We asked her if her parents, siblings, grandparents, and so on are Deaf. They all are. So that means her mom and dad are both Deaf, gave her a Deaf gene, and that is why she was born deaf. The same walk-through of family history was done once or twice with each student, and with my CT who became sick as a baby and became deaf. All of the students were born deaf and have Deaf families. Finally, they were able to tell me that "Alice was a good girl and God loves her, she was born hearing but got sick with a bad fever and then her ears became deaf". After we finished the read aloud I asked them again why Alice was deaf and why each of them is deaf and they were able to tell me.

1.3.2 DRAW AND WRITE – WHAT DID THEY DO ON THE SHIP? Thursday 5/7:

I brought out the book and turned to the page depicting a ship in the ocean. I asked the students to tell me who was on the ship, where they were going, how they got

to America, how long the trip was, and how they communicated on the ship. They told me that “Gallaudet and Clerc were on the ship going to America and that they communicated using ASL”. I told them “No, remember that ASL did not exist yet”. They said that “they spoke on the ship”. I asked to them “really? Is Clerc hearing”? They said “no”. I asked how they communicated. They did not know. I asked them next “what languages Clerc knew”. We decided that he knew LSF and written French. Next I asked them “what language Gallaudet used”, and we decided that he spoke English and read and wrote English. Ask them “so what language does Gallaudet need to learn in order to talk to deaf people when they found the school”? They said “ASL”. I said “no not yet”. Then they excitedly responded “LSF”. I said “okay good how is he going to learn LSF”? They responded excitedly that “Clerc would teach him”. I said “perfect, okay, now what language does Clerc need to learn”? They said “English”. I said “good, he needed to learn to speak English?” They said “no”. I asked them “how else would he learn English?”, and they said “reading and writing”. I asked them “so what did they do on the ship?” they responded that “they taught each other”. After this discussion, each student was to write three sentences on their individual whiteboards. They all got varied amounts of assistance. When we finished, they wrote their sentences on paper and then drew an illustration to match.

1.3.3 RETELL Friday 5/8- Tuesday 5/12:

Jiovan, Kenzie, Alan, and Lexi still needed to complete their miscue assessments with my CT. I started working with them all, while my CT pulled them for miscues. We walked back through what we had read a few days before. They were to summarize it

with 3 to 4 sentences– One for the beginning, one for the middle, and one for the end. They wrote their sentences on individual whiteboards, and then on paper. They then illustrated to match. When someone was finished, they were to go do another activity that was predetermined. Students rotated in and out because of miscue assessments on Friday 5/8 and 5/12 in the morning. There were also absences and the school’s ‘Math Olympiad’ all day on the 11th.

1.4.1 READ ALOUD Tuesday 5/12:

This was a very short paragraph discussing the founding of the American School for the Deaf. It has good information though. It tells about the first principle, first deaf teacher, the first enrolled student at ASD, how many students were enrolled that first year, and whether they were adults or children. The kids were very excited about Clerc being a Deaf teacher and said he was the same as their teacher (my CT).

1.4.2 RETELL Tuesday 5/12-Wednesday 5/13:

This was our last retell activity and the kids were eager to finish the book. I ran out of Alice face pictures, so the kids had to draw them. Everyone wanted to write about Gallaudet being the first principle, Clerc being the first teacher, and Alice being the first student at ASD. We did this activity in broken up groups, as students were catching up on things and we needed to review for language arts assessments. All of the assessments and assessment preparation took away from our regular classroom time. We had assessments for writing, comprehension, grammar, and math. This activity went so much more quickly as the students had become accustomed to the format of our activities.

1.4.4 GUIDED DRAWING Thursday 5/14:

I did not know if we would have time to finish 1.4.3 and 1.4.4 so I decided to do this one first as it is more fun and I really wanted to do it. This was by far the most fun activity (as expected). I modeled and explained the concept of a guided drawing; we practiced, and then began. There was much excitement. I gave the students each a brown colored pencil, and then I traced my hand in an “I-LOVE-YOU” handshape. The kids then traced their hands when I told them to go ahead. A few of their tracings were unrecognizable as hands, so I helped them trace another. Oliver and Jiovan decided they would prefer if their wrist went all the way to the bottom of the paper, rather than leaving a gap like I had. They had to erase part of it and then live with their drawings not looking “perfect”, which actually really bothered them. The other students were appalled at their actions, telling them to “follow directions” and that “all of the drawings are supposed to look the same”. When I started drawing the green leaves, they all exclaimed that I was drawing a tree. They then explained to me that it was an “ASL/I-LOVE-YOU tree, because we need to love the earth and recycle”. They copied my drawing, I drew, they copied etc. When it came time to draw the three tree roots, Oliver and Jiovan understood why they should have followed my instructions in the beginning and left space at the bottom of their papers.

First, we recalled how at one time there was no ASL at all, and how Clerc used LSF, what LSF means, and how it came to America. LSF went on a root. Next, we watched a video by Benjamin Lewis about Martha's Vineyard (Sorenson 2015) – it showed the island, and then toured and discussed the deaf history there at Martha's Vineyard and Martha's Vineyard sign language. The video was thoroughly enjoyed by all

in the room! Afterwards, we discussed what it was about and what the key points were; the people and language of the island's past.

Then I pointed out to them that Benjamin had said Martha's Vineyard sign language helped develop ASL, and we discussed how deaf people from Martha's Vineyard at points attended ASD. MVSL was written on another root. Lastly I explained home signs. They are all from Deaf families and all use ASL, they did not understand what home signs were. They asked if Alice used home signs (which the book alluded to), and then mimed what home signs they thought Alice might have used to me and to each other to clarify and explain the concept. Great connection! We wrote "home signs" on the last root. Then on the grass, we wrote "Deaf schools" because that is where the three mixed and grew into ASL/the tree.

1.4.3 MAP Thursday 5/14:

This activity was incredibly boring and we did not finish it. It is much more suited for older children. We ended up just coloring the maps to follow my example, and then labeling all the states and what year their first Deaf school was founded. We discussed this. Then the students help me put the dates on our timeline. I asked them to locate different Deaf schools on the timeline and tell me when they were founded, and I asked them to locate other things on the timeline, such as when Alice was born, when they were born, and when I was born.

W.1 SURVEY Friday 5/29:

I wanted to make a different survey, but decided to stick with it since I wanted to

compare it to the pre-survey. This one was a lot easier than the last one since they had already done it before. My CT, T.A., and I each did surveys with individual students.

W.2 K/L CHART Friday 5/29:

We reviewed the 'K chart' first and the kids said it was not all true information. The students were totally focused on filling out this half of the chart; on telling me all that they had learned. It was very exciting to have 12 little hands spouting knowledge at me while I furiously tried to write legibly on the chart. We spent 20 to 30 minutes discussing this. When we were done, we re-reviewed The 'K chart' and the kids corrected some of their previous assertions.

1.5.1 ORDERING Friday 5/29:

In the interest of ease and time, I did not have the kids sort and reorder their pages as I had planned. We just put the pages on construction paper in the order I gave them to them. I wanted to get them laminated over the weekend. I also put in their surveys when they were done and scanned and printed copies of the 'KL chart' for each kids book. I laminated them. On Monday Lexi and Kenzie still needed to finish their surveys, so we did it on top of the lamination with a Sharpie.

SCRAPBOOK SHARE Wednesday 6/3:

The students desperately wanted to go to the principal's office and show her their books; they were so proud of them. So we did. She looked through their books and asked many questions of each of the students. They were able to answer them all and I was

quite proud of them. Over the next several days when the students had any free time (because they had finished work early or something to that effect) they went to their desks and read their books individually, or to each other, or compared them. They were so excited to take them home on the last day of school to show their families. Lexi wanted to show her Deaf history scrapbook to her hearing dad who does not sign so he could learn about her and about Deaf people.

IX. EVALUATION

My curriculum goals were 1) to engage students in discussions of key D/deaf players, events, etc. in history; 2) to encourage students to reflect on their own thinking about Deaf people and their roles in the world; 3) to engage students in writing about what they have learned from the project; and 4) to engage students in creating Deaf history scrapbooks outlining their learning. I collected four types of evidence to determine whether or not my goals were met and whether or not my curriculum was effective: field notes, student surveys, student artifacts, and observation of their Scrapbook Share activity. See figures 1-85 in appendices B-M for student artifacts.

Goal 1: Engage students in discussions of key D/deaf players, events, etc. in history.

While we did not cover everything that I originally wanted, this goal was definitely met. I was not able to implement Unit 2, which was all about key D/deaf players, events, etc. in history, due to time constraints. Throughout Unit 1, however, we did engage in many discussions about the founding of ASD, the origins of ASL, Laurent Clerc, and Alice Cogswell, which does meet this goal.

In lesson 1.1, students learned about Alice Cogswell, Thomas Gallaudet, and Mason Cogswell. In lesson 1.2 students learned about Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf. They learned about how all of these people and places are connected. Lesson 1.3 focused on Clerc and Gallaudet's journey from France to Hartford, Connecticut. Lastly, lesson 1.4 taught about the founding of ASD and subsequent Deaf

schools all over the United States, as well as about how ASL was originally formed. They learned about how all of these people, places, and languages are connected.

This fact is made evident when comparing student brainstorming in our "K/L" chart before and after we began the curriculum. When examining the "K" portion of the chart, looking for information about Deaf people in the past and present, Deaf schools, and Deaf history, I found very little. The students brainstormed "Superdeafy", "Sean Forbes", "The Hammer", and "Alice". I was a bit surprised by this, since all of the students are from Deaf families, and they attended regular ASL classes at their school. Upon examination of the "L" section of the chart, I found much more.

When we began brainstorming this section of the chart, I was instantly bombarded with facts and information. The students had me write things such as "Alice became deaf because she became sick", "Gallaudet gestured with Alice, he wanted to teach her. He went to Europe and the England people wanted money to teach him. So he went to France. He was hearing". They told me that we had made a map of many, many Deaf schools, and then named roughly 40 of them. They said that "Gallaudet taught hard Alice. She scared Gallaudet go to Europe, ship sink. Meet Laurent Clerc, with Gallaudet to America", and that "Clerc Deaf, French, scar on his face gave him his name sign. Grew up at Paris Deaf School and worked there. Know LSF".

They informed me that ASD was founded in 1817 in Connecticut, and was home to 33 students (both children and adults) in its first year. Gallaudet was the first principal, Clerc was the first teacher, and that Alice was the first student. Also, Abbe Sicard, who signed, was the principal of the Paris School for the Deaf, which was actually the first

Deaf School in the world. They said that Gallaudet and Clerc spent 52 days on a ship from France to America, all the while teaching each other their respective languages. They went on to tell me that Martha's Vineyard was once home to "many Deaf" and that "Deaf and hearing all knew MVSL before", and then "now not many Deaf, MVSL people die, no more MVSL". To my delight, my students even enthusiastically exclaimed that "If Clerc, Gallaudet NO, means NO Deaf schools! Lucky we have Deaf schools!".

The students asked me nearly every day when we were going to talk about Alice and Laurent Clerc; they were all incredibly interested in learning about Deaf people, and were visibly proud when we discussed the topics in this lesson. The students met this goal every day of our work on Unit 1, as can be seen clearly in the artifacts that they produced. See figures 1-85 in appendices B-M for student artifacts.

Goal 2: Encourage students to reflect on their own thinking about Deaf people and their roles in the world.

My plan was to get into this kind of discussion in depth during and after Unit 2, when we were to go into detail about many different D/deaf people and their contributions to the world. Unfortunately, as previously stated, we were unable to begin Unit 2. However, this goal was still satisfied.

This goal was met through our *Deaf Attitude and Awareness Surveys* (Hipskind, 2014). In order to complete these surveys with 6 and 7 year old children, I had to interview them all individually. The survey asked students questions that were designed to elicit how they think and feel about Deaf people and ASL. Also, throughout Unit 1, we

began looking at D/deaf people who made amazing contributions to the world through our study of Laurent Clerc.

As previously stated, I am not thrilled with the surveys that I used, and in hindsight, I should have completely changed them to fit my students. However, there were some interesting responses to some of the questions. For example, when we began the surveys as a whole group (big mistake), Lexi stated that her entire family was Deaf and fluent in ASL. She was quickly corrected by her peers, as her father is hearing and does not sign. I found that Lexi often reported that her father was Deaf and ASL fluent.

In our pre-survey, I asked the students whether or not ALL people in the world are Deaf. the responses were mixed. Some Responses were "Yes, but some hearing", "because some hearing and Deaf", and "Some Deaf, Hard of Hearing, and hearing". The one I found the most interesting was Lexi's response: "All people don't want hearing. All people want Deaf!". The students had different responses for our post-survey; they were much more sure of themselves. This time around, when asked if ALL people in the world are Deaf, I was told "No", "some Deaf, some hearing", "some Deaf or hearing", "some Deaf", and "some Deaf, Hard of Hearing, hearing". After our work with my curriculum, the students were much more clear about this idea.

Another question I asked of the students was if they knew what "ASL" means. No one actually knew, which surprised me since they took a regular ASL class several days a week. Some responses from the students in regard to the meaning of "ASL" are as follows: "for Deaf", "Signs", "if speak, I don't understand", "for Deaf, signs, face, mouth (structure)", "NOT S.E.E (Signed Exact English)", "Deaf use ASL", "I don't know",

"means not English, no 'is', 'a', 'the'". The post-survey responses, however, were unanimously "American Sign Language!". See appendices B and L for student surveys.

This goal was also met through our "K/L" chart, and our discussions throughout the entire project. For both sections of the "K/L" chart, students were asked to discuss their thinking about Deaf people. For example, students brainstormed the meaning of ASL, what makes a person D/deaf, Deaf schools, Deaf people, World Sign Languages, and so on.

A fantastic example of students thinking about Deaf people in our "K/L" chart is in their comparing Deaf and hearing people. In the "K" section of our chart, the students said things such as that hearing people talk and Deaf people cannot talk, Deaf people sign and hearing people cannot sign. They said that Deaf people cannot understand speech, and that Deaf and hearing people cannot understand each other. Deaf people use hearing aids and implants, hearing people do not. Deaf people use videophones, hearing people use phones. Deaf people need captions to understand the T.V., hearing people do not. Only Deaf people can be students at a Deaf school and live in the cottages.

According to my students, Deaf people must take hearing tests and get audiograms to determine if their hearing is "good or bad". Some Deaf people go to speech therapy. Deaf people need interpreters. There are Deaf people all over the world. Deaf people must write out their orders at restaurants. Deaf people use ASL handshapes in their art, and hearing people do not understand. Deaf people use flashing lights for the doorbell and for fire alarms. Deaf people tap each other, hit the table, stomp on the floor, wave their hands, and flash the lights to get each other's attention, while hearing people

just yell. They even told me that it is harder for Deaf kids to read because they cannot 'sound out' words like hearing kids can. See appendices C and M for the "K/L" chart.


This goal was also met through our Scrapbook Share activity; students discussed their book with each other and explained what they had learned. When they were satisfied with this, they were desperate to go show off their hard work and new knowledge to their principal. We went to the Principal's office, and the Elementary Counselor was there as well. The students sat around the Principal's table and eagerly showed them their books. The Principal and Counselor asked many questions of my students. The questions were such as "who is this person? Why are they important?", "What did this person do? Why is that important?", "What did you learn?", "What does ASL mean?", "What does LSF mean?", "Where did ASL come from?", "Where did Deaf schools come from?", "What does ASD stand for?", "What was the first Deaf school in the world?", etc. The students answered these questions with ease! The students gave answers such as "American School for the Deaf! BUT did you know that first it was called the American Asylum for the Deaf and Dumb!?". When a student stumbled with a question, the others would jump to their aid and help them remember so that they could answer the question at hand. It was really quite impressive! I was very proud of them, and my kids were so visibly proud of themselves!

Goal 3: Engage students in writing about what they have learned from the project.

This goal was met 100%, as evident by the roughly 90 student artifacts I collected. In Unit 1, my six students authored and illustrated many pieces about what they learned. They each created 11 draw and write sheets, a map, and a guided drawing. All of

this work was centered on the students retelling what they were learning throughout the project, in the hope that in doing that they would better retain and internalize the knowledge. Some examples are as follows:

Who was Alice? Name: A

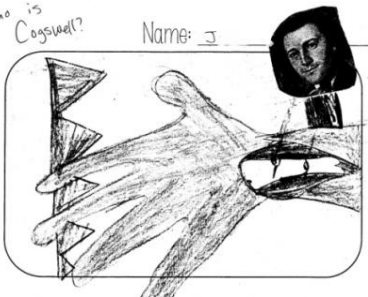


hearing school

Alice was nervous to go to the hearing school. Alice promised to write a letter to Gallaudet every day. Alice didn't know any deaf people before she met Laurence Clerc.

Figure 8: Alan - 1.1.2 Who is Alice?


Who is Cogswell? Name: J



Cogswell sent Gallaudet to Europe to learn how to teach deaf people. Cogswell was Alice's father. He was a surgeon.

Figure 15: Jiovan - 1.1.2 Who is Cogswell?

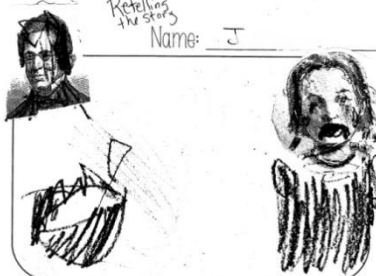
Who is Gallaudet?
Name: L



- ① Gallaudet met Alice and wanted to teach her how to read and write.
- ② Gallaudet married a deaf woman.
- ③ Gallaudet went to Europe to learn how to teach deaf people.

Figure 22: Lexi - 1.1.2 Who is Gallaudet?


Retelling the story
Name: J



Alice was blind because it was hard to communicate with hearing kids. Gallaudet taught Alice how to read everyday. Alice was afraid Gallaudet's ship would sink when he went to Europe.

Figure 28: Jiovan - 1.1.3 Retelling the Story


What is the Paris School for the Deaf?
Name: D



ABBE de L'EPPE found PSD
in 1760. PARIS deaf school is
in France. PSD was the
1st deaf school in the
World.

Figure 36: Dawn - 1.2.2 What is the Paris School for the Deaf?

Who is Laurent Clerc?
Name: J




In 1815 he went to
the deaf teacher in America
He helped start school
ASD. He went to
America with Gallaudet.

Figure 38: Jiovan - 1.2.2 Who is Laurent Clerc?

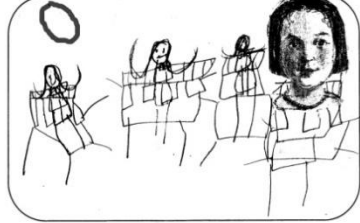
Who is Abbe Sicard?

Name: L



- 1) Sicard was born in France.
- 2) Sicard taught Gallaudet about deaf education.
- 3) Sicard taught deaf people.

Figure 46: Lexi - 1.2.2 Who is Abbe Sicard?



Alice worked one-on-one with her teacher every Friday. Gallaudet wrote letters to Alice. He said he needed to stay in France more to learn more. But he missed Alice. Alice wrote to Gallaudet about getting her tooth pulled out. Gallaudet told Alice that she should not payed him to Laurent clerk in Paris.

Figure 55: Oliver - 1.2.3 Retelling the Story

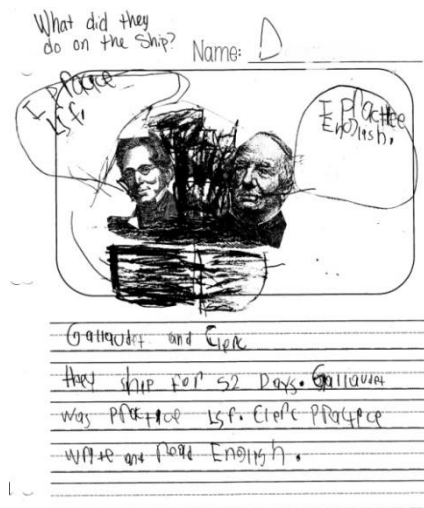


Figure 57: Dawn - 1.3.2 What did they do on the ship?

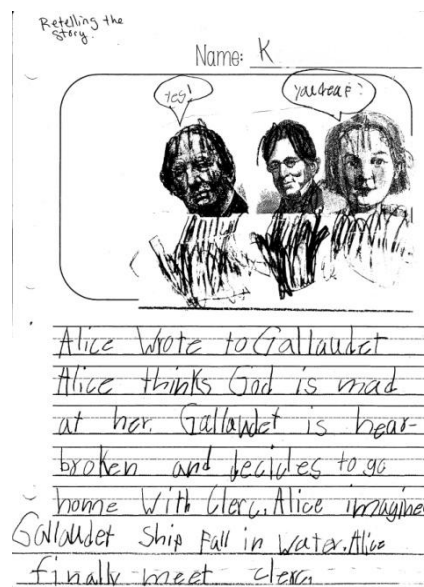


Figure 65: Kenzie - 1.3.3 Retelling the Story

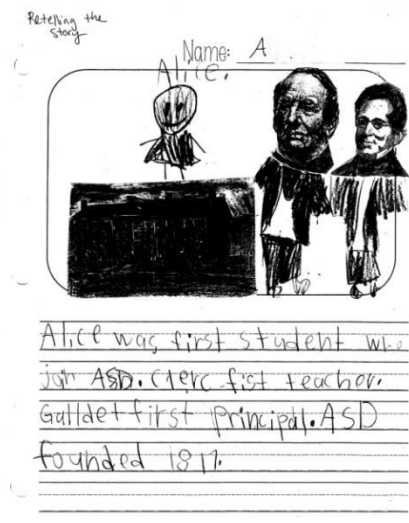


Figure 68: Alan - 1.4.2 Retelling the Story



Figure 78: 1.4.4 ASL Tree

See Appendices D-K for more examples of this goal being met.

Goal 4: Engage students in creating Deaf history scrapbooks outlining their learning.

This final goal was also completely satisfied. Through working on attaining Goal 3, the students created and accumulated a substantial amount of artifacts to illustrate what they learned. These artifacts culminated in individual Deaf history scrapbooks. The students glued their work onto large sheets of multi-colored construction paper in Activity 1.5. After they all put their pages together, I laminated them, returned them to the students, and then they bound them with ribbon. We kept their scrapbooks in class until the last day of school for students to read, review, read each others, and compare. The students also showed and explained their books to the classroom teacher and aide, school counselor, and to the principal. When they took them home, it was with the excited and proud intention to share them with everyone in their families. The entirety of my students' scrapbooks (short of the maps, as I forgot to obtain copies) can be seen in Appendices B-M.

X. CONCLUSION

All four of my goals were met based on the evidence from my field notes, surveys, artifacts, and Scrapbook Share activity. I strongly believe that my students benefited from participating in my curriculum. Had I more time, I would have been thrilled to go into even more depth with certain parts of my curriculum, and my students were eager to do so. I participated in and witnessed so many fantastic conversations with my 6 and 7 year-olds, and had the privilege to watch them teach each other. The obvious pride and excitement about sharing their new knowledge and valiant efforts with their families was inspiring.

I am not thrilled with the fact that I was unable to complete, or even begin Unit 2 of my curriculum. My time planning was completely wrong and the lessons and activities took much more time than expected. I had a basic schedule for when I would be able to implement bits of my curriculum, but I ended up needing much more time for each activity. I should have started teaching my curriculum earlier than I did, but I was lacking the confidence to do so, and was learning so much from my CT and students. I had never been to a Deaf Residential School before this project; all of my D/HH educational experience had been in mainstream/small D/HH programs.

It took me a while to acclimate to the strong language proficiency and on-grade-level-knowledge of my students. When I planned out my curriculum, and even the whole concept of my curriculum, I had in mind the majority of D/deaf people – with hearing parents, most of whom do not know ASL. What I got was something else entirely – all 6

of my students not only had at least one D/deaf parent, but had families consisting of primarily D/deaf people. My students also participated in regular ASL classes with a qualified Deaf teacher at their school – something else that I had not planned for. Most D/HH students I have worked with have had little to no knowledge of Deaf and ASL history, and that is what I planned for. Sadly, it was shocking for me to walk into a culturally and linguistically rich environment and see Deaf 5-year-olds articulating their knowledge, wants, and needs with more skill than some D/deaf high school students I have worked with – but that is what happens when you give a child a natural and accessible language from birth.

Had I been previously aware that my students had basic knowledge of Alice Cogswell, Thomas Gallaudet, and Laurent Clerc, I would have shifted my curriculum to shorten parts of Unit 1, so that we could focus more on Unit 2. A benefit for me of the ASL class was that they did an activity similar to my second unit where they read a paragraph about different important D/deaf people; though I wanted to cover much more in my unit, I am glad that my students were at least exposed to this type of activity.

I am disappointed in the way I conducted my surveys with the students. In retrospect, I should have stopped when I realized that they were not working out very well or giving me the kind of information I really wanted. I should have written an entirely new survey that was friendlier for my students so that I could have received more telling information from them. The surveys were not giving me the information I needed because they were both too general and too specific; they were not a good fit for students who already feel a great sense of Deaf pride.

This experience – student teaching in a Deaf residential school and working on my curriculum project – has been amazing, and has contributed immensely to my overall development as a D/HH bilingual teacher. I have had the opportunity to work with Deaf students from highly varied backgrounds, and with highly qualified and experienced Deaf and hearing teachers. I have met and discussed D/deaf children and their education with people who have worked in the field for 40 years, and also with the D/deaf and hearing parents of those children. I have worked with students who taught me as much as I taught them. I will continue to learn from my students and strive to better myself with the goal of serving my students, and therefore Deaf community as a whole, to the best of my ability.

XI. APPENDIX A: Curriculum

Curriculum Table of Contents:

INTRODUCTION:

I.1: Deaf Identity Survey

I.2: Discussion: What Do You Know?

UNIT 1: The History of Deaf Residential School in America and American Sign Language

Lesson 1.1: Thomas Hopkins Gallaudet and the Cogswells: A Quest for Knowledge

Activity 1.1.1: *My Heart Glow* Read Aloud pages 1-6

Activity 1.1.2: Draw and Write – Who are Alice, Mr. Cogswell, and Thomas Hopkins Gallaudet?

Activity 1.1.3: Retelling the Story – Signing, Drawing, and Writing

Lesson 1.2: Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf

Activity 1.2.1: *My Heart Glow* Read Aloud pages 7-11

Activity 1.2.2: Draw and Write – Who and What are Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf?

Activity 1.2.3: Retelling the Story – Signing, Drawing and Writing

Lesson 1.3: Thomas Hopkins Gallaudet and Laurent Clerc: The Voyage Home

Activity 1.3.1: *My Heart Glow* Read Aloud pages 12-14

Activity 1.3.2: Draw and Write – What Did They Do on the Ship?

Activity 1.3.3: Retelling the Story – Signing, Drawing, and Writing

Lesson 1.4: The American School for the Deaf, and Spreading Out

Activity 1.4.1: *My Heart Glow* Read Aloud page 15 and

Discussion: The Founding of ASD

Activity 1.4.2: Retelling the Story – Signing, Drawing and Writing

Activity 1.4.3: Spreading Out – Map Activity

Activity 1.4.4: The Birth of American Sign Language – Guided
Drawing

Lesson 1.5: What Happened?

Activity 1.5.1: Ordering the Story

UNIT 2: Deaf People Who made a Difference

Lesson 2.1: Then and Now

Activity 2.1.1: Then

Activity 2.1.2: Now

WRAP UP

W.1: Discussion: What Do You Know Now?

W.2: Deaf Identity Post Survey

W.3: Scrapbook Share!

Activity I.1

Deaf Identity Survey

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Introduce students to the curriculum.

LESSON OBJECTIVE: N/A

ACTIVITY OBJECTIVE: Collect baseline data about the students' Deaf Identity.

LANGUAGE OBJECTIVE: N/A

STANDARDS ADDRESSED: N/A

WHAT YOU WILL NEED:

- A copy of the Deaf Identity Survey for each student.
- Pencils

BEFORE YOU START:

- See that all students have access to the materials.

THE LESSON:

***Introduction/Engagement:**

- *Tell* students that we will be learning about Deaf people and ASL, but first, we will be taking a survey so I can learn a bit more about them.

***Procedure:**

- *Pass out* the survey, *explain* the instructions.
- Students *complete* the survey.

***Wrap-up:**

- Collect the surveys.

ASSESSMENT:

***Formative:** The teacher will discuss questions with the students as needed, and record any relevant information received from the students.

***Summative:** Students complete a survey.

Modifications/Differentiation/Expansions:

- Students may complete the survey on their own, or with the assistance of a teacher or an aide to interpret and/or explain the questions.

Activity I.2

Discussion: What Do You Know?

(Approximately 10-15 minutes)

UNIT OBJECTIVE: Introduce students to the curriculum.

LESSON OBJECTIVE: N/A

ACTIVITY OBJECTIVE: Discuss with students their knowledge about Deaf people and ASL.

LANGUAGE OBJECTIVE: Students will engage in a discussion using ASL, and help to construct a chart of their knowledge using written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL1.* Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about.

WHAT YOU WILL NEED:

- A large K/L chart and markers

What we know	What we learned
-	-
-	-
-	-

BEFORE YOU START:

- See that all students have visual access to the teacher, each other, and the K/L chart.

THE LESSON:***Introduction/Engagement:**

- *Explain* to students that the K/L chart is a place where we can record the things that we know before we start learning about a topic, and then what we learned after we are finished.

***Procedure:**

- *Brainstorm* with students what they know about Deaf people and about ASL, and then record their responses on the K section of the K/L chart.

***Wrap-up:**

- *Explain* to students that for the next several weeks we will be learning about Deaf schools, ASL, and many different Deaf people.

ASSESSMENT:

***Formative:** The teacher will record the knowledge brainstormed by the students.

***Summative:** Students will complete a K/L chart with the teacher.

Modifications/Differentiation/Expansions:

- Students may participate to whatever degree they are able, as long as each student participates.

Activity 1.1.1: *My Heart Glow* Read Aloud pages 1-6

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Thomas Hopkins Gallaudet, Alice Cogswell, and Mason Cogswell and their roles in the early stages of founding a Deaf school in America.

ACTIVITY OBJECTIVE: Students will engage in a whole- class read aloud activity.

LANGUAGE OBJECTIVE: Students will attend to a story in ASL and written English, along with asking and answering questions in ASL.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Reading Informational Texts (RI)

- *RI/6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

WHAT YOU WILL NEED:

- The book *My Heart Glow* by Emily Arnold McCully
- World map
- United States map
- Timeline marked with every 50 years

BEFORE YOU START:

- Get the kids seated and ready to engage in the story!
- Indicate Hartford, Connecticut on both maps
- Indicate England and Paris, France on the world map

THE LESSON:***Introduction/Engagement:**

- *Ask and discuss some or all of the following questions with students:*
Have there always been Deaf residential schools in America? What other kinds of schools do Deaf people go to? Have Deaf people always been able to go to school? If Deaf people lived all over the country and did not go to school, how did they meet other Deaf people? What do you think it was like back then?
- For the next several days we are going to be talking about how the first Deaf school in America started, and how that changed Deaf people's lives!

***Procedure**

- Introduce the book *My Heart Glow* by Emily Arnold McCully
- Read the first 6 full-spread pages (to the page with the illustration of the ship)
- During the reading, *stop and ask* students to describe what they are

seeing on the pages, what they think about it, and why.

- As locations arise in the text, refer again to the United States and world maps; try to make the distance between places clear.

***Wrap-up**

- *Discuss* as a whole group what the students learned.
 - WHO did they learn about?
 - WHAT happened in the story?
 - WHEN did the events take place?
 - WHERE did the events take place?
 - WHY did the events of the story take place?
 - WHY is this important?
 - HOW did Alice and her family and friends communicate?
 - HOW do you and your family and friends communicate?
 - Do you think that a Deaf school would make Deaf people's lives better?

ASSESSMENT:

***Formative:** The teacher will check for understanding during the story-telling period by stopping and asking students questions about the text.

***Summative:** Students will answer questions about the text at the completion of the days read aloud activity.

Modifications/Differentiation/Expansions:

- Students should be seated near the teacher so that they can have access to the book's illustrations

Activity 1.1.2 Draw and Write – Who are Alice, Mr. Cogswell, and Thomas Hopkins Gallaudet?

(Approximately 3, 1-hour activities)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America’s Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Thomas Hopkins Gallaudet, Alice Cogswell, and Mason Cogswell and their roles in the early stages of founding a Deaf school in America.

ACTIVITY OBJECTIVE: Students will sign, draw, and write miniature biography pages about Thomas Hopkins Gallaudet, Alice Cogswell, and Mr. Cogswell.

LANGUAGE OBJECTIVE: Students will discuss the 3 individuals; retelling what they learned about them using ASL, and writing about them using English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

- *RI6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- *SL5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- *SL6.* Produce complete sentences when appropriate to task and situation.

Language (L)

- *L1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.

 - c. Use singular and plural nouns with matching verbs in basic sentences

 - e. Use verbs to convey a sense of past, present, and future

- L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Pictures of THG, Alice, and Mason Cogswell to be cut out:



- 3 Drawing/writing worksheets per student for student scrapbooks



- Student scrapbooks
- Scissors
- Glue
- Pencils
- Colored pencils/markers/crayons

BEFORE YOU START:

- The teacher may cut out the faces from the 3 pictures, or may ask the students to do that task for themselves.
- See that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- Ask the students what we read in the previous lesson. Who did we learn about? Talk about who each of those 3 people were.

***Procedure**

- *Pass out* 3 drawing/writing worksheets to each student (it may be best for materials management purposes to give one at a time to each student, only giving them the next paper when they have completed the one prior).

- *Pass out* a picture of THG, Alice, and Mason Cogswell to each student

- *Pass out* glue to each student (and scissors if they are not already pre-cut)

- *Students glue* the cut-out faces to their papers like this:



- *Brainstorm* with the students different facts about the 3 people.

Some notes that can be used if brainstorming does not yeild much:

Thomas Hopkins Gallaudet was a man who lived from 1787 to 1851. He lived in Hartford, Conneticut He was hearing, and he went to school to be a preacher. Later in his life he met some Deaf people, learned sign language, and founded and taught at a school for Deaf people. He married a Deaf woman.

Alice Cogswell was a young Deaf girl who lived in Hartford, Conneticut. She grew up having never attended school, but she wanted to learn. Gallaudet taught her how to read some words, and they were good friends When she was older she was able to attend a Deaf school near her home.

Mason Cogswell was Alice's father. He was a surgen, and he was a hearing man. He loved Alice very much and wanted her to be educated. He helped create a school for her.

- *Explain* to the students that they need to *write* down 3 facts about each person under their picture on the lines provided. They may draw more on the pages if they would like to.

***Wrap-up:**

- Students *share* their drawings and writing with each other.
- *Discuss* as a whole group what the students learned.
 - WHO did they learn about?

ASSESSMENT:

***Formative:** The teacher will monitor the students as they draw and write about the story they were just engaged in. The teacher will answer questions as they arise.

***Summative:** The students will produce three worksheets that include drawings, computer generated images, and written information that they learned from the story in written English.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “Cogswell raised _____ to send someone to _____ to learn about _____.”
- Students can be given sentence stems such as “Cogswell raised money to...”
- For more of a challenge, students can write more of the story or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.1.3

Retelling the Story – Signing, Drawing, and writing

(Approximately 30 minutes - 1 hour)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America’s Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Thomas Hopkins Gallaudet, Alice Cogswell, and Mason Cogswell and their roles in the early stages of founding a Deaf school in America.

ACTIVITY OBJECTIVE: Students will sign, draw and write a retelling of their learning from the previous two activities.

LANGUAGE OBJECTIVE: Students will engage in discussions about their learning using ASL, and retell the story using ASL and written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *SL5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- *SL6.* Produce complete sentences when appropriate to task and situation.
-

Language (L)

- *L1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - c. Use singular and plural nouns with matching verbs in basic sentences
 - e. Use verbs to convey a sense of past, present, and future
- *L2.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Student scrapbooks
- Pencils
- Colored pencils/markers/crayons
- Several drawing/writing worksheets available per student:



- Extra pictures of the 3 people weve discussed
- Scissors
- Glue

BEFORE YOU START:

- See that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- Ask the students what we read in the previous activity. Who did we learn about? Talk about who each of those 3 people were, and what has happened in the story so far.

- Refer to the student work from the previous activity in the event students aren't particularly forthcoming with their knowledge, or are having trouble remembering.

***Procedure:**

- Students begin by *drawing* and *coloring* a scene from the story on their

draw/write worksheet.

- Students may choose to *incorporate* the pre-printed images of THG, Alice, and/or Mr. Cogswell into their artwork – it may be a good idea to encourage this since the printed images are going to be much more recognizable than their original depictions of the characters, and therefore may help the students in their retelling.

- Students will develop 2-4 original sentences describing the scene that they drew.- Students can complete multiple draw/write worksheets if time permits and students remain engaged.

***Wrap-up:**

- Students present their retelling creations to the class or to their neighbors depending on the time available.

ASSESSMENT:

***Formative:** The teacher will ask and answer student questions as they arise, and use that information to determine who needs assistance or more of a challenge.

***Summative:** Students will produce 1-3 completed drawing/writing worksheets that retell the part of the story that we have read so far.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “Cogswell raised _____ to send someone to _____ to learn about _____.”
- Students can be given sentence stems such as “Cogswell raised money to...”
- For more of a challenge, students can write more sentences or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.2.1: *My Heart Glow* Read Aloud pages 7-11

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf.

ACTIVITY OBJECTIVE: Students will engage in a whole- class read aloud activity.

LANGUAGE OBJECTIVE: Students will attend to a story in ASL and written English, along with asking and answering questions in ASL.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Reading Informational Texts (RI)

- *RI6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

WHAT YOU WILL NEED:

- The book *My Heart Glow* by Emily Arnold McCully
- World map
- United States map
- Timeline marked with every 50 years

BEFORE YOU START:

- Get the kids seated and ready to engage in the story!

THE LESSON:***Introduction/Engagement:**

- Ask the students what they recall from the previous lesson
- Some points to remind students of if they don't bring them up on their own:
 - Was Alice alive recently or a long time ago? (1814, refer to the timeline)
 - Was she D/deaf or hearing?
 - How did Alice and her family communicate?
 - Who is Thomas Hopkins Gallaudet?
 - Was he D/deaf or hearing?
 - Had Alice ever been to school?
 - What was THG doing with Alice every afternoon?
 - What did Mr. Cogswell ask THG to do?

***Procedure:**

- Read full-spread pages 7-11 (to the page with the illustration of Alice writing a letter to THG) with the class.
- During the reading, stop and ask students to describe what they are seeing on the pages, what they think about it, and why.
- As locations arise in the text, refer again to the United States and world maps; try to make the distance between places clear.

***Wrap-up:**

- *Discuss* as a whole group what the students learned.
 - WHO did they learn about?
 - WHAT happened in the story?
 - WHEN did the events take place?
 - WHERE did the events take place?
 - WHY did the events of the story take place?
 - WHY is this important?
 - Do you think that a Deaf school would make Deaf people's lives better?

ASSESSMENT:

***Formative:** The teacher will check for understanding during the story-telling period by stopping and asking students questions about the text.

***Summative:** Students will answer questions about the text at the completion of the days read aloud activity.

Modifications/Differentiation/Expansions:

- Students should be seated near the teacher so that they can have access to the book's illustrations

Activity 1.2.2

Draw and Write – Who and What are Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf?

(Approximately 3, 1-hour activities)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf.

ACTIVITY OBJECTIVE: Students will sign, draw, and write miniature biography pages about Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf.

LANGUAGE OBJECTIVE: Students will discuss the 2 individuals and the school; retelling what they learned about them using ASL, and writing about them using English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI.3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening (SL)

- *SL.2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL.4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *SL.5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- *SL.6.* Produce complete sentences when appropriate to task and situation.

Language (L)

- *L.1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - c. Use singular and plural nouns with matching verbs in basic sentences
 - e. Use verbs to convey a sense of past, present, and future
- *L.2.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Pictures of Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf to be cut out:



- 3 Drawing/writing worksheets per student for student scrapbooks:



- Student scrapbooks
- Scissors
- Glue
- Pencils
- Colored pencils/markers/crayons

BEFORE YOU START:

- The teacher may cut out the faces from the 2 pictures and the school from the third, or may ask the students to do that task for themselves.
- See that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- Ask the students what we read in the previous lesson. Who did we learn about? Talk about who each of those 2 people were, and about the school.

***Procedure**

- *Pass out* 3 drawing/writing worksheets to each student (it may be best for materials management purposes to give one at a time to each student, only giving them the next paper when they have completed the one prior).

- *Pass out* a picture of Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf to each student.

- *Pass out* glue to each student (and scissors if they are not already pre-cut).

- *Students glue* the cut-out faces/school to their papers like this:



- *Brainstorm* with the students different facts about the 2 people and the school.

-Some notes in the event that brainstorming does not yeild much:

Abbe Sicard was a hearing man who lived from 1742-1822. He worked for a church and also taught D/deaf people. He knew a man named Abbe de l'Eppe, who had founed the Paris School for the Deaf, and then took over the school when he died. He met THG and invited him to visit the Paris School.

Laurent Clerc was a Deaf man who lived from 1785-1869. His teacher at the Paris School for the Deaf was Abbe Sicard. When he was a baby, he fell and hurt his face, he had a scar for his whole life, and the accident may have caused him to become deaf. That is where his name-sign came from. As an adult, Cerc taught at the Paris School. He went to England in in 1815 with

Abbe Sicard to present about their school and LSF. While he was there he met THG and brought him back to the Paris School to learn how to teach D/deaf people.

The Paris School for the Deaf was founded in 1760 by Abbe de l'Eppe. It was the world's first free public school for the deaf. They used LSF and French.

- *Explain* to the students that they need to *write* down 3 facts about each person and school under their picture on the lines provided. They may draw more on the pages if they would like to.

***Wrap-up:**

- Students *share* their drawings and writing with each other.
- *Discuss* as a whole group what the students learned.
 - WHO and WHAT did they learn about?

ASSESSMENT:

***Formative:** The teacher will monitor the students as they draw and write about the story they were just engaged in. The teacher will answer questions as they arise.

***Summative:** The students will produce three worksheets that include drawings, computer generated images, and written information that they learned from the story in written English.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “The Paris School for the Deaf was founded in _____ and was the first free public school for the deaf in the _____.”
- Students can be given sentence stems such as “Laurent Clerc’s job was...”

- For more of a challenge, students can write more of the story or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.2.3

Retelling the Story – Signing, Drawing, and writing

(Approximately 30 minutes – 1 hour)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America’s Deaf residential schools.

LESSON OBJECTIVE: Students will sign, draw, and write miniature biography pages about Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf.

ACTIVITY OBJECTIVE: Students will sign, draw and write a retelling of their learning from the previous two activities.

LANGUAGE OBJECTIVE: Students will engage in discussions about their learning using ASL, and retell the story using ASL and written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *SL5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- *SL6.* Produce complete sentences when appropriate to task a
nd situation. *Language (L)*
- *L1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - c. Use singular and plural nouns with matching verbs in basic sentences
 - e. Use verbs to convey a sense of past, present, and future
- *L2.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Student scrapbooks
- Pencils, colored pencils/markers/crayons

- Scissors
- Glue
- Several drawing/writing worksheets available per student:



- Extra pictures of Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf

BEFORE YOU START:

- See that all students have access to the materials.

THE LESSON:

***Introduction/Engagement:**

- Ask the students what we read in the previous activity. Who did we learn about? Talk about who/what Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf were, and what has happened in the story so far.

- Refer to the student work from the previous activities in the event students aren't particularly forthcoming with their knowledge, or are having trouble remembering.

***Procedure:**

- Students begin by *drawing* and *coloring* a scene from the story on their draw/write worksheet.

- Students may choose to *incorporate* the pre-printed images Abbe Sicard, Laurent Clerc, and the Paris School for the Deaf into their artwork – it may be a good idea to encourage this since the printed images are going to be much more recognizable than their original depictions of the characters, and therefore may help the students in their retelling.

- Students will develop 2-4 original sentences describing the scene that they drew.

- Students can complete multiple draw/write worksheets if time permits and students remain engaged.

***Wrap-up:**

- Students present their retelling creations to the class or to their neighbors depending on the time available.

ASSESSMENT:

***Formative:** The teacher will ask and answer student questions as they arise, and use that information to determine who needs assistance or more of a challenge.

***Summative:** Students will produce 1-3 completed drawing/writing worksheets that retell the part of the story that we have read so far.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “The Paris School for the Deaf was founded in _____ and was the first free public school for the deaf in the _____.”
- Students can be given sentence stems such as “Laurent Clerc’s job was...”
- For more of a challenge, students can write more sentences or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.3.1 *My Heart Glow* Read Aloud pages 12-14

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Thomas Hopkins Gallaudet and Laurent Clerc and their journey to America.

ACTIVITY OBJECTIVE: Students will engage in a whole- class read aloud activity.

LANGUAGE OBJECTIVE: Students will attend to a story in ASL and written English, along with asking and answering questions in ASL.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Reading Informational Texts (RI)

- *RI6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

WHAT YOU WILL NEED:

- The book *My Heart Glow* by Emily Arnold McCully
- World map
- United States map
- Timeline marked with every 50 years

BEFORE YOU START:

- Get the kids seated and ready to engage in the story!
- Indicate Hartford, Connecticut on both maps
- Indicate England and Paris, France on the world map

THE LESSON:***Introduction/Engagement:**

- Ask the students what they recall from the previous lesson
- Some points to remind students of if they don't bring them up on their own:
 - Where did Alice attend school?
 - Did Alice learn very quickly?
 - How did Alice and THG communicate while he was in England?
 - Was Alice writing letters back to THG? Why or why not?
 - Who did THG try to learn about deaf education from in England?
 - Was he successful? Why or why not?
 - Did THG give up? Why or why not?
 - Who did THG meet? What happened with them?
 - Did Alice feel good about herself being deaf? Why or why not?
 - What kind of school did Alice dream of being in?

***Procedure**

- Read full-spread pages 12-14 (to the next to last page)
- During the reading, stop and ask students to describe what they are seeing on the pages, what they think about it, and why.
- As locations arise in the text, refer again to the United States and world maps; try to make the distance between places clear.

***Wrap-up**

- *Discuss* as a whole group what the students learned.
 - WHO did they learn about?
 - WHAT happened in the story?
 - WHEN did the events take place?
 - WHERE did the events take place?
 - WHY did the events of the story take place?
 - WHY is this important?
 - Do you think that a Deaf school would make Deaf people's lives better?

ASSESSMENT:

***Formative:** The teacher will check for understanding during the story-telling period by stopping and asking students questions about the text.

***Summative:** Students will answer questions about the text at the completion of the days read aloud activity.

Modifications/Differentiation/Expansions:

- Students should be seated near the teacher so that they can have access to the book's illustrations

Activity 1.3.2 Draw and Write – What Did They Do on the Ship?

(Approximately 1 hour)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Thomas Hopkins Gallaudet and Laurent Clerc and their journey to America.

ACTIVITY OBJECTIVE: Students will sign, draw, and write about what they have learned about Thomas Hopkins Gallaudet and Laurent Clerc's journey to America.

LANGUAGE OBJECTIVE: Students will discuss the 2 individuals and the journey; retelling what they learned about them using ASL, and writing about them using English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *SL5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- *SL6.* Produce complete sentences when appropriate to task and situation.

Language (L)

- *L1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - c. Use singular and plural nouns with matching verbs in basic sentences
 - e. Use verbs to convey a sense of past, present, and future
- *L2.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Pictures of THG, Laurent Clerc, and a ship to be cut out:



- 1 Drawing/writing worksheet per student for student scrapbooks:



- Student scrapbooks
- Scissors
- Glue
- Pencils
- Colored pencils/markers/crayons

BEFORE YOU START:

- The teacher may cut out the faces from the 2 pictures and the ship, or may ask the students to do that task for themselves.
- See that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- Ask the students what we read in the previous lesson. Who did we learn about? Talk about who each of those 2 people were, and about the journey.

***Procedure**

- *Pass out* 1 drawing/writing worksheet to each student.
- *Pass out* a picture of THG, Laurent Clerc, and the ship to each student.
- *Pass out* glue to each student (and scissors if they are not already pre-cut).
- *Students glue* the cut-out faces/ship to their papers like this:



- *Brainstorm* with the students different facts about the journey.

-Some questions to ask:

- Who went to America?
- How did they get from France to America?
- How long was the voyage?
- How did they communicate on the ship?
- What did they teach each other?

- *Explain* to the students that they need to *write* down 3 facts about the journey under their picture on the lines provided.

- They should also *arrange* the images into a scene from the story, and *draw* the rest of the scene.

- In addition to the 3 facts, the students should *write* a sentence or 2 about the scene that they created on their paper.

***Wrap-up:**

- Students *share* their drawings and writing with each other.
- *Discuss* as a whole group what the students learned.
 - WHO and WHAT did they learn about?

ASSESSMENT:

***Formative:** The teacher will monitor the students as they draw and write about the story they were just engaged in. The teacher will answer questions as they arise.

***Summative:** The students will produce three worksheets that include drawings, computer generated images, and written information that they learned from the story in written English.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “Laurent _____, and Thomas Hopkins _____ sailed to _____ on a ship from _____.”
- Students can be given sentence stems such as “Laurent Clerc and Thomas Hopkins Gallaudet...”
- For more of a challenge, students can write more of the story or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.3.3

Retelling the Story –

Signing, Drawing, and writing

(Approximately 30 minutes – 1 hour)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America’s Deaf residential schools.

LESSON OBJECTIVE: Students will learn about Thomas Hopkins Gallaudet and Laurent Clerc and their journey to America.

ACTIVITY OBJECTIVE: Students will sign, draw and write a retelling of their learning from the previous two activities.

LANGUAGE OBJECTIVE: Students will engage in discussions about their learning using ASL, and retell the story using ASL and written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *SL5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- *SL6.* Produce complete sentences when appropriate to task and situation.

Language (L)

- *L1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - c. Use singular and plural nouns with matching verbs in basic sentences
 - e. Use verbs to convey a sense of past, present, and future
- *L2.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Student scrapbooks
- Pencils, colored pencils/markers/crayons
- Scissors
- Glue
- Several drawing/writing worksheets available per student:



- Extra pictures of Laurent Clerc, Thomas Hopkins Gallaudet, and the ship

BEFORE YOU START:

- See that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- Ask the students what we read in the previous activity. Who did we learn about? Talk about who Thomas Hopkins Gallaudet and Laurent Clerc were, about their journey, and what has happened in the story so far.

- *Refer* to the student work from the previous activities in the event students aren't particularly forthcoming with their knowledge, or are having trouble remembering.

***Procedure:**

- Students begin by *drawing* and *coloring* a scene from the story on their draw/write worksheet.

- Students may choose to *incorporate* the pre-printed images of Laurent Clerc, THG and the ship into their artwork – it may be a good idea to encourage this since the printed images are going to be much more recognizable than their original depictions of the characters, and therefore may help the students in their retelling.

- Students will develop 2-4 original sentences describing the scene that they drew.

- Students can complete multiple draw/write worksheets if time permits and students remain engaged.

***Wrap-up:**

- Students present their retelling creations to the class or to their neighbors depending on the time available.

ASSESSMENT:

***Formative:** The teacher will ask and answer student questions as they arise, and use that information to determine who needs assistance or more of a challenge.

***Summative:** Students will produce 1-3 completed drawing/writing worksheets that retell the part of the story that we have read so far.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “Laurent _____, and Thomas Hopkins _____ sailed to _____ on a ship from _____.”
- Students can be given sentence stems such as “Laurent Clerc and Thomas Hopkins Gallaudet...”
- For more of a challenge, students can write more sentences or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.4.1: *My Heart Glow* Read Aloud

page 15

(Approximately 15-20 minutes)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about the founding of the American School for the Deaf (ASD), the spreading out of Deaf residential schools across America, and the creation of American Sign Language (ASL).

ACTIVITY OBJECTIVE: Students will engage in a whole-class read aloud activity, followed by a whole-class map activity and discussion.

LANGUAGE OBJECTIVE: Students will attend to a story in ASL and written English, along with asking and answering questions in ASL.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Reading Informational Texts (RI)

- *RI/6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
-

WHAT YOU WILL NEED:

- The book *My Heart Glow* by Emily Arnold McCully
- United States map
- Timeline marked with every 50 years

BEFORE YOU START:

- Get the kids seated and ready to engage in the story!
- Indicate Hartford, Connecticut on the US map – Indicate ASD.

THE LESSON:***Introduction/Engagement:**

- *Ask* the students what they recall from the previous lessons
- Some points to remind students of if they don't bring them up on their own:
 - Why did THG decide to return to America instead of staying at the Paris school to learn about Deaf education?
 - Who did THG want to bring to America to help establish a Deaf school and teach Deaf students and teach him sign language?
 - What did LC say to THG? Why?
 - How did Alice feel about THG coming home and bringing LC?
 - How long did LC and THG's journey to America take?
 - What did they do on their journey?
 - What happened when Alice and LC met?
 - How did Alice and LC communicate?
 - was Alice happy to meet LC and see THG again?

***Procedure**

- *Ask and discuss some or all of the following questions with students:*
Have there always been Deaf residential schools in America? What other kinds of schools do Deaf people go to? Have Deaf people always been able to go to school? If Deaf people lived all over the country and

did not go to school, how did they meet other Deaf people? What do you think it was like back then? (These questions were discussed in activity 1.1.1)

- *Read* page 15 (the last page) with the class.
- During the reading, *stop and ask* students to describe what they are seeing on the pages, what they think about it, and why.

***Wrap-up**

- *Discuss* as a whole group what the students learned.
 - WHO did they learn about?
 - WHAT happened in the story?
 - WHEN did the events take place?
 - WHERE did the events take place?
 - WHY did the events of the story take place?
 - WHY is this important?
 - Do you think that a Deaf school would make Deaf people's lives better?

ASSESSMENT:

***Formative:** The teacher will check for understanding during the story-telling period by stopping and asking students questions about the text.

***Summative:** Students will answer questions about the text at the completion of the days read aloud activity.

Modifications/Differentiation/Expansions:

- Students should be seated near the teacher so that they can have access to the book's illustrations

Activity 1.4.2

Retelling the Story –

Signing, Drawing, and writing

(Approximately 30 minutes – 1 hour)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America’s Deaf residential schools.

LESSON OBJECTIVE: Students will learn about the founding of the American School for the Deaf (ASD), the spreading out of Deaf residential schools across America, and the creation of American Sign Language (ASL).

ACTIVITY OBJECTIVE: Students will sign, draw and write a retelling of their learning from the previous activity.

LANGUAGE OBJECTIVE: Students will engage in discussions about their learning using ASL, and retell the story using ASL and written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Literature (RL)

- *RL2.* Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- *RL3.* Describe characters, settings, and major events in a story, using key details.

Reading Standards for Informational Text (RI)

- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Speaking and Listening (SL)

- *SL2.* Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- *SL4.* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- *SL5.* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- *SL6.* Produce complete sentences when appropriate to task and situation.

Language (L)

- *L1.* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - c. Use singular and plural nouns with matching verbs in basic sentences
 - e. Use verbs to convey a sense of past, present, and future
- *L2.* Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Student scrapbooks
- Pencils, colored pencils/markers/crayons
- Scissors
- Glue
- A drawing/writing worksheet for each student:



- Extra pictures of Laurent Clerc, Thomas Hopkins Gallaudet, and Alice.

BEFORE YOU START:

- See that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- Ask the students what we read in the previous activity. Who did we learn about? Talk about who Thomas Hopkins Gallaudet and Laurent Clerc were, who Alice was, and what happened on the last page of the story.
- Refer to and discuss the previous activity's questions if students are having trouble remembering.

***Procedure:**

- Students begin by *drawing* and *coloring* a scene from the story on their draw/write worksheet.
- Students may choose to *incorporate* the pre-printed images of Laurent Clerc,

THG, and Alice into their artwork – it may be a good idea to encourage this since the printed images are going to be much more recognizable than their original depictions of the characters, and therefore may help the students in their retelling.

- Students will develop 2-4 original sentences describing the scene that they drew.
- Students can complete multiple draw/write worksheets if time permits and students remain engaged.

***Wrap-up:**

- Students present their retelling creations to the class or to their neighbors depending on the time available.

ASSESSMENT:

***Formative:** The teacher will ask and answer student questions as they arise, and use that information to determine who needs assistance or more of a challenge.

***Summative:** Students will produce 1-3 completed drawing/writing worksheets that retell the part of the story that we have read so far.

Modifications/Differentiation/Expansions:

- Students can be given sentence frames such as “Laurent _____, and Thomas Hopkins _____ founded a Deaf school called _____.”
- Students can be given sentence stems such as “Laurent Clerc and Thomas Hopkins Gallaudet founded...”
- For more of a challenge, students can write more sentences or draw and write about more scenes from the story.
- Students may dictate to an adult in the classroom and then copy what the adult printed.

Activity 1.4.4 The Birth of American Sign Language – Guided Drawing

(Approximately 30 minutes – 1 hour)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America's Deaf residential schools.

LESSON OBJECTIVE: Students will learn about the founding of the American School for the Deaf (ASD), the spreading out of Deaf residential schools across America, and the creation of American Sign Language (ASL).

ACTIVITY OBJECTIVE: Students will engage in a discussion and guided art activity that illustrates how American Sign Language came to be.

LANGUAGE OBJECTIVE: Students will Engage in a discussion using ASL, and write on their drawings using English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL.1.* Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion.

- *SL2*. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - a. Give, restate, and follow simple two-step directions.
- *SL3*. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- *SL5*. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Reading Standards for Informational Text (RI)

- *RI3*. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Language (L)

- *L1*. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.

WHAT YOU WILL NEED:

- Large sheet of easel paper/construction paper for modeling
- Paper for each student (white if drawing the tree. Blue, green, and brown if constructing the tree)
- Crayons, colored pencils, markers
- Scissors
- Glue

BEFORE YOU START:

- See that all students have access to the materials.
- Decide whether the class will do a drawing, make an image out of construction paper, or a combination of the two.

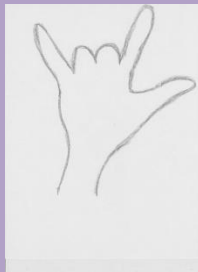
THE LESSON:***Introduction/Engagement:**

- *Ask* the students what they have learned so far about Deaf schools, about sign language, and about the people that they have been discussing.
- *Ask* students what they remember about previous discussions of how deaf people communicated before ASL.
- *Sit* the students down around a table or on the floor.
- *Explain* to students the process of a guided drawing/ art construction activity
 - The teacher will draw and explain a portion of the drawing
 - The students copy
 - Repeat

***Procedure:**

- Teacher: **Trace** your hand in the I-LOVE-YOU handshape onto the paper.
Ask the students what you have drawn.

- Students: **Copy** the teacher's drawing



- Teacher: If making a drawing – **color** in the hand. If making an image out of construction paper– cut out the hand/wrist, and glue it onto another piece of paper.

- Students: **Copy** the teacher

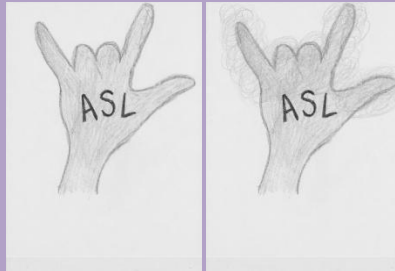
- Teacher: If making a drawing – **color** some leaves around the top part of the hand to make it into a tree. If making an image out of construction paper – **draw, cut** out and **glue** leaves around the top part of the hand to make a tree.

Ask students what you have made.

- Students: **Copy** the teacher.

- Teacher: **Write** “ASL” in the middle of the hand. **Ask** students what ASL is. Then **explain** that the tree you all have created represents ASL.

- Students: Copy the teacher.



- Teacher: **Ask** the students if they know how a tree drinks water. If they do not know, **explain** that a tree has roots that drink water from under the ground, show pictures and/or a real tree’s visible roots. If making a drawing – **Draw** 3 thick roots coming from the bottom of the tree. If making an image out of construction paper – **draw, cut** out, and **glue** 3 thick roots coming from the bottom of the tree.

- Students: **Copy** the teacher

- Teacher: **Ask** the students if they know what made ASL. Has it always been there? Do all d/Deaf people know ASL? Are there other sign languages? How do d/Deaf people communicate if they do not know sign language? **Tell** the students that there were 3 major things that helped make up ASL. **Ask** the students to recall the founding of ASD, what language Laurent Clerc used, and what language its first students used. Through discussion, come to the conclusion that LSF and home-sign systems are 2 of the 3 major contributors. **Write** “French Sign Language”/ “LSF” and “home signs” 2 of the roots.

- Students: **Copy** the teacher’s writing.



- Teacher: **Ask** the students what the 3rd root could represent. Discuss Martha's Vineyard Sign Language. **Write** "Martha's Vineyard Sign Language"/ "MVSL" on the 3rd root.

- Students: Copy the teacher's writing.

- Teacher: **Ask** the students where these 3 components came together and mixed to form ASL. **Discuss** how this happened in Deaf schools and then spread across the country through its graduates – refer to the map from the previous activity. **Write** "Deaf Schools" on the lower part of the tree trunk/wrist.

- Students: **Copy** the teacher's writing.



- Teacher: **Draw** some grass, **color** in the dirt and sky around the tree and roots. **Draw** in some smaller roots; **Discuss** how the smaller roots could represent Thomas Hopkins Gallaudet, Laurent Clerc, Alice Cogswell, the many American d/Deaf people, the people on Martha's Vineyard, the French d/Deaf people who created LSF, and so on.

- Students **Copy** the teacher's drawing.



***Wrap-up:**

- Students **write** their names on the back of their work – it will later be added to the students' scrapbooks. Students **show** each other their completed art.
- Ask** students to **explain** the drawing, its meaning, and its significance.

ASSESSMENT:

***Formative:** The teacher will observe the students' ability to follow directions. The teacher will engage in discussion with the students, and from that, determine if the material is making sense to the students.

***Summative:** The students will produce an art piece through their ability to follow directions, and participate in several discussions to show their content knowledge.

Modifications/Differentiation/Expansions:

- The teacher will observe the students' ability to follow directions, and make adjustments to the instruction accordingly.

Activity 1.5.1 The History of Deaf Residential Schools in America and American Sign Language – Ordering the Story

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of the history of America’s Deaf residential schools.

LESSON OBJECTIVE: Students will learn about the founding of the American School for the Deaf (ASD), the spreading out of Deaf residential schools across America, and the creation of American Sign Language (ASL).

ACTIVITY OBJECTIVE: Students will engage in a sequential ordering activity, and then write a short paragraph summarizing their learning throughout the unit.

LANGUAGE OBJECTIVE: Students will engage in collaborative discussion with each other using ASL to accomplish the activity objective, label pages appropriately using written English, and write a short paragraph in written English summarizing their learning throughout the unit.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL1.* Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
 - d. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- e. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- f. Ask questions to clear up any confusion about the topics and texts under discussion.
- *SL2*. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - b. Give, restate, and follow simple two-step directions.
- *SL3*. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Reading Standards for Informational Text (RI)

- *RI3*. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Language (L)

- *L1*. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.

Writing Standards (W)

- *W2*. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- *W3*. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sort of closure.
- *W8*. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

WHAT YOU WILL NEED:

- All of the draw/write worksheets, maps, and guided drawings from the previous activities.
- Pencils/ pens/markers.
- Cardstock or thick construction paper.
- Binding materials – Yarn, a hole-punch, etc...

BEFORE YOU START:

- Make sure that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- **Explain** to the students that they will be putting together part of their very-own Deaf History Scrapbooks that they and take home to show their families.
- Pass out the completed papers to the students to whom they belong.

***Procedure:**

- **Explain** that students will need to sort their pages into chronological order for their scrapbooks and that if needed, they can refer to the book, and discuss with each other.
- When students are done sorting, they should **show** the teacher, and **justify** the order that they chose
- If they have sorted correctly, the students should **write** a short paragraph summarizing their content learning over the course of the unit.
- When students are finished writing their summaries, they will **share** them with the class, and then **add** them to their scrapbooks.

***Wrap-up:**

- **Clean up** the materials.
- **Sit** in a circle with the students and **discuss** what they have learned in this unit, and what they think about it.

ASSESSMENT:

***Formative:** The teacher will continuously observe and then check in on the students several times during the activity to see how they are progressing.

***Summative:** Students will produce a chronologically ordered scrapbook and short summary of the events it illustrates.

Modifications/Differentiation/Expansions:

- Students may be given sentence frames such as “First _____, then _____.”
- Students may be given sentence stems such as “ASL was made from...”
- Students may dictate to the teacher and then copy the dictation into their scrapbooks.

Activity 2.1.1 Deaf People Who Made a Difference

– Then

(Approximately 20-30 minutes a day over 2-4 days)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of well-known Deaf people from the past and present, and the impact that they have had on the world.

LESSON OBJECTIVE: Students will examine the lives of well known Deaf people, and the impact that they have had on the world.

ACTIVITY OBJECTIVE: Students will choose a well-known Deaf person from the past, read about their life, and create a presentation about that person.

LANGUAGE OBJECTIVE: Students will read about their chosen person in written English, and then write a biographical summary about them in written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Informational Text (RI)

- *RI1.* Ask and answer questions about key details in a text.
- *RI2.* Identify the main topic and retell key details of a text.
- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- *RI4.* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- *RI.6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- *RI.7.* Use the illustrations and details in a text to describe its key ideas.

Writing (W)

- *W.2.* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- *W.3.* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- *W.5.* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- *W.7.* Participate in shared research and writing projects.
- *W.8.* With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language (L)

- *L.1.* Demonstrate command of the conventions of Standard English

grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- c. Use singular and plural nouns with matching verbs in basic sentences
- e. Use verbs to convey a sense of past, present, and future
- *L2*. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- The book "Movers and Shakers" by Cathryn Carroll and Susan M. Mather.
- Copies of pages for students to write on from "Movers and Shakers".
- Draw/write worksheets for the students.



- Crayons
- Colored pencils
- Markers
- Pencils

BEFORE YOU START:

- Make copies of the biographies of the people you want the students to read about so that they each have access and can annotate the text.
- See that students have access to all materials.

THE LESSON:***Introduction/Engagement:**

- *Tell* students that we are starting a unit on Deaf people from the past and from the future. They will be reading, researching, discussing, writing, drawing, and presenting about a Deaf person who made a positive impact on the world.
- *Introduce* the book “*Movers and Shakers*” to the class.

***Procedure:**

- *Present* the biographies of the Deaf individuals to the students, telling them one or two things about each person.
- Students *choose* a Deaf individual to read about from the options presented to them.
- Students *read* and *take notes* about their Deaf individual.
- Each student *writes* a short biographical summary about their Deaf individual.
- Each student *draws* a picture depicting their overall understanding of their Deaf individual’s importance.
- Students take turns *presenting* their findings and artwork to the class.

***Wrap-up:**

- Students are *given* copies of everyone else's completed mini-biographies.
- Students *add* these pages to their individual scrapbooks.

ASSESSMENT:

***Formative:** The teacher will monitor each student throughout the lesson, checking for understanding often through questioning and discussion.

***Summative:** Students will produce miniature biographies on a Deaf person who made a positive impact on the world, and then present them to the class.

Modifications/Differentiation/Expansions:

- Students may be given assistance in reading about their Deaf individuals, as the text may be above their reading level.
- Students may work with a teacher or aide to pull information from the text if needed.
- Students may be given sentence stems such as "Andrew Foster helped people by..."
- Students may be given sentence frames such as "Ludwig van Beethoven was a _____ who loved to _____."
- The timing of this lesson can be compressed or extended based on the students needs at the time.
- If students seem to want more after the lesson is finished, the entire lesson can be repeated with different Deaf individuals to be studied.

Activity 2.1.2 Deaf People Who Made a Difference

– Now

(Approximately 20-30 minutes a day over 2-4 days)

UNIT OBJECTIVE: Students will be able to demonstrate their knowledge of well-known Deaf people, and the impact that they have had on the world.

LESSON OBJECTIVE: Students will examine the lives of well known Deaf people from the present, and the impact that they have had on the world.

ACTIVITY OBJECTIVE: Students will choose a well-known Deaf person from the present, read about their life, and create a presentation about that person.

LANGUAGE OBJECTIVE: Students will read about their chosen person in written English, and then write a biographical summary about them in written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Reading Standards for Informational Text (RI)

- *RI1.* Ask and answer questions about key details in a text.
- *RI2.* Identify the main topic and retell key details of a text.
- *RI3.* Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- *RI4.* Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

- *RI.6.* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- *RI.7.* Use the illustrations and details in a text to describe its key ideas.

Writing (W)

- *W.2.* Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- *W.3.* Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- *W.5.* With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- *W.7.* Participate in shared research and writing projects.
- *W.8.* With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language (L)

- *L.1.* Demonstrate command of the conventions of Standard English

grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- c. Use singular and plural nouns with matching verbs in basic sentences
- e. Use verbs to convey a sense of past, present, and future
- *L2*. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.
 - b. Use end punctuation for sentences.

WHAT YOU WILL NEED:

- Computers with internet access.
- Draw/write worksheets for the students.



- Crayons
- Colored pencils
- Markers
- Pencils

BEFORE YOU START:

- Obtain access to computers for the students use.

- In the event that computer and internet access are not available for the students, or that it is not feasible to use computers, the teacher should print out information of different Deaf individuals that are well-known in the world today before the lesson.
- See that students have access to all materials.

THE LESSON:

***Introduction/Engagement:**

- *Ask* students to remind you what the class did in the previous activity(s).
- *Tell* students that they will be shifting their focus from well-known Deaf individuals from the past, to those of the present.
- As a class, *brainstorm* a list of Deaf individuals that are well-known today.
- Explain to students that they will be reading, researching, discussing, writing, drawing, and presenting about a Deaf person who is currently making a positive impact on the world.

***Procedure:**

- *Present* the pre-printed biographies of the Deaf individuals to the students, telling them one or two things about each person, OR briefly discuss each Deaf individual on the brainstormed list.
- Students *choose* a Deaf individual to read about from the options presented to them.
- Students *read* and *take notes* about their Deaf individual (either from the pre-printed hand-outs, or from their own internet research).
- Each student *writes* a short biographical summary about their Deaf individual.
- Each student *draws* a picture depicting their overall understanding of their Deaf individual's importance.

- Students take turns *presenting* their findings and artwork to the class.

***Wrap-up:**

- Students are *given* copies of everyone else's completed mini-biographies.
- Students *add* these pages to their individual scrapbooks.

ASSESSMENT:

***Formative:** The teacher will monitor each student throughout the lesson, checking for understanding often through questioning and discussion.

***Summative:** Students will produce miniature biographies on a Deaf person who is making a positive impact on the world, and then present them to the class.

Modifications/Differentiation/Expansions:

- Students may be given assistance in reading about their Deaf individuals, as the text may be above their reading level.
- Students may work with a teacher or aide to pull information from the text if needed.
- Students may be given sentence stems such as "Marlee Matlin is an..."
- Students may be given sentence frames such as "Melody and Russell Stein are _____ who own a _____."
- The timing of this lesson can be compressed or extended based on the students needs at the time.
- If students seem to want more after the lesson is finished, the entire lesson can be repeated with different Deaf individuals to be studied.

Activity W.1

Discussion: What Do You Know Now?

(Approximately 10-15 minutes)

UNIT OBJECTIVE: Concludes the curriculum.

LESSON OBJECTIVE: N/A

ACTIVITY OBJECTIVE: Discuss with students their new knowledge about Deaf people and ASL.

LANGUAGE OBJECTIVE: Students will engage in a discussion using ASL, and help to construct a chart of their new knowledge using written English.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL.1.* Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about.

WHAT YOU WILL NEED:

- A large K/L chart and markers

What we know	What we learned
-	-
-	-
-	-

BEFORE YOU START:

- See that all students have visual access to the teacher, each other, and the K/L chart.

THE LESSON:***Introduction/Engagement:**

- *Remind* students that the K/L chart is a place where we can record the things that we know before we start learning about a topic, and then what we learned after we are finished.

***Procedure:**

- *Brainstorm* with students what they learned about Deaf people and about ASL, and then record their responses on the L section of the K/L chart.

***Wrap-up:**

- *Discuss* with students the difference between the two sections of the K/L chart.

ASSESSMENT:

***Formative:** The teacher will record the knowledge brainstormed by the students.

***Summative:** Students will complete a K/L chart with the teacher.

Modifications/Differentiation/Expansions:

- Students may participate to whatever degree they are able, as long as each student participates.

Activity W.2

Deaf Identity Post Survey

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Concludes the curriculum.

LESSON OBJECTIVE: N/A

ACTIVITY OBJECTIVE: Collect data about the students' Deaf Identity after they have completed the curriculum.

LANGUAGE OBJECTIVE: N/A

STANDARDS ADDRESSED: N/A

WHAT YOU WILL NEED:

- A copy of the Deaf Identity Survey for each student.
- Pencils

BEFORE YOU START:

- See that all students have access to the materials.

THE LESSON:

***Introduction/Engagement:**

- *Tell* students that since we have been learning about Deaf people and ASL, we will be taking a survey so I can learn a bit more about what they have learned.

***Procedure:**

- *Pass out* the survey, *explain* the instructions.
- Students *complete* the survey.

***Wrap-up:**

- Collect the surveys.

ASSESSMENT:

***Formative:** The teacher will discuss questions with the students as needed, and record any relevant information received from the students.

***Summative:** Students complete a survey.

Modifications/Differentiation/Expansions:

- Students may complete the survey on their own, or with the assistance of a teacher or an aide to interpret and/or explain the questions.

Activity W.3

Scrapbook Share!

(Approximately 20-30 minutes)

UNIT OBJECTIVE: Concludes the curriculum.

LESSON OBJECTIVE: N/A

ACTIVITY OBJECTIVE: Students will finish compiling their scrapbooks, and then share them with each other.

LANGUAGE OBJECTIVE: Students will finish compiling their scrapbooks, labeling them with written English, and then share and discuss them with each other using ASL.

STANDARDS ADDRESSED:

California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Grade 1:

Speaking and Listening (SL)

- *SL1.* Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about.

WHAT YOU WILL NEED:

- Student scrapbooks, all student worksheets, surveys, etc.
- Glue, scissors, colored pencils, pencils, markers.
- Binding materials, hole-punch.

BEFORE YOU START:

- Make sure that all students have access to the materials.

THE LESSON:***Introduction/Engagement:**

- *Tell* students that they now get a chance to put together the rest of their scrapbooks.

***Procedure:**

- Students *put together* the remainder of their scrapbooks.
- When students are all finished, they will *share* their work with each other.

***Wrap-up:**

- *Thank* students for their participation in the curriculum.
- *Tell* students that the scrapbooks that they have worked so hard on should be taken home and *shared* with their families.

ASSESSMENT:

***Formative:** The teacher will observe the students and ask them questions while they complete their scrapbooks and share them.

***Summative:** The students will complete their scrapbooks.

Modifications/Differentiation/Expansions:

- Students may receive varying degrees of assistance compiling their scrapbooks if needed.

APPENDIX B: Pre-survey

Deaf Awareness & Attitude Survey

Name of student: _____
 Date: 4-15-15

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	Yes			Deaf is not hearing but change your Deaf
Do you have Deaf family members? Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	Yes			WIPING, LEONARD, SHILING, GRANDMA
Are all people Deaf? <small>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>		X		Yes but some hearing
Do you know what the term, "Deaf" means? Please explain. <small>*Record response in final column</small>	✓ No			DEAF SIGN SIGN SPEAKS
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	Yes			FOR DEAF SIGNS
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	Yes			YES but some hearing have I can understand gesture. All hearing
Do all people use ASL?		No		SOME PEOPLE SPEAKS BUT UNDERSTAND SOME

Figure 1: Page 1 of Alan's pre-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	Yes			ALL PRIDE SIGN PRIDE
Do you like using ASL?	Yes			NOT UNDERSTAND TALKING - LIKE SIGN SPEAKS
Do you like using ASL in front of your family?	Yes			
Do you like using ASL in front of your friends (outside of school)?	No			HEARD WITH MY SMALL FEEL EMBARRASSED
Do you want to learn about 'all things Deaf'? <small>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>	Yes			MY FAVORITE SIGN SPEAKS
Do you want to teach others about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>	Yes			HEARING NEED LEARN SIGN PRACTICE

Figure 1.2: Page 2 of Alan's pre-survey

Deaf Awareness & Attitude Survey

Name of student: _____

Date: 4-15-16

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	<input checked="" type="checkbox"/>			born that way
Do you have Deaf family members? Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	<input checked="" type="checkbox"/>			parents All one has one hearing syn take
Are all people Deaf? <small>* Optional: Ask respondent to explain rationale for 'N' answer & record response in final column</small>	<input checked="" type="checkbox"/>			Deaf is and deaf Deaf
Do you know what the term, "Deaf" means? Please explain. <small>*Record response in final column</small>			<input checked="" type="checkbox"/>	ASL
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>			<input checked="" type="checkbox"/>	it's sign I don't understand
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	<input checked="" type="checkbox"/>			Signatures
Do all people use ASL?	<input checked="" type="checkbox"/>			All world impossible Beats, Htr, Hearing

Figure 2: Page 1 of Dawn's pre-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	<input checked="" type="checkbox"/>			because in the hearing world I'm different
Do you like using ASL?	<input checked="" type="checkbox"/>			Yes understand sign language full understand
Do you like using ASL in front of your family?	<input checked="" type="checkbox"/>			Deaf
Do you like using ASL in front of your friends (outside of school)?	<input checked="" type="checkbox"/>			Don't see hearing watching, sign small
Do you want to learn about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for 'N' answer & record response in final column</small>	<input checked="" type="checkbox"/>			I want learn everything Deaf. All explain.
Do you want to teach others about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for 'N' answer & record response in final column</small>	<input checked="" type="checkbox"/>			Want learn to understand want kids to learn.

Figure 2.2: Page 2 of Dawn's pre-survey

Deaf Awareness & Attitude Survey

Name of student: _____

Date: 4-15-15

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	<input checked="" type="checkbox"/>			
- Do you have Deaf family members? - Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	<input checked="" type="checkbox"/>			PARENTS - 1 SIBLING, AUNT
Are all people Deaf? <small>* Optional: Ask respondent to explain rationale for "Yes" answer & record response in final column</small>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Some Deaf, non-hearing
Do you know what the term, "Deaf" means? - Please explain. <small>*Record response in final column</small>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	hard but can explain
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	<input checked="" type="checkbox"/>			FOR DEAF SIGNS - like communication
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	<input checked="" type="checkbox"/>			at home
Do all people use ASL?	<input checked="" type="checkbox"/>			Some Deaf, all hearing they sign outside

Figure 3: Page 1 of Jiovan's pre-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	<input checked="" type="checkbox"/>			I love Deaf
Do you like using ASL?	<input checked="" type="checkbox"/>			
Do you like using ASL in front of your family?	<input checked="" type="checkbox"/>			
Do you like using ASL in front of your friends (outside of school)?	<input checked="" type="checkbox"/>			not using, but not of the things that I like to sign
Do you want to learn about "all things Deaf"? <small>*Optional: Ask respondent to explain rationale for "Yes" answer & record response in final column</small>	<input checked="" type="checkbox"/>			I want to know everything
Do you want to teach others about "all things Deaf"? <small>* Optional: Ask respondent to explain rationale for "Yes" answer & record response in final column</small>	<input checked="" type="checkbox"/>			I want to teach them so they understand. Then I'm happy.

Figure 3.3: Page 2 of Jiovan's pre-survey

Deaf Awareness & Attitude Survey

Name of student: _____

Date: 4-15-15

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	X			Kenzie
Do you have Deaf family members? Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	X			Parents, Grandparents, Sister School, Aunt, Uncle, Cousins, etc.
Are all people Deaf? <small>*Optional: Ask respondent to explain rationale for "No" answer & record response in final column</small>		X		Impossible, all deaf, hearing, etc.
Do you know what the term, "Deaf" means? <small>*Please explain. *Record response in final column</small>	X			Sign, practice ASL
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	X			NOT SPO. DEAF OR ASL
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	X			ASL Deaf
Do all people use ASL?		X		NO HEARING FRIENDS, WORKING, HR, DEAF WITH HEARING

Figure 4: Page 1 of Kenzie's pre-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	X			ASL CAN NOT BE
Do you like using ASL?	X			
Do you like using ASL in front of your family?	X			Deaf
Do you like using ASL in front of your friends (outside of school)?	X			own care if hearing with sign, voice
Do you want to learn about "all things Deaf"? <small>*Optional: Ask respondent to explain rationale for "No" answer & record response in final column</small>	X			hand work, practice ASL, ASL ARE BEING TAUGHT
Do you want to teach others about "all things Deaf"? <small>*Optional: Ask respondent to explain rationale for "No" answer & record response in final column</small>	X			like teach hearing or deaf, HR about hearing, deaf.

Figure 4.4: Page 2 of Kenzie's pre-survey

Deaf Awareness & Attitude Survey

Name of student: _____

Date: 4-16-15

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	<input checked="" type="checkbox"/>			ALL KNOWING DEAF
- Do you have Deaf family members? * Who are they? * Record response in final column (Extended Responses/Comments)	<input checked="" type="checkbox"/>			FROM BROTHER'S COUSIN GRANDMA
Are all people Deaf? * Optional: Ask respondent to explain rationale to "N" answer & record response in final column	<input checked="" type="checkbox"/>			ALL PEOPLE DON'T HAVE HEARING. AN ANSWER: Deaf
Do you know what the term, "Deaf" means? * Please explain. * Record response in final column	<input checked="" type="checkbox"/>			- IF CAN UNDERSTAND HEARING, PLEASE USE ASL - CAN'T HEAR, PLEASE SIGN
What is ASL? (or what does ASL stand for?) * Record response in final column			<input checked="" type="checkbox"/>	
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	<input checked="" type="checkbox"/>			YES DEAF! WITH HEARING PEOPLE, I USE ASL. WITH HEARING PEOPLE, I USE ASL. WITH HEARING PEOPLE, I USE ASL.
Do all people use ASL?		<input checked="" type="checkbox"/>		NO, HEARING PEOPLE DON'T USE ASL. ONLY DEAF PEOPLE USE ASL.

Figure 5: Page 1 of Lexi's pre-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	<input checked="" type="checkbox"/>			YES DEAF! I'M PROUD TO BE DEAF. I'M PROUD TO BE DEAF.
Do you like using ASL?	<input checked="" type="checkbox"/>			YES DEAF! I LIKE USING ASL. I LIKE USING ASL.
Do you like using ASL in front of your family?	<input checked="" type="checkbox"/>			YES DEAF! I LIKE USING ASL. I LIKE USING ASL.
Do you like using ASL in front of your friends (outside of school)?	<input checked="" type="checkbox"/>			YES DEAF! I LIKE USING ASL. I LIKE USING ASL.
Do you want to learn about 'all things Deaf'? * Optional: Ask respondent to explain rationale to "N" answer & record response in final column	<input checked="" type="checkbox"/>			YES DEAF! I WANT TO LEARN ABOUT ALL THINGS DEAF. I WANT TO LEARN ABOUT ALL THINGS DEAF.
Do you want to teach others about 'all things Deaf'? * Optional: Ask respondent to explain rationale to "N" answer & record response in final column	<input checked="" type="checkbox"/>			YES DEAF! I WANT TO TEACH OTHERS ABOUT ALL THINGS DEAF. I WANT TO TEACH OTHERS ABOUT ALL THINGS DEAF.

Figure 5.5: Page 2 of Lexi's pre-survey

Deaf Awareness & Attitude Survey

Name of student: _____

Date: 1-15-15

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I was born that way!
- Do you have Deaf family members? - Who are they? *Record response in final column (Extended Responses/Comments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Parents! ALL siblings with hearing aids brother sister
Are all people Deaf? * Optional: Ask respondent to explain response to "Yes" answer & record response in final column	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Some Deaf, hearing
Do you know what the term, "Deaf" means? - Please explain. *Record response in final column	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	can sign DONT talk
What is ASL? (or what does ASL stand for?) *Record response in final column	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	means not signing not writing - Dont know what mean
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dont signing in my home Dont go over my deaf friends never hearing
Do all people use ASL?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	talk

Figure 6: Page 1 of Oliver's pre-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	yes an under water swim
Do you like using ASL?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NORMAL
Do you like using ASL in front of your family?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	- NOT HAVE TO TALK
Do you like using ASL in front of your friends (outside of school)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in public hearing with childrens sign talk
Do you want to learn about all things Deaf? * Optional: Ask respondent to explain response to "Yes" answer & record response in final column	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WANT TO LEARN all the ASL signs
Do you want to teach others about all things Deaf? * Optional: Ask respondent to explain response to "Yes" answer & record response in final column	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teach all Non Deaf Deaf hearing sign.

Figure 6.6: Page 2 of Oliver's pre-survey

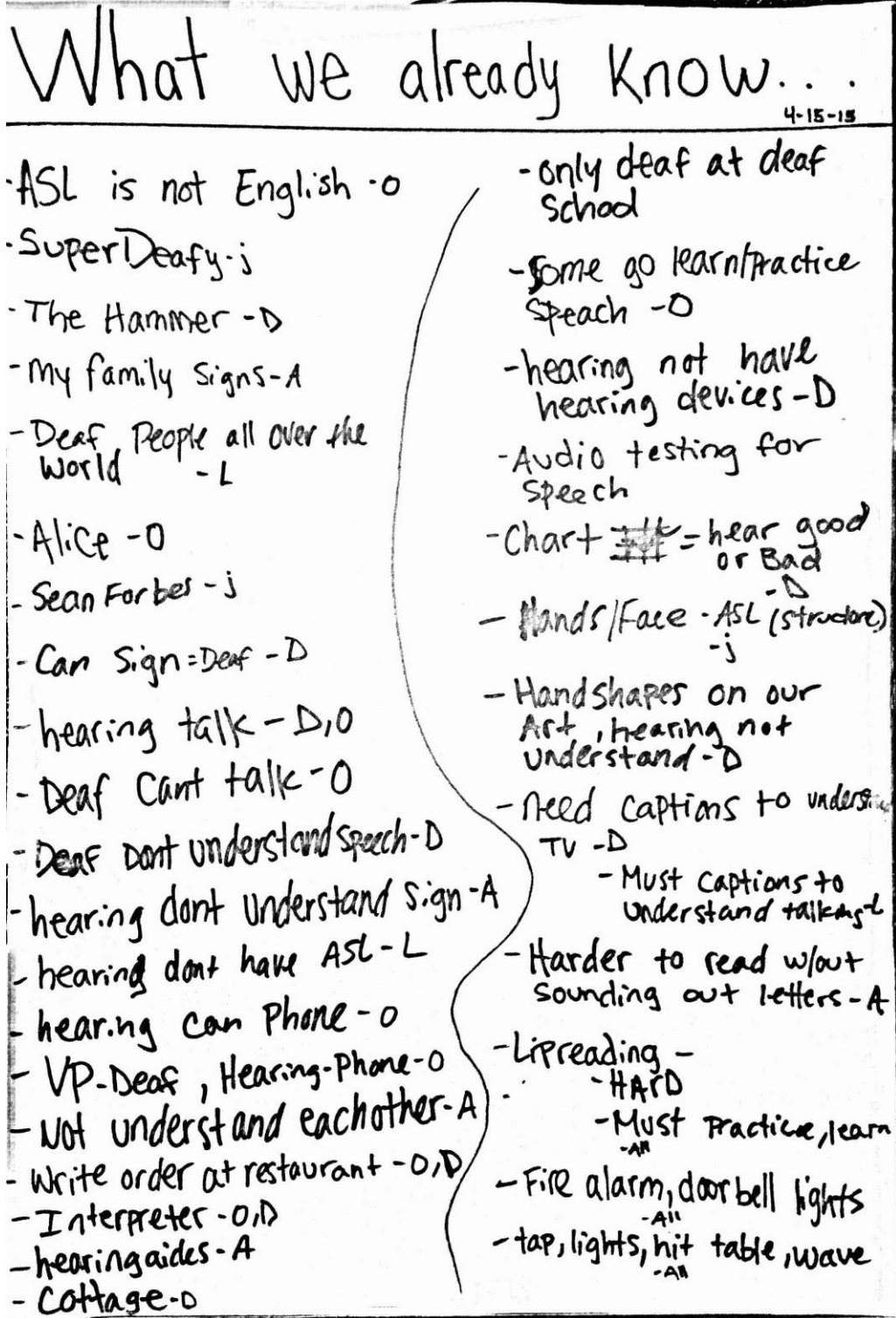


Figure 7: "K/L" chart - What we already know

APPENDIX D: Activity 1.1.2 Student Artifacts

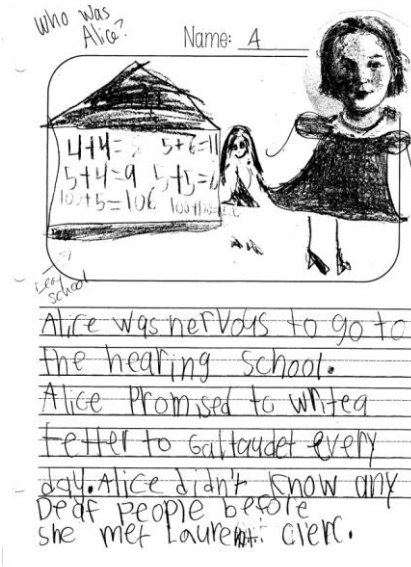


Figure 8: Alan - 1.1.2 Who is Alice?

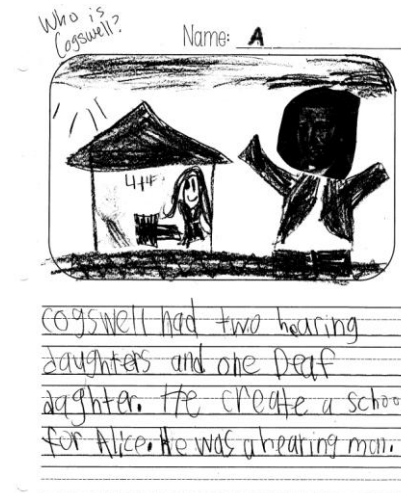


Figure 9: Alan - 1.1.2 Who is Cogswell?

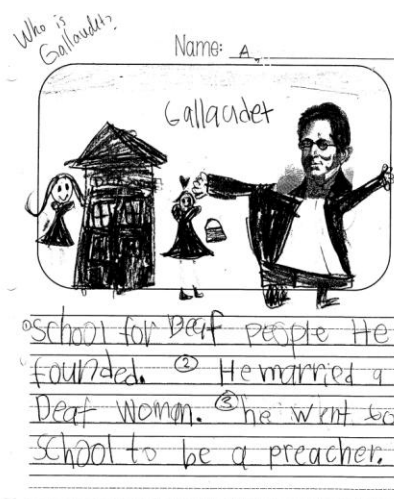


Figure 10: Alan - 1.1.2 Who is Gallaudet?

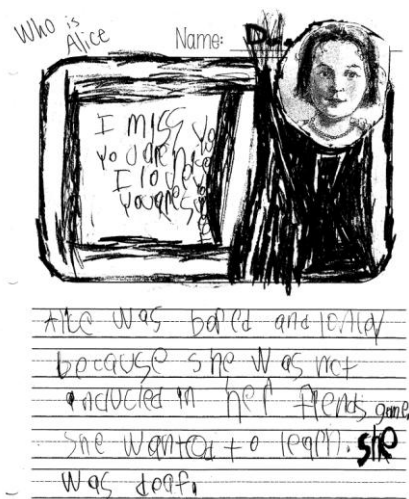


Figure 11: Dawn - 1.1.2 Who is Alice?

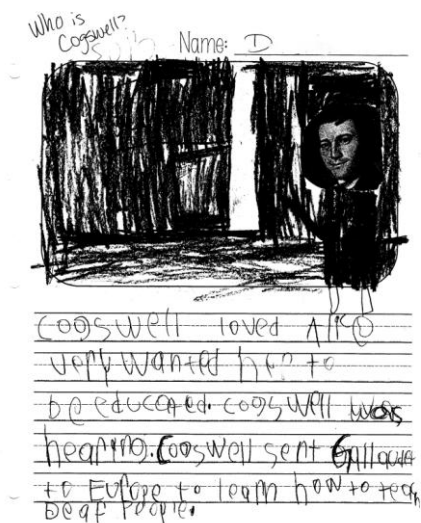


Figure 12: Dawn - 1.1.2 Who is Cogswell?

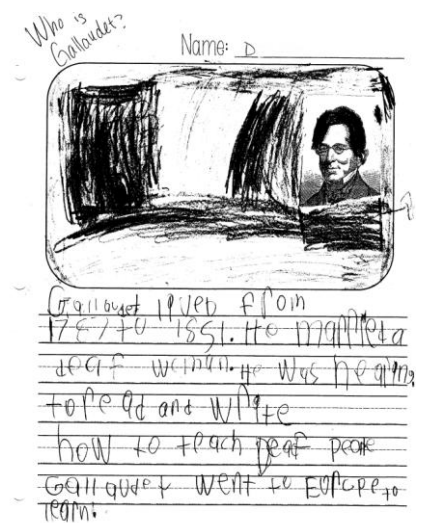


Figure 13: Dawn - 1.1.2 Who is Gallaudet?

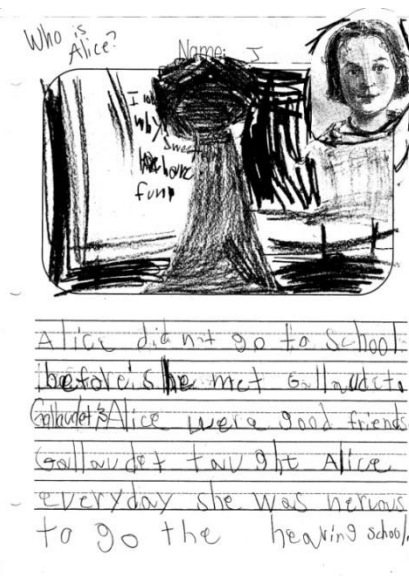


Figure 14: Jiovan - 1.1.2 Who is Alice?

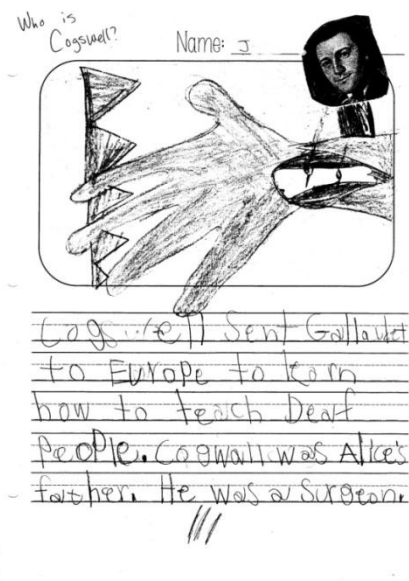


Figure 15: Jiovan - 1.1.2 Who is Cogswell?

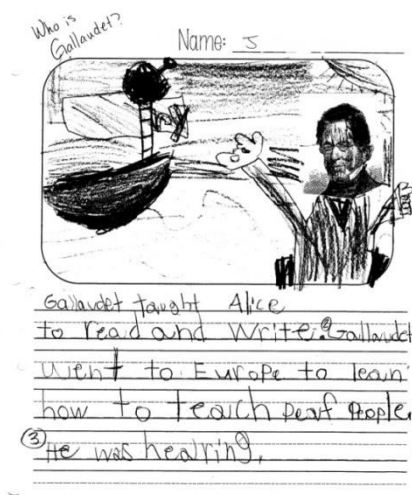


Figure 16: Jiovan - 1.1.2 Who is Gallaudet?

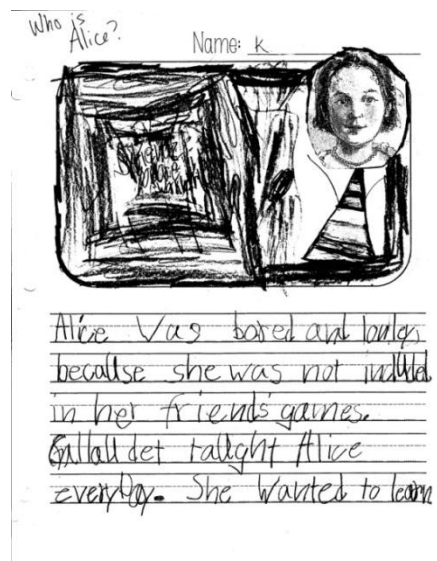
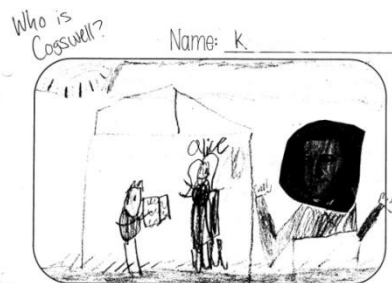
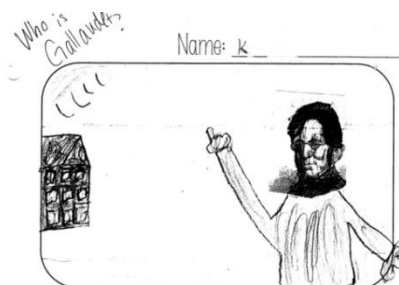


Figure 17: Kenzie - 1.1.2 Who is Alice?



He loved Alice very much
and wanted her to be
educated. Cogswell
had two hearing daughters
and one Deaf daughter.
He was a surgeon.

Figure 18: Kenzie - 1.1.2 Who is Cogswell?



Thomas Hopkins Gallaudet
was a man who lived from
1787 to 1851. He lived in
Hartford, Connecticut.
He was hearing.

Figure 19: Kenzie - 1.1.2 Who is Gallaudet?



Figure 20: Lexi - 1.1.2 Who is Alice?

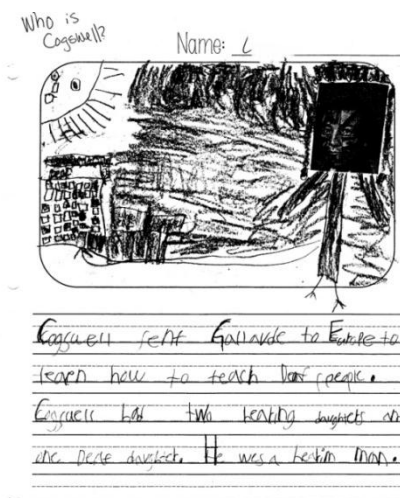
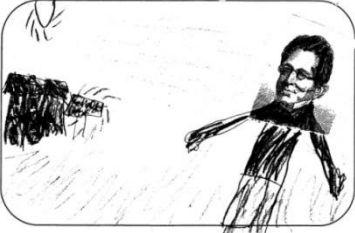


Figure 21: Lexi - 1.1.2 Who is Cogswell?

Who is Gallaudet? Name: L



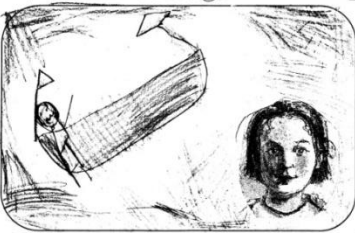
① Gallaudet met Alice and wanted to teach her how to read and write.

② Gallaudet married a deaf woman.

③ Gallaudet went to Europe to learn how to teach deaf people.

Figure 22: Lexi - 1.1.2 Who is Gallaudet?


Who is Alice? Name: O



① Alice was afraid that Gallaudet's ship would sink on the trip to Europe. Alice was sad and lonely because she was not included in her friend's game. Alice promised to write a letter to Gallaudet's friend.

Figure 23: Oliver - 1.1.2 Who is Alice?


Who is Cogswell? Name: O



Cogswell had two hearing daughters and one deaf daughter. He sent Gallaudet to Europe to learn how to teach Deaf people. Cogswell was Alice's father.

Figure 24: Oliver - 1.1.2 Who is Cogswell?

Who is Gallaudet? Name: O



Gallaudet met Alice and wanted to teach her how to read and write. He married a Deaf woman. He lived in Hartford, Connecticut.

Figure 25: Oliver - 1.1.2 Who is Gallaudet?

APPENDIX E: Activity 1.1.3 Student Artifacts

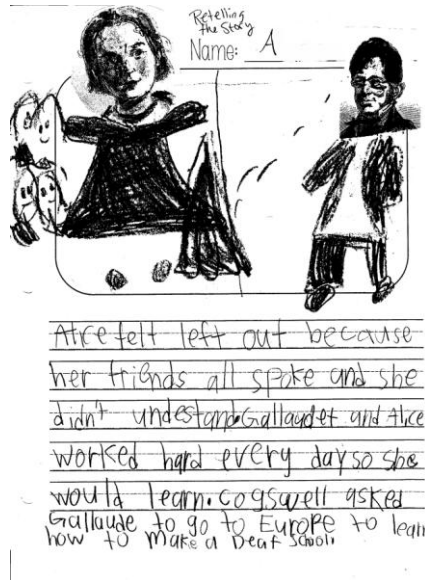


Figure 26: Alan - 1.1.3 Retelling the Story

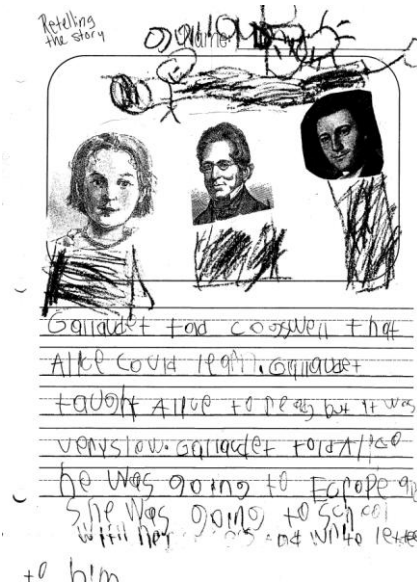


Figure 27: Dawn - 1.1.3 Retelling the Story

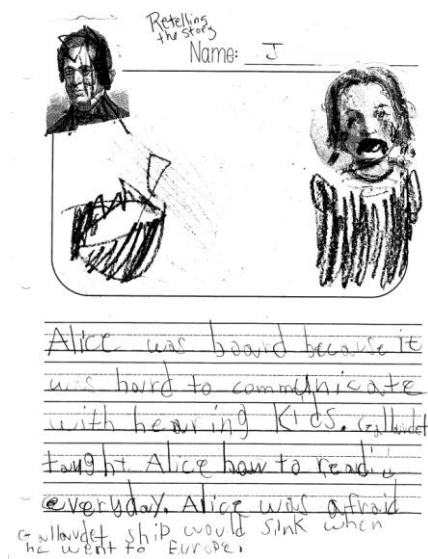


Figure 28: Jiovan - 1.1.3 Retelling the Story

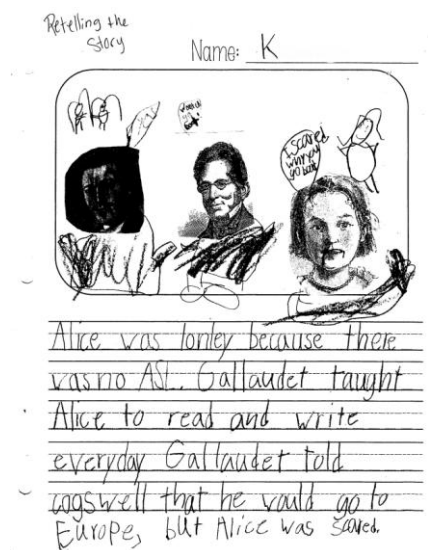


Figure 29: Kenzie - 1.1.3 Retelling the Story

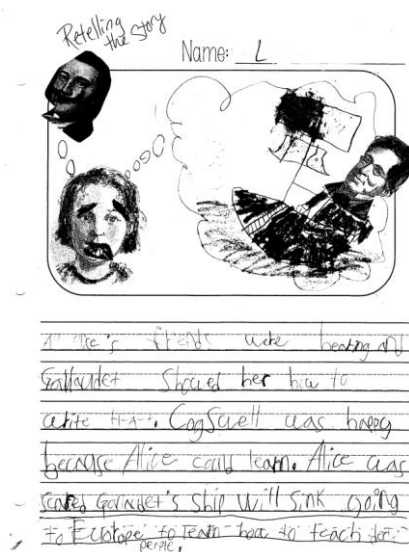


Figure 30: Lexi - 1.1.3 Retelling the Story

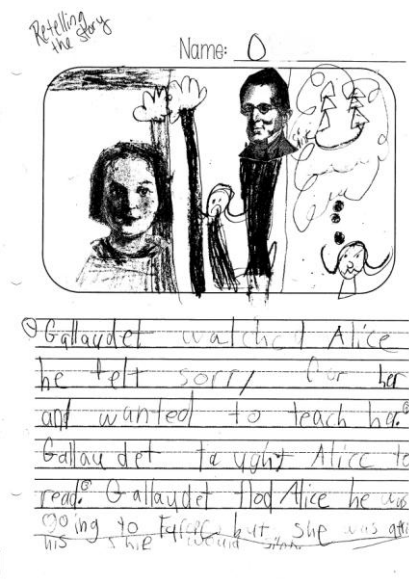


Figure 31: Oliver - 1.1.3 Retelling the Story

APPENDIX F: Activity 1.2.2 Student Artifacts

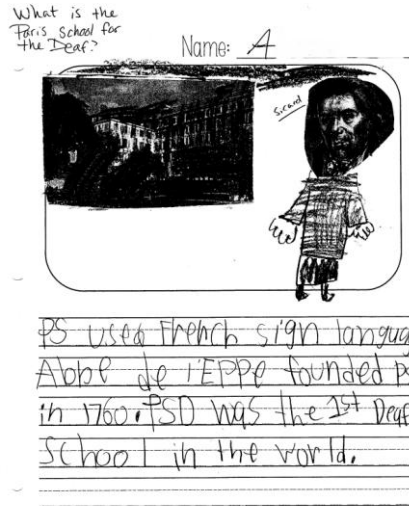


Figure 32: Alan - 1.2.2 What is the Paris School for the Deaf?

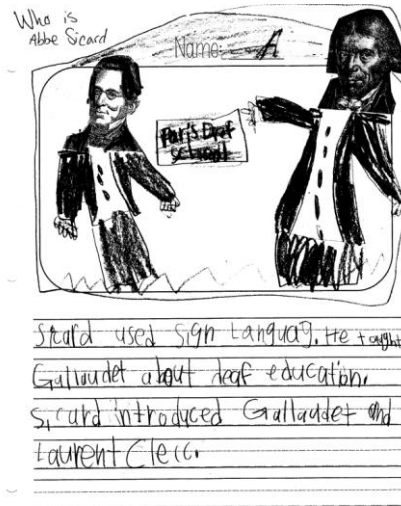


Figure 33: Alan - 1.2.2 Who is Abbe Sicard?

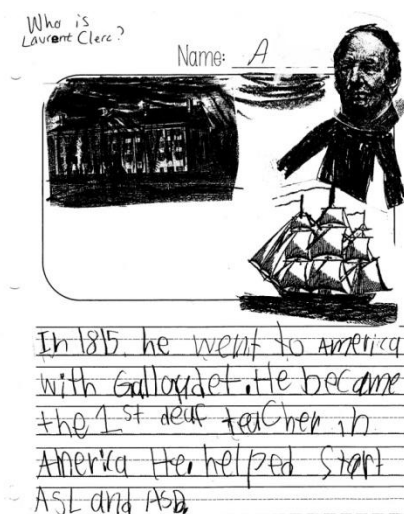


Figure 34: Alan - 1.2.2 Who is Laurent Clerc?

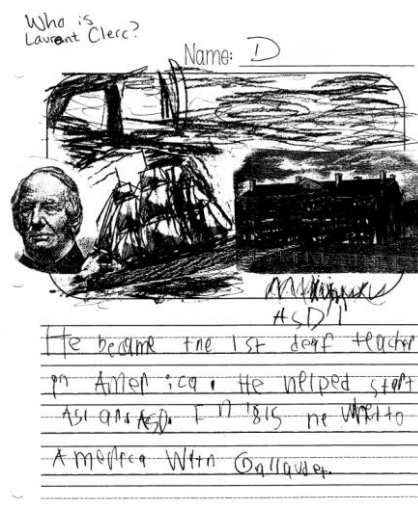



Figure 35: Dawn - 1.2.2 Who is Laurent Clerc?


What is the Paris School for the Deaf?
Name: D



ABBE de L'EPPE founded PSD
in 1760. PARIS Deaf school is
in FRANCE. PSD was the
1st Deaf school in the
World.

Figure 36: Dawn - 1.2.2 What is the Paris School for the Deaf?

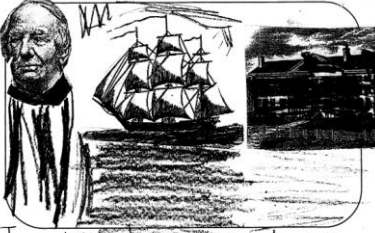
Who is Abbe Sicard?
Name: D



Sicard taught deaf people. He was
in charge of the Paris Deaf school. Sicard
was born in 1742. Sicard used sign
language Sicard introduced oralism to Laouene
Clerc.

Figure 37: Dawn - 1.2.2 Who is Abbe Sicard?


Who is Laurent Clerc?
Name: J



In 1815 he went to
1st deaf teacher in America
He helped start a school
and in 1825 he went to
America with Gallaudet.

Figure 38: Jiovan - 1.2.2 Who is Laurent Clerc?

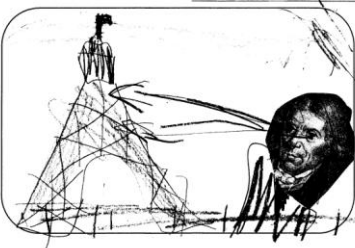
What is the Paris School for the Deaf?
Name: J



PSD was the 1st Deaf
school in the world
Paris Deaf school is in France
Abbe de l'Eppe founded
PSD in 1760.

Figure 39: Jiovan - 1.2.2 What is the Paris School for the Deaf?

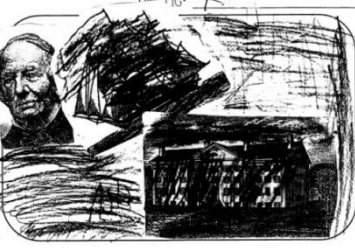
Who is Abbe Sicard?
Name: J



Sicard was in charge of the Paris Deaf school. He taught Gallaudet about deaf education. Sicard used sign language.

Figure 40: Jiovan - 1.2.2 Who is Abbe Sicard?

Who is Laurent Clerc?
Name: K



In 1815 he went to America with Gallaudet. He became the 1st deaf teacher in America. He helped start ASL and ASD.

Figure 41: Kenzie - 1.2.2 Who is Laurent Clerc?

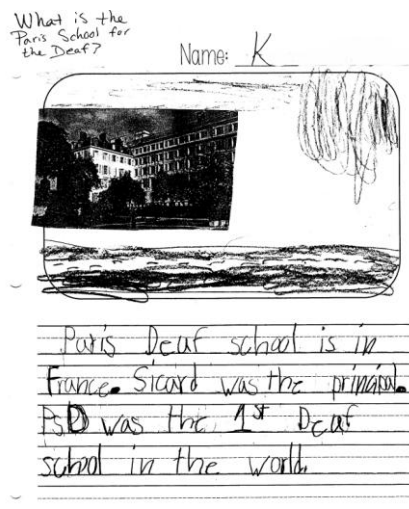


Figure42: Kenzie - 1.2.2 What is the Paris School for the Deaf?

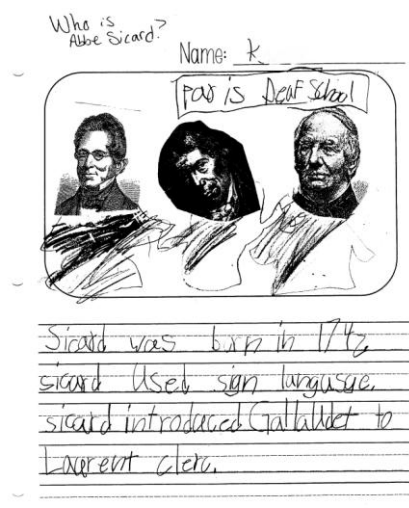


Figure 43: Kenzie - 1.2.2 Who is Abbe Sicard?

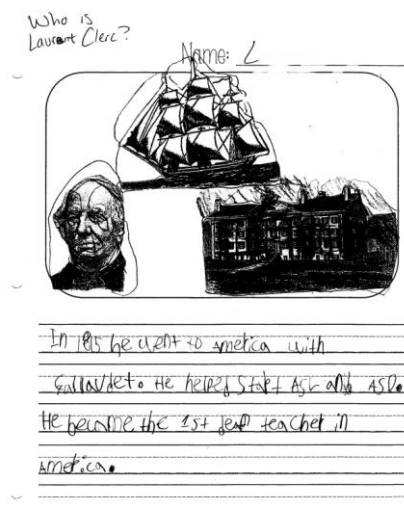


Figure 44: Lexi - 1.2.2 Who is Laurent Clerc?

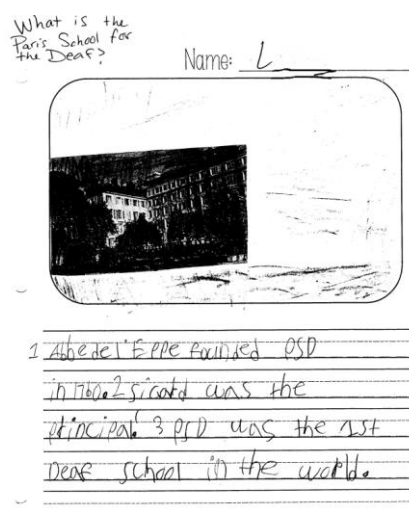
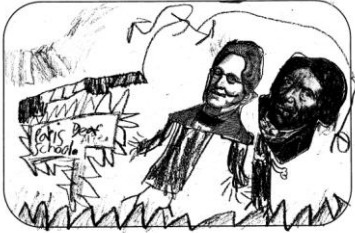


Figure 45: Lexi - 1.2.2 What is the Paris School for the Deaf?

Who is Abbe Sicard?
Name: L



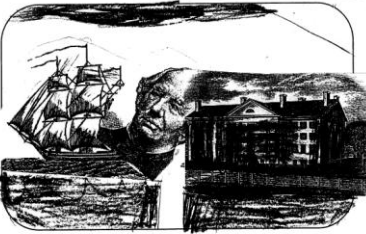
① Sicard was born in 1782.

② Sicard taught Gallaudet about deaf education.

③ Sicard taught deaf people.

Figure 46: Lexi - 1.2.2 Who is Abbe Sicard?

Who is Laurent Clerc?
Name: O



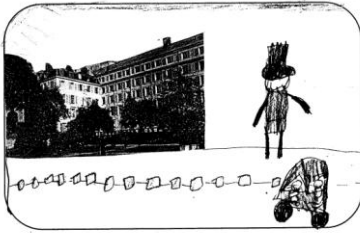
① In 1815 he went to America with Gallaudet.

② He became the 1st deaf teacher in America.

③ He helped start ASL.

Figure 47: Oliver - 1.2.2 Who is Laurent Clerc?


What is the Paris School for the Deaf?
Name: O



① Sicard was the founder of Paris Deaf school in France. ② PSD was the 1st Deaf school in the world.

Figure 48: Oliver- 1.2.2 What is the Paris School for the Deaf?

Who is Abbe Sicard?
Name: O



① Sicard taught deaf people. ② Sicard was born in 1742. ③ Sicard inherited full authority to Laurent Clerc.

Figure 49: Oliver - 1.2.2 Who is Abbe Sicard?

APPENDIX G: Activity 1.2.3 Student Artifacts

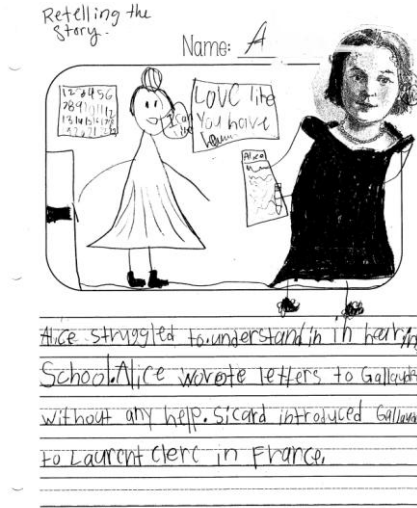


Figure 50: Alan - 1.2.3 Retelling the Story

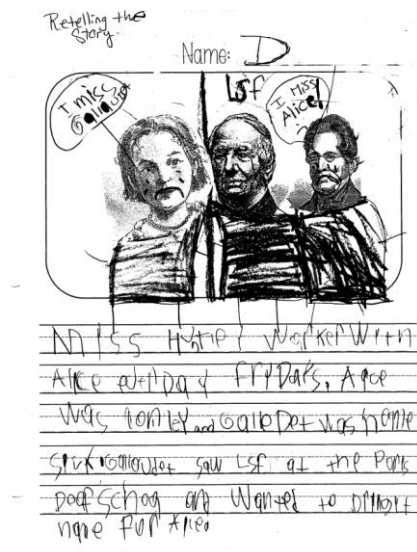


Figure 51: Dawn - 1.2.3 Retelling the Story

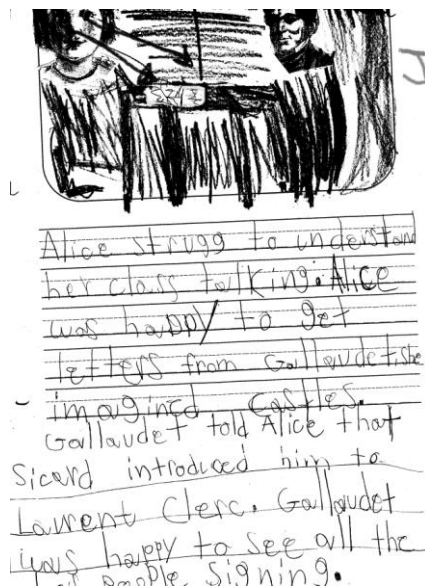


Figure 52: Jiovan - 1.2.3 Retelling the Story

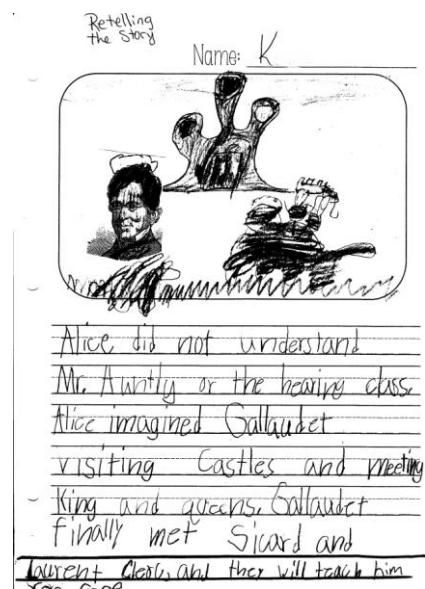


Figure 53: Kenzie - 1.2.3 Retelling the Story

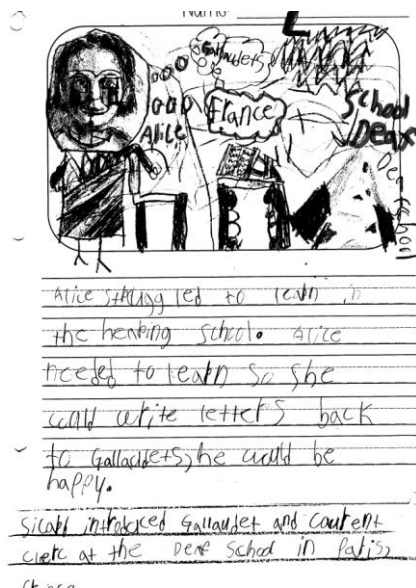


Figure 54: Lexi - 1.2.3 Retelling the Story

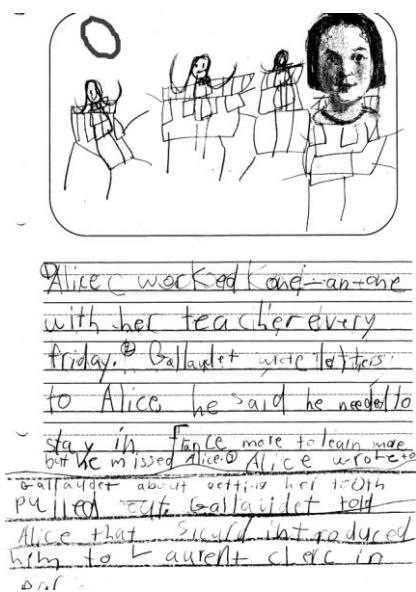


Figure 55: Oliver - 1.2.3 Retelling the Story

APPENDIX H: Activity 1.3.2 Student Artifacts

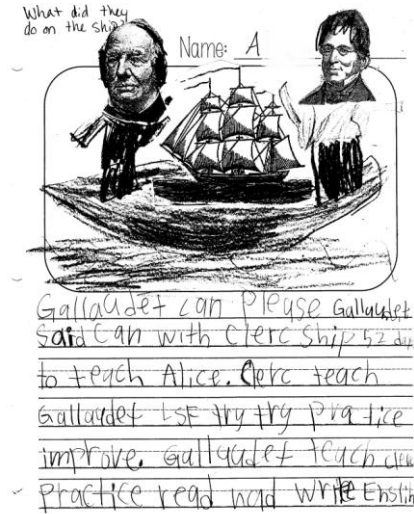


Figure 56: Alan - 1.3.2 What did they do on the ship?

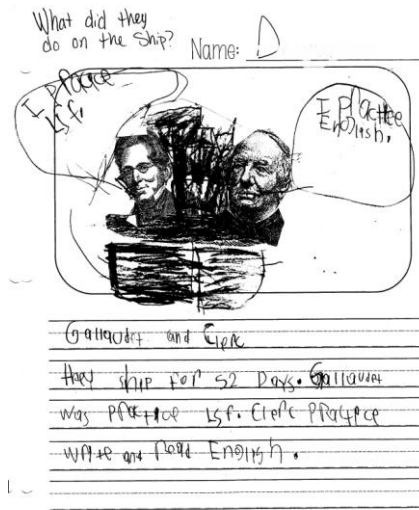



Figure 57: Dawn - 1.3.2 What did they do on the ship?

What did they do on the ship?

Name: J

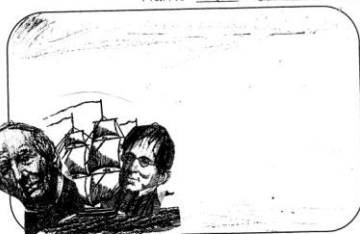


Gallaudet ship days 52 and
 clerk Gallaudet write
 practice with clerk
 learn English read and
 write. clerk teach Gallaudet
 LSF.

Figure 58: Jiovan - 1.3.2 What did they do on the ship?

What did they do on the ship?

Name: K



Gallaudet and clerk
 sailed on ship 52 Days.
 Clerk teach Gallaudet LSF
 Gallaudet teach clerk
 English read write.

Figure 59: Kenzie - 1.3.2 What did they do on the ship?

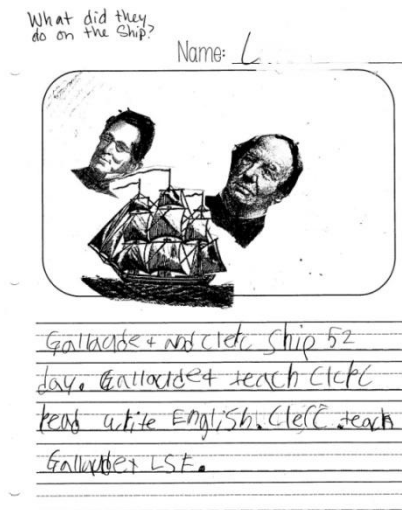


Figure 60: Lexi - 1.3.2 What did they do on the ship?

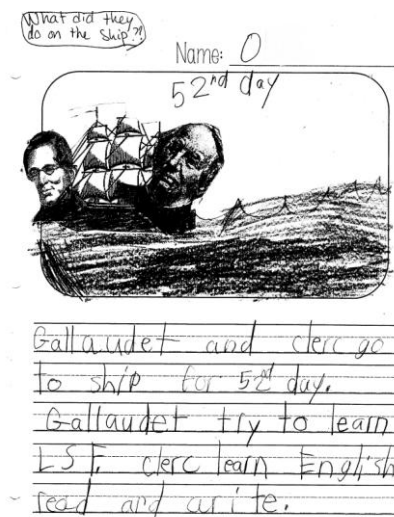


Figure 61: Oliver - 1.3.2 What did they do on the ship?

APPENDIX I: Activity 1.3.3 Student Artifacts

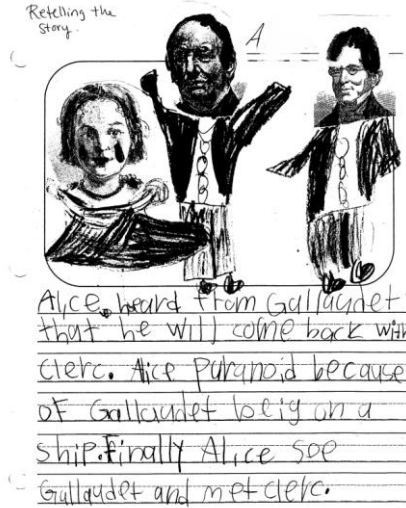


Figure 62: Alan - 1.3.3 Retelling the Story

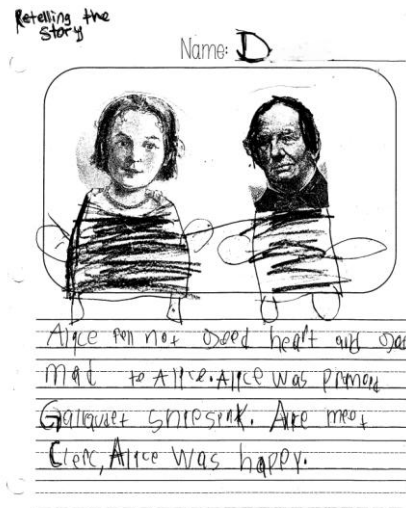



Figure 63: Dawn - 1.3.3 Retelling the Story

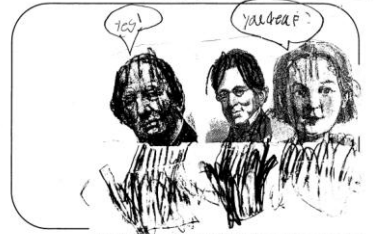
Retelling the story
Name: J



Alice she sad because she think God is mad at her. Goss well told Alice that Gollaudet will arrive in America soon. Alice was happy and excited when they arrived because she finally met Gollaudet.

Figure 64: Jiovan - 1.3.3 Retelling the Story

Retelling the story
Name: K



Alice wrote to Gallaudet Alice thinks God is mad at her. Gallaudet is heart-broken and decides to go home with Clara. Alice imagined Gallaudet ship fall in water. Alice finally meet Clara.

Figure 65: Kenzie - 1.3.3 Retelling the Story

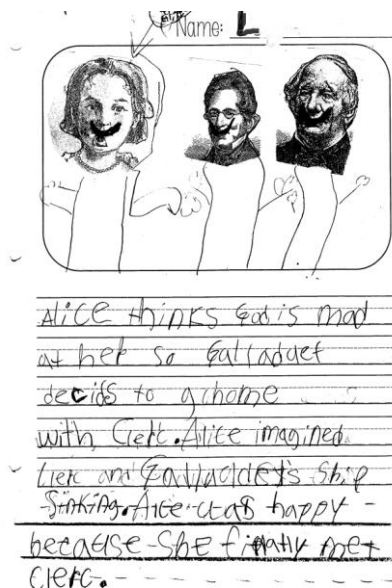


Figure 66: Lexi - 1.3.3 Retelling the Story

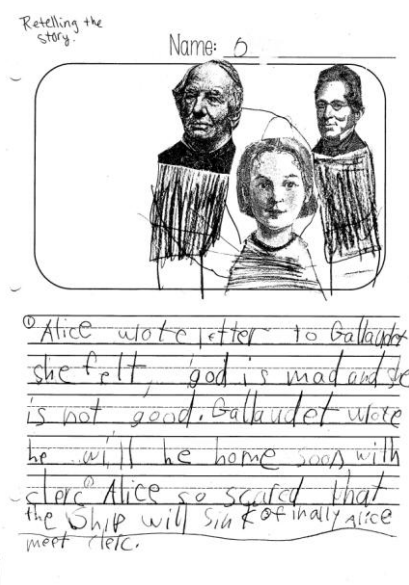


Figure 67: Oliver - 1.3.3 Retelling the Story

APPENDIX J: Activity 1.4.2 Student Artifacts

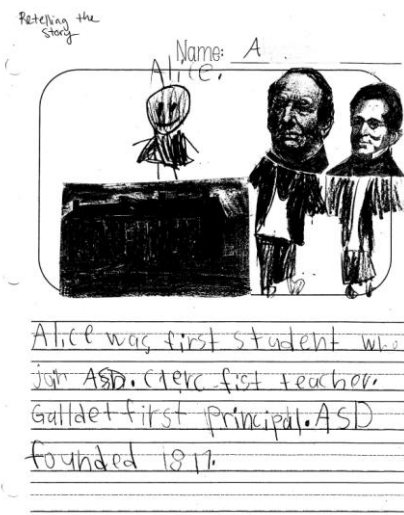


Figure 68: Alan - 1.4.2 Retelling the Story

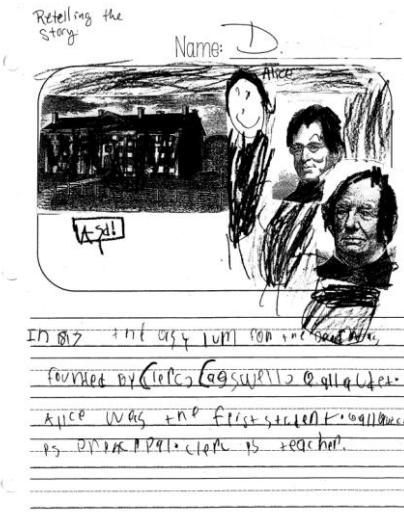


Figure 69: Dawn - 1.4.2 Retelling the Story

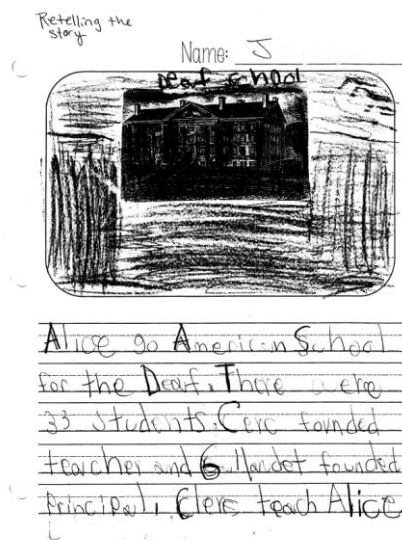


Figure 70: Jiovan - 1.4.2 Retelling the Story

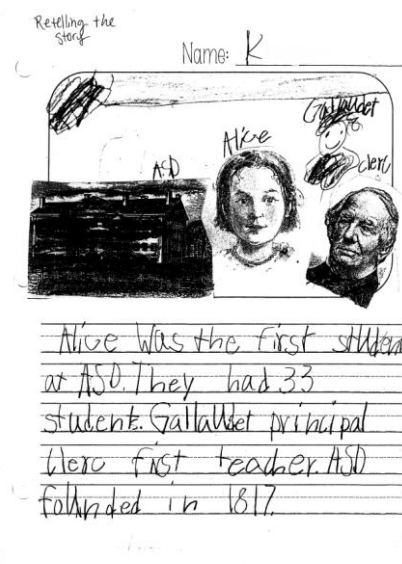


Figure 71: Kenzie - 1.4.2 Retelling the Story

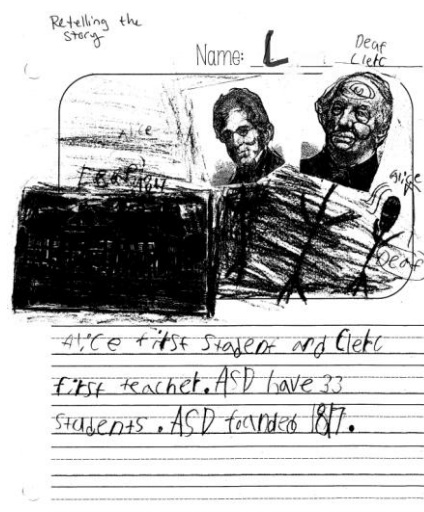


Figure 72: Lexi - 1.4.2 Retelling the Story

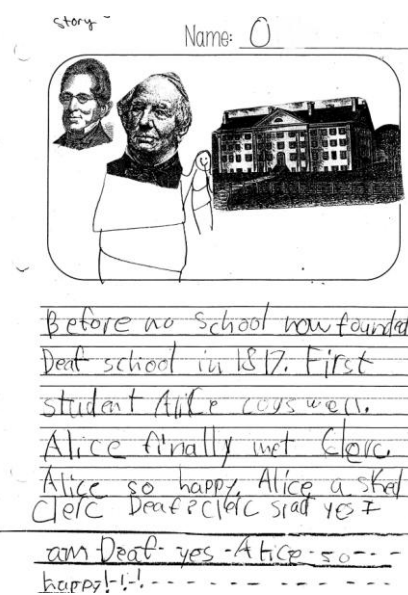


Figure 73: Oliver - 1.4.2 Retelling the Story

APPENDIX K: Activity 1.4.4 Student Artifacts



Figure 74: 1.4.4 ASL Tree



Figure 75: 1.4.4 ASL Tree



Figure 76: 1.4.4 ASL Tree



Figure 77: 1.4.4 ASL Tree



Figure 78: 1.4.4 ASL Tree



Figure 79: 1.4.4 ASL Tree

APPENDIX L: Post Survey Student Artifacts

Date: 5-29-15

DEAF AWARENESS SURVEY	Yes	No	Maybe/Don't know/Unsure	Extended responses/comments
Are you Deaf?	✓			
- Do you have Deaf family members? - Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	✓			Mom, Dad, Sister, brother
Are all people Deaf? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>			✓	
Do you know what the term, "Deaf" means? - Please explain. <small>*Record response in final column</small>			✓	
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	✓			American Sign Language
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	✓			Yes but with hearing relatives
Do all people use ASL?			✓	

Figure 80: Page 1 of Alan's post-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/Don't know/Unsure	Extended responses/comments
Are you proud to be Deaf?	✓			
Do you like using ASL?	✓			
Do you like using ASL in front of your family?	✓			
Do you like using ASL in front of your friends (outside of school)?	✓			
Do you want to learn about 'all things Deaf'? <small>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column.</small>	✓			
Do you want to teach others about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>	✓			

Figure 80.2: Page 2 of Alan's post-survey

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	✓			
- Do you have Deaf family members? - Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	✓			All are deaf except 2 hearing sisters
Are all people Deaf? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>			✓	some are deaf some are hearing
Do you know what the term, "Deaf" means? - Please explain. <small>*Record response in final column</small>				born deaf
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	✓			American Sign Language
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	✓			
Do all people use ASL?			✓	Some use ASL some use English

Figure 81: Page 1 of Dawn's post-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	✓			
Do you like using ASL?	✓			
Do you like using ASL in front of your family?	✓			
Do you like using ASL in front of your friends (outside of school)?		✓		
Do you want to learn about 'all things Deaf'? <small>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column.</small>	✓			history Natives
Do you want to teach others about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>	✓			history Natives

Figure 81.2: Page 2 of Dawn's post-survey

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	✓			
- Do you have Deaf family members? - Who are they? *Record response in final column (Extended Responses/Comments)	✓			Parents, siblings
Are all people Deaf? * Optional: Ask respondent to explain rationale for Y/N answer & record response in final column		X		Some Deaf or hearing
Do you know what the term, "Deaf" means? - Please explain. *Record response in final column			X	
What is ASL? (or what does ASL stand for?) *Record response in final column	X			American sign language
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	X			Cousins hearing little sign
Do all people use ASL?		X		

Figure 82: Page 1 of Jiovan's post-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	X			Cool, sign ASL.
Do you like using ASL?	X			good ASL sign, facial expres me understand chat enjoy
Do you like using ASL in front of your family?	X			
Do you like using ASL in front of your friends (outside of school)?			X	only Deaf/hh friends sign small @ store if hearing watch
Do you want to learn about 'all things Deaf'? *Optional: Ask respondent to explain rationale for Y/N answer & record response in final column.	X			Gallagher Alice can sign @ the outlet teach Alice. Me understand. want learn sign.
Do you want to teach others about 'all things Deaf'? * Optional: Ask respondent to explain rationale for Y/N answer & record response in final column			X	hard communicate hearing cousins. want show them my drawings.

Figure 82.2: Page 2 of Jiovan's post-survey

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	X			
- Do you have Deaf family members? - Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	X			All
Are all people Deaf? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>		X		Some Deaf
Do you know what the term, "Deaf" means? - Please explain. <small>*Record response in final column</small>	X			Sign. Cant hear means not hearing
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	X			American Sign Language
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	X			Yes. Yes. Some must write if hearing. Some h.
Do all people use ASL?		X		Some Deaf, some hearing not understand sign

Figure 83: Page 1 of Kenzie's post-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	X			Deaf cant use ASL
Do you like using ASL?	X			many signs, video practice
Do you like using ASL in front of your family?	X			
Do you like using ASL in front of your friends (outside of school)?	X			Don't hear care watch sis normal
Do you want to learn about 'all things Deaf'? <small>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column.</small>	X			
Do you want to teach others about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>				

Figure 83.2: Page 2 of Kenzie's post-survey

DEAF AWARENESS SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you Deaf?	✓			
- Do you have Deaf family members? - Who are they? <small>*Record response in final column (Extended Responses/Comments)</small>	✓			All of them are Deaf except 1 great grandfather
Are all people Deaf? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>		✓		Some are Deaf, hard of hearing, hearing.
Do you know what the term, "Deaf" means? - Please explain. <small>*Record response in final column</small>	✓			can sign - hearing uses their mouth
What is ASL? (or what does ASL stand for?) <small>*Record response in final column</small>	✓			American sign language
Do you use ASL with your family at home? Do you use ASL with your friends outside of school?	✓			
Do all people use ASL?		✓		Hearing use English.

Figure 84: Page 1 of Oliver's post-survey

DEAF ATTITUDE SURVEY	Yes	No	Maybe/ Don't know/ Unsure	Extended responses/comments
Are you proud to be Deaf?	✓			
Do you like using ASL?	✓			
Do you like using ASL in front of your family?	✓			
Do you like using ASL in front of your friends (outside of school)?			✓	
Do you want to learn about 'all things Deaf'? <small>*Optional: Ask respondent to explain rationale for Y/N answer & record response in final column.</small>	✓			
Do you want to teach others about 'all things Deaf'? <small>* Optional: Ask respondent to explain rationale for Y/N answer & record response in final column</small>	✓			Deaf use hands & hearing use mouth

Figure 84.2: Page 2 of Oliver's post-survey

APPENDIX M: "K/L" chart part 2

What we learned...

- Alice became deaf because she got sick. (1)
- Gallaudet gestured with Alice. Wanted to teach her. He went to Europe and the England People want to teach so he went to France. He was (2)
- MVSL, LSF, Home signs = ASL (3)
- MAP of MANY deaf schools set up (4)
- ASL sign lang use hands, not talk (5)
- Gallaudet taught hard Alice. Alice scared boat to Europe sign. Next LC. (6)
- Clerc N/Gallaudet to USA
- Clerc Deaf, France, Scar on face gave name sign. Grew up @ Paris Deaf school & work there. Know LSF.
- Language Sign France (7)
- ASL: American Sign Language
- Gallaudet - hearing, American
- Connecticut - ASD (8)
- Gallaudet - 1st ASD Principal (9)
- Clerc - 1st Deaf teacher ASD (10)
- Alice - 1st ASD student (11)
- Sicard Principal Paris School
- Paris Deaf School FIRST Deaf School in world (12)
- G → L 57 days ship
- G → L Read write english
- L → G LSF
- ASD Founded 1817
 - 23 students
 - kids adults both (13)
- God not mad at bad people make them Deaf.
- We all Deaf bc family pass Deaf to us born Deaf
- Deaf Schools
 - Paris • MD • Indiana
 - ASD • CSDR • MI • MASS
 - NY • CSDF • RI • FLA
 - TX • NM • ND • WI • Boston
 - Conn • Hawaii • Alaska
 - Wa • Pa • OH • New England
 - NV • AZ • WY • Co • TN
 - IA • KS • VT • AR • UT • OK
 - OR • MT • ME • SC • LA
 - GA
- Marthas Vineyard
 - Many Deaf
 - Deaf to Hearing All MVSL before
 - Now Not many Deaf
 - MVSL PEOPLE DIED NO MORE
- Many Different Sign languages around world
- ASL important! cherish
- IF No Clerc/Gallaudet Mean No Deaf School! Lucky have Deaf School! (14)
- ASL None mean Cant communicate
- Dads Friend strict school must talk, if sign Hit hands. Sit on hands must (15)
- Deaf/hearing many cant communicate some can.
- Some hearing can sign, Many cant
- Some Deaf can talk

Figure 85: "K/L" chart part 2 - What we learned

XII. REFERENCES

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