

# UC San Diego

## UC San Diego Electronic Theses and Dissertations

### Title

Becoming your own Ted Talk: Get to the point

### Permalink

<https://escholarship.org/uc/item/5xw854rr>

### Author

Rosas, Ruth

### Publication Date

2023

Peer reviewed|Thesis/dissertation

**UNIVERSITY OF CALIFORNIA SAN DIEGO**

Becoming your own Ted Talk: Get to the point

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

Master of Arts

In

Teaching and Learning: Bilingual Education (ASL-English)

By Ruth Rosas

Committee in Charge:

Professor Gabrielle Jones, Chair

Professor Tom Humphries

Professor Christopher Mamas

Copyright

Ruth Rosas, 2023

All rights reserved.

The Thesis of Ruth Rosas is approved, and it is acceptable in quality and form for publication on microfilm and electronically.

University of California San Diego

2023

iii

## DEDICATION:

This thesis is dedicated first and foremost, to God who played a huge role in my life. “God opens doors that no man can shut, and He shuts doors that no man can open”, Revelation 3:7. If it wasn’t for His great love, I wouldn’t be here writing this thesis and obtaining my Master of Art degree in education from a fine university as UCSD.

To my parents who reminded me of a Spanish phrase, “*ponte las pilas*”; which in English means “Get to work”. If it wasn’t for their constant support, I wouldn’t get this far in my education.

To Nadmionor, who believed in my potential and dared me to prove society with my personal experience, my insight, and my unique perspective of teaching D/HH classrooms.

To everyone, your substantial support took me to the next level in proving to society who often doubted my ability to achieve the “inevitable goal” as a Deaf female person of color. This journey has been a great discovery about myself and what I am capable of.

To all D/HH students who allowed me to explore teaching and learning and figure out all the best ways to engage with them visually, emotionally and intellectually. It has been an honor to be a part of the many different content area K-12 classrooms. I have learned a great deal from wonderful teacher role models and I no doubt have polished my personal teaching style to become the best teacher of the deaf I can be.

## TABLE OF CONTENTS

Approval Page .....	iii
Dedication .....	iv
Table of Contents.....	v
List of Tables.....	vi
Abstract of the Thesis.....	vii
I.    Introduction and Overview.....	1
II.   Justification of Need.....	4
III.  Discussion of Rationale.....	6
IV.  Review of Existing Work and Curricula.....	10
V.   Key Learning Theories.....	14
VI.  Design and Description of the Curriculum.....	17
VII. Evaluation Plan.....	20
VIII.  Curriculum Implementation.....	22
IX.  Final Evaluation.....	47
X.   Conclusion.....	68
References.....	72
Appendix A: The Curriculum.....	74
Appendix B: Student Work.....	101
Appendix C: Ted Talk Checklist and Rubric.....	117

LIST OF TABLES

Table A: Two DHH high school schedules-Harper and Grayson’s classes.....23

Table B: Ted Talk student demographics.....27

Table C: Topic Selections by students.....50

Table D: Evidence of WH questions: Lesson 1: “What do you see?”.....51

Table E: Evidence of RH questions and statements: Lesson 2.....53

Table F: ASL samples of students Perspective taking Lesson 4.....56

Table G: Written English samples evidence Lesson 6.....59

Table H: English transcription of Frankie’s Ted talk about Black Lives Matter in ASL.....61

Table I: ASL GLOSS transcription of Frankie’s Ted Talk about Black Lives matter.....61

Table J: ASL GLOSS transcription of Student #2 Lola’s Ted talk on COVID-19 in ASL.....62

Table K: ASL GLOSS transcription of Student #2 Lola’s Ted talk on COVID-19 in ASL.....62

Table L: English Transcription of the ASL of Student #3 Janet’s Ted talk on Hurricane Katrina in ASL.....63

Table M: ASL GLOSS transcription of Student #3 Janet’s Ted talk on Hurricane Katrina in ASL .....63

Table N: English Translation Transcription of the ASL presentation of Student #4 Mark’s Ted talk on 9/11.....64

Table O: ASL GLOSS transcription of Student #4 Mark’s Ted talk on 9/11 in ASL.....65

Table P: Final performance scores of students.....66

## ABSTRACT OF THE THESIS

Becoming your own Ted Talk: Get to the point

By

Ruth Angie Rosas

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

University of California San Diego, 2023

Professor Gabrielle Jones, Chair

The purpose of this thesis is to increase DHH students' verbal discourse on a given topic in American Sign Language (ASL) embedding both 5WH and rhetorical statements to verify cohesion of the message conveyed. There is no curriculum research done exploring these discourse skills in Deaf students in the classroom. This bilingual curriculum is designed for a DHH high school group of students who are delayed in language and need to learn how to stay on point and elaborate one's thoughts and ideas on a chosen topic after working on WH and rhetorical questions. Three units include sets of skills that foster gathering evidence to their questions, incorporating the answers into their summaries through rhetorical questions, providing alternative perspectives on a topic, in time to provide their presentation to convey the message in their own words. The findings show that this discourse training using WH and rhetorical questions as a guide is an ongoing critical process for all DHH students who may need a variety of scaffolding support and that a lot of practice is needed to remain on topic.



## I. Introduction and Overview

For deaf students, the ability to communicate knowledge about content, think critically about the meaning and analyze and make decisions are the biggest challenges encountered in their everyday lives. Why is that the case? Language deprivation concerns in Deaf and hard of hearing children are real. They are not getting enough language role models nor are they engaged in meaningful social interactions where information is processed, exchanged, and negotiated. The lack of meaningful talk at home where parents are not signing to them makes it difficult for any critical thinking skills to be developed and therefore linguistic and cognitive delays are demonstrated in deaf and hard of hearing students who are learning language for the first time at school (Hall et al., 2017). According to the National Association of Deaf statement (2023), “thousands of deaf and hard of hearing children are experiencing various forms of harm through educational, social-emotional and cognitive delays”.

These facts were evidenced through my observations during my student internships in both the middle school and high school DHH classrooms., I noticed DHH students struggling with answering basic questions based on WH questions when completing their assignments or projects. D/HH students were not able to identify the dilemma while reading the story or watching the news. They also couldn't comprehend the concept of cause and effect, experienced difficulty retelling the story, and stated the result of the story without sharing any details. I tried different ways to help them understand the purpose of finding the answers by asking WH questions. It was difficult for the DHH students to express their ideas. They struggled to stay on topic and engage with each other about a topic for a long period of time. Their comments were often brief and monotone. They did not feel comfortable sharing their opinions. To remedy this

situation, I engaged with the students to try and bring in different responses and thoughts about situations that were given in textbooks. I had to initiate the discussion and share my viewpoint about the current event. Then they understood about sharing viewpoints and it motivated them to share their thoughts with classmates. They became more talkative than ever! They were eager to see different perspectives on various topics and were able to disagree or agree. It was even more tough for them to understand the context when reading the information in English then discussing it in ASL. The fact that English was not their native language, they could not process information clearly before dealing with another language. Instead of giving them English text, I had them watch a section of The Daily Moth, a Deaf news reporting website, to class and engage them to discuss in ASL the dilemmas and share their viewpoints to the class. The students understood the assignment quickly. They shared their ideas and feelings freely. This was an “aha” moment for me. Bringing the information in ASL to the class first then having them answer WH questions in written English made sense on a pedagogical level. Developing critical thinking, identifying dilemmas, and making final decisions are necessary for D/HH students to be able to analyze the information in any situation they may be in. This empowering process allows D/HH students to build confidence and stand for what they believe. In order for them to become firm in their opinions in their own language is to know what they know and talk about what they know. D/HH students often do not feel comfortable showing their language proficiency through conversations due to feeling inferior or getting criticized. They have a tendency to not share comments or ignore the dilemma because they believe that they do not make a difference.

For middle/high school deaf students, it is therefore critical to instill the ability to give them the tools necessary to use American Sign Language, their native language and to know how

to gather information for themselves to present a cohesive message. Not only being able to communicate in a language they feel comfortable with in ASL but also a topic they are familiar with allows them to feel more confident in the process. Since deaf students are often known for missing out on information, it is not surprising that the Deaf culture and ASL language incorporates clarification strategies. How clarification strategies are done in ASL is through rhetorical questions. It provides a statement then inserts a question to immediately be followed up with an answer. This strategy is a way to help deaf individuals gain a better picture of contextualization (Livingston, 1987). This cultural and linguistic skill is a translanguaging technique where ASL structures become the guiding principle to understanding the topic in question.

This bilingual ASL/English curriculum intends to promote ASL discourse opportunities for language development and build on rhetorical questions during class. The context for these opportunities will occur within Daily News hour where the students will choose a current event from the Daily Moth, a Deaf news channel online or any other ASL news. They are to discuss and highlight key points of information by answering wh questions and developing their own questions. Then they will summarize what they find from news in written English and add rhetorical questions to their signed summaries. The purpose for the DHH students is to restate the information in ASL, in their own language, make connections between English and ASL, and express their thoughts in a cohesive manner to their general audience. To stretch their expressive skills when providing a cohesive Ted Talk, they are to state their opinions, solutions to problems and bring alternative views to a topic. While this is not a formal Ted Talk found in most mainstream communities, this is a tactic to empower Deaf students to know that they have a voice and that they can make a difference in sharing their message and what they stand for. The

ability to stay on topic and share their viewpoint is critical because they need exposure to different ideas and thoughts that others may inspire them in different ways.

The three curriculum goals for this bilingual curriculum “Becoming your own Ted Talk: Get to the point” are the following: 1) students will develop discourse skills in ASL by extracting relevant information/evidence and summarizing information on chosen topics with pertaining details using wh and rh questions, 2) students will identify problems and the viewpoints in the topic 3) will create a Ted Talk in ASL about a topic with relevant information using wh and rh questions. These goals will help DHH students build a cohesive message in ASL about a topic and eventually take control of their discourse journey independently.

## II. Justification of Need

As mentioned earlier in my observations and internship experiences, the fact that DHH students were not prepared to share their personal viewpoints is mainly due to the fact that they did not have language interactions at home about informal or formal topics (Meeks, 2020). Often, DHH would miss out on daily conversations during dinner or while riding in the car with family; they miss out on essential details that are relevant in capturing essential pieces of the puzzle that makes their message whole. When they are not involved in conversations, they do not get essential information that benefits understanding the big picture. Not being involved in daily conversations impact Deaf and Hard of hearing students’ ability to understand the contextual clues in their surroundings. If they were involved in conversations during dinner time, they would have developed conversation skills, and have had the confidence to ask clarifying questions about unfamiliar events. Given the fact that most of their parents do not know ASL (Qi & Mitchell, 2004) they end up not communicating with them leaving them behind. Therefore, these unfortunate events have impacted their linguistic and cognitive development, D/HH

students miss out the relevant information that is happening on a day to day basis and therefore are becoming more and more language deprived in their later years in middle school and high school. These actions impact DHH students' ability to pick up discourse skills naturally. School became the only place for them to develop those skills (see Meeks, 2020; Humphries, 2013). It is therefore essential for DHH students to be exposed to American Sign Language discourse to engage with topics, viewpoints and perspectives with their teachers and peers at school.

The need to engage with students in ASL in their native language is all the more critical to build background knowledge prior to tackling reading and writing skills. Discussing world experiences is important to make connections between ideas and themes. It is even more important for those DHH students who are in the mainstream schools where they tend to be neglected and do not have a chance to engage in talk with their peers, discuss information, or inquire about more information based on their questions (Ramsey, 1997). Smith and Ramsey (2004) stressed the importance of providing classroom discourse practices in ASL for DHH students where conversations take place, questions are asked, and social interactions are initiated all towards improving academic skills. These benefits can lead to gaining skills towards becoming skilled journalists; which involves critical thinking skills such as being able to analyze information, recognize the issue(s) and solution(s), summarize the information, and restate the message clearly. D/HH students need to possess the basic skills such as asking questions and being able to filter information on their own and share it with others. For DHH students, WH-questions are the foundation of identifying key details within stories or events. When D/HH students utilize the questions, they become active thinkers and eventually active readers. For them to be independent thinkers, they need to analyze the character, setting and events, the cause

and effect within the story or event and retell the information in a clear and concise manner. These skills will no doubt strengthen their storytelling skills in ASL their native language.

Developing ASL discourse skills alongside literacy skills through translanguaging allows deaf students to navigate their own world, their experiences, their knowledge, and their meaning making exercises. Helping Deaf students use their language repertoire in both ASL and English allows them to comfortably manipulate their meaning making work of creating a cohesive piece. Using written English notes such as writing rhetorical questions to support ASL retelling would be a form of translanguaging. Middle school and high school students are still using all forms of literacy, whether it be reading, writing, and signing to come up with a comprehensive whole.

### III. Discussion of Rationale

My goal as a DHH teacher is to provide accessible bilingual instruction for D/HH students especially with English and ASL. Often, I meet mainstream DHH students expressing themselves in ASL and struggling writing their thoughts in English. Mainstreamed students often do not see or have access to ASL instruction in various content areas because they are exposed to and required to read and write English more than discussing complex ideas in ASL. According to Garcia (2011), “More than anything else, bilingual education is a way of providing meaningful and equitable education, as well as an education that builds tolerance towards other linguistic and cultural groups” (p.3). D/HH students communicate in ASL outside of the classrooms yet they are limited in ASL when it comes to academic contents. The students should have the opportunity to translanguage in the classroom, where they engage, learn, discuss, and reflect on academic contents in both languages -ASL and English to facilitate learning and acquire new knowledge.

Developing a bilingual curriculum emphasizing ASL as the language of instruction and the language of discussion to foster language expression of a clear message requires an understanding of the awareness that there are many cases where D/HH students will come to school without little or no knowledge of ASL due to a lack of communication at home (Humphries, 2013). Those students are the most impacted by language deprivation, which requires extensive assistance when learning ASL and English in D/HH classrooms. According to Humphries (2013), “Since many deaf children come to school from homes where they may not have had enough access to language and social mediation of meaning-making, they may need to develop a theory of mind which is crucial to understanding and interpreting the world and to acquiring knowledge, in context of school” (p.19). The bilingual curriculum will provide this buffer of language opportunities to empower deaf students in obtaining a full understanding of their own native language to excel in their academic writing, reading, and communication with their peers as successful individuals.

Lange et al. (2013) stressed the benefits of providing bilingual education for D/HH students, “in addition to the positive correlation between ASL and English skills, recent research has investigated the cognitive aspects of ASL and English bilingualism and found cognitive benefits for balanced deaf bilinguals” (p.1). Through bilingual pedagogy, middle school and high school students will learn to balance both languages in ways that best support their learning. Crowe and Guiberson (2020) researched deaf multilingual students regarding their life environments and language backgrounds; “many people in the world are multilingual and two-thirds of all children grow up in multilingual environments. It therefore follows that many DHH children are members of multilingual societies” (p. 1). It indicates that DHH students are exposed to multiple languages therefore they should have access to multilingual academic

contents where they are available. The students should not be limited to learning their native language since there are so many resources available to them.

Hearing based practices of teaching English without an understanding on differentiating the linguistic and cultural aspects of ASL and how to use it to make sense of English, young deaf students will always struggle finding the tools to take control over their learning. Extensive discussion in ASL is lacking and therefore it is crucial for deaf students to be a part of the meaning making enterprise using structures that are familiar to them, in this case the use of rhetorical questions which is very common in ASL but not in English. According to Lantolf (2000), “whether physical or symbolic, artifacts are generally modified as they are passed on from one generation to the next. Each generation reworks its cultural inheritance to meet the needs of its communities and individuals” (p.2). For this reason, the students need to be exposed and immersed in a bilingual/multicultural approach to understanding ASL and English altogether.

As a future teacher of the deaf at a mainstreamed school, this is my opportunity to reform traditional educational curriculums into modern bilingual/multicultural-bimodal curriculums in DHH classrooms. Having ASL as the language of instruction first and foremost will help make students feel comfortable in language development, which in turn will help make connections, understand how ideas are formed and expanded. There are many platforms that I can take advantage of that will help them see the connection between English words and ASL in various ways. For instance, watching the news in ASL with English captions is one way to improve their reading comprehension. According to Gárate (2012), “access to technology in bilingual classrooms is a key component of this strategy” (p.6). The increase of direct news in ASL online (i.e Daily Moth) has only occurred in the last decade which offers new accessible channels of



information for deaf people providing strong and rich language models for these DHH students. By tapping on those resources, I, as their teacher, will provide various strategies to assist the learning process for DHH students especially for those who are language deprived. Not only do I provide a signed translation of the English text shown side by side to assist with the “how to translate” process, students gain the content knowledge from textbooks, articles, or books in sign is another way to support their receptive language.

According to Humphries (2013), “Code-switching and modality-switching are natural reactions to communicative situations and needs in the classroom, and ASL is the primary pathway to learning content as well as English” (p.19). This is evident that DHH students who sign ASL possess code-switching skills and modality-switching skills that they depend on to acquire knowledge. With that being said, Garate (2012), agrees with Humphries on code-switching, “code-switching is also used at the word and sentence level to support developing bilinguals by providing conceptual, semantic, and grammatical connections between the two languages” (p.6).

In summing up the benefits of bringing a bilingual bimodal approach in DHH classrooms, DHH students have the right and opportunity to acquire knowledge in both languages and to use the resources to build their own knowledge. By empowering them with helpful tools, we can assist the students to become successful independent scholars. All they need is the proper approach to filling in the gaps to ensure cohesive understanding of a topic and through their interactions with their peers in their own language, can we guide their learning journey and strengthen their academic skills in various content areas. We as teachers should not deprive students’ right to learn in their native language therefore, it is our responsibility to guide them and support them as capable learners.

#### IV. Review of Existing Work and Curricula

There are many curricula out there that provide support for bilingual pedagogical strategies to assist students with reading and writing development, however since language is what determines comprehension skills, it is important for DHH students to firmly be able to expressing their thoughts in ASL prior to handling any printed version of English. To address this challenge, finding curricula that promote ASL language development and comprehension in DHH students will help us identify the skills needed to promote ASL discourse. The question is how can I as a DHH teacher assist my students who are language deprived to build the ability to think critically and to use expressive skills that demonstrate comprehension in ASL? The goal is for them to foster comprehensive skills to think critically about any topic and be able to retell events in a clear and logical way. Once they demonstrate ASL comprehension in their retelling, this will build their confidence in discourse skills.

For DHH students to express their opinions requires that they predict before they respond to wh-questions. Prediction is one of the skills that students need to foster so they can anticipate the possible outcomes in any situation. The students will question information to gather evidence. According to Brigham and Hartman (2010) emphasized “by focusing on development of one cognitive skill (i.e., prediction) in students, which could then be transferred to reading. In this study, prediction skills were mostly developed through discussion of content prior to reading in the hopes that students would then bring a more developed schema to the text (Jackson et. al., 1997).” Having discourse requires critical thinking which will bring DHH students into the learning environment where they will gain conceptual understanding. Brigham and Hartman (2010) shared that “students who are deaf or hard of hearing often approach reading with less prior knowledge, less vocabulary, and a more limited knowledge of grammar than hearing

students (Strassman, 1997).” Building prior knowledge and making connections with world events and experiences requires guidance and scaffolding on the teacher’s part. My curriculum goal is to enable the students to work with tangible information such as watching online World news videos in ASL to extract relevant information/evidence and summarize with pertaining details, discuss the concepts then when retelling, they can incorporate prediction skills regarding what information is missing to make the message whole.

In order to become a skilled communicator, DHH students will need to master their ability to ask questions and answer them correctly based on evidence in the signed or written text. Since those syntactic skills are fundamental to retelling stories, searched online on jstor.org for existing curriculum with wh questions and rhetorical questions in K-12 classrooms and found none. This narrow search made me realize I needed to expand the search to include syntax. Particularly, I was looking for a curriculum that provides wh questions and rhetorical questions when it comes to finding information from reading articles, identifying dilemmas, analyzing evidences and retelling stories. The search was harder than I anticipated. I could not find a curriculum that utilized ASL syntax that fostered wh questions nor rhetorical questions to build critical thinking for K-12 DHH students. Then I went to Journal of Deaf Studies and Deaf Education and I found articles that focus on writing, deaf students’ reading and writing in college, reading fluency, wh-questions in ASL (structure and meaning) and wh-movement and the position(s). These articles do not provide research nor contain pedagogical curriculum that provides wh questions nor rhetorical questions to assist DHH students to develop critical thinking and building confidence to express themselves in ASL. Therefore, there is no existing curriculum with these approaches (wh and rhetorical questions) to promote critical thinking within the DHH classroom. The second curriculum goal is for students to identify problems,

discuss solutions and state their opinions. I strongly believe that wh and rh questions will benefit students to recognize certain things that they can utilize through these questions. Once they have critical thinking and prediction skills that are fed by wh and rh questions; they will be able to state their opinions.

Beside online resources, I checked University of California, San Diego's Education Studies department that provides ASL and English Bilingual-Bicultural Program that contains thesis from 2000 to 2021. There are several papers that focus on reading and critical thinking areas in ASL. Naomi Sheneman in her thesis "Finding linguistic equivalencies between ASL and English: Unlocking reading comprehension" (2004) explained the necessity of bringing ASL within reading activities in DHH classrooms. She incorporates various strategies that promote students to analyze texts from simple to complex texts several times for a period of time to practice their analyzing skills. As a result of practicing their analyzing skills, DHH students felt much more comfortable switching both languages when they read texts. I agree with Naomi regarding promoting reading comprehension in ASL because it promotes critical thinking and analyzing skills. These discourse skills will be implemented in my curriculum. Michael Boucher in his thesis "Maps: Developing critical thinking skills for deaf students in a social studies curriculum" (2010) emphasized the importance of developing critical thinking within social studies through reading passages and answering questions; therefore, they liked to discuss their thoughts and ideas with each other. They also defended their responses by providing their rationale. Since my curriculum focuses on becoming a skilled communicator, I will incorporate critical thinking skills used in Michael Boucher's social studies.

Ashley Collins in her thesis "Teaching deaf students to understand perspective across content areas" (2010) discussed understanding perspectives through reading and writing through

ASL discourse in historical context. She shared that making connections with past experiences with students allowed them to express themselves in ASL and draw upon their recollections of events and evaluate the outcomes. This approach in personalizing events is critical for DHH students to engage in thinking, which I will draw upon to elicit conversations. However, my goal is to bring cohesion to one's message and therefore my curriculum will be slightly different.

The concept of developing opportunities for our students to use syntax and demonstrate comprehension skills, I hope to initiate a curriculum that fosters discourse using WH and RH questions as a building block to creating a cohesive message in ASL. In light of the findings, the goal of my curriculum will be to assist DHH students in developing their critical thinking using Wh questions and Rhetorical questions as two different strategies to think and express their thoughts in ASL when retelling an event in a cohesive manner. Wh-questions contain 6 key questions to lead the students to find the information to answer the questions. They are given wh questions and they are obliged to find the information to answer each question. Wh questions are considered leading questions for them to explore the world and find information from signed or written text through those questions. This repeated process will assist DHH students to consistently expect to find needed information to summarize and share a cohesive message.

Being able to answer Wh questions is a necessity to develop critical thinking skills. In order for DHH students to be challenged is to involve them in the process of natural inquiry by developing questions but also finding answers to the Rh questions. This process will strengthen DHH students' building of their questions and verifying facts and statements followed up with RH questions. Finding the answers on their own and raising questions with answers will help them express themselves in ASL in a succinct and clear manner that doesn't reflect ambiguity. If students create rhetorical questions to analyze information and answer themselves

simultaneously, they are connecting two statements—a question and the answer. For instance, DHH students will sign “I AM HUNGRY WHY WORK ALL-DAY.” The term—” why” in this context in ASL is equivalent to “because” in English. This cause-and-effect statement is showing the effect—” I am hungry.” Why? Because I work all day. This method will assist the students to see the connection between both sentences within ASL. DHH students will adopt this thinking method and stimulate their process of thinking. They will be able to state rhetorical questions and state the answer(s) in a sentence with confidence.

When students select a topic of interest, they will create a personalized Ted Talk in ASL pointing out the relevant information. No student will be able to deliver their talk without filtering the information and retelling the gist of the story without doing wh and rh questions in the first place. This final presentation will encourage students to be prepared and to go through the process of questioning through WH, demonstrating the evidence with Rh questions and answers, gaining perspective, and providing solutions to a problem themselves for a final cohesive summary. This cumulative exercise will be the final performance to show what students can accomplish.

## V. Key Learning Theories

The learning theories aligned in the development of my thesis are scaffolding instruction; constructivism learning theory, and transformative learning theory. As a teacher of the deaf, it is my responsibility to provide a context for discourse in ASL with helpful resources to supplement their meaning-making enterprise. For the most part, DHH high school students learn English and American Sign Language simultaneously in the classroom even when their parents do not sign. They need language role models to achieve their own journey and with guidance, the students will eliminate obstacles with bilingual tools to help them achieve academically and socially.

Vygotsky (1978)'s scaffolding instruction is a valuable approach to guiding students in their learning process through teacher's assistance. Teachers familiar with their zones of proximal development (ZPD) will provide the language and tools to help them grow socially and academically. It is only through a language rich environment that Deaf high schoolers can express themselves in ASL. As described in the needs assessment section, DHH have shown a lack in abstract thinking and in providing language and topic expansion (Musselman & Akamatsu, 1999). With language role models, students will learn to expand their expressive skills using WH and Rhetorical questions. Providing language scaffolding in ASL for students will assist them in the right direction into understanding how they can use their own language to manipulate, adjust and create cohesive sentences within a topic. Visual prompts will be used to elicit those language talks and help them to extract ideas from seeing pictures or reading short stories about current events. Through visual meaning making activities, they will be asked to retell the gist of the story with the class. This is the place for students to share their thoughts with their peers to identify what they see; what connections they make to their personal lives and what perspectives they notice they can share with each other. After they understand the purpose of finding information for WH questions then I will introduce them to the benefits of RH questions in ASL to help them clarify their own questions with answers. The goal is for students to internalize the context of a topic and become comfortable with finding evidence and creating their own questions and formulating answers in simple and/or complex sentences. This is the first step before I introduce them to the next part of the curriculum.

After they become comfortable identifying essential aspects of all Wh questions and knowing the answers to those questions and formulating rh questions, the DHH students will be better equipped to have discussions with their peers regarding current events or historical events

or anything that intrigues them. These repeated practices, asking WH or RH questions to know more about the context, will be the foundation to creating a cohesive and comprehensive message about a topic. At this point, they will have realized they can manipulate, adapt, and structure their own language to meet their curiosity and convey their understanding of a topic to learning how to become forward thinkers and to acquire deeper knowledge.

As tied to constructivism learning theory, schema building is what enables them to bring what they have learned and to add new knowledge to their previous repertoire of experiences. Jean Piaget's assimilation theory is when students will apply their thinking even when done incorrectly to be faced with new knowledge, experience that helps them accommodate their misconceptions by fixing their errors. Through this process, we hope they will find equilibration that allows them to move to the next level of discourse. With language structures in place, social interactions, and academic expectations, DHH students will have experienced modeling, transforming one's understanding of the way one can adapt knowledge and how they think after they learn something new. DHH students will explore within ASL discussion to acquire new knowledge through vocabulary expansion and perspective taking skills. The goal is to help DHH students to gain skills that any journalist would have, which is to gather sufficient information to understand the full context about the situation or event.

Transformative learning theory, introduced by Jack Mezirow (2000), American sociologist, discusses the necessity of changing viewpoints, expectations, and assumptions before, during and after one's experience of a situation. First recognizing that one's experience is unique to a person and it does not mean everyone else has the same experience. DHH students lack Theory of Mind and are not always attuned to knowing what other people value, believe or understand. Having discussions with their peers in their native language gives them the



opportunity to push them to inquire for more information about a situation and to assess whether the information is cohesive enough prior to sharing it with new peers. It will instill them to become initiative communicators. Once they foster the skills that journalists possess then they are ready to be exposed to different news channels with different deaf reporters from Daily Moth, DPAN and Sign1News. They will see each deaf reporter's delivery in context regarding certain topics. At this point, I will have them to strategize on how they can summarize the information from text and stay on the point. Then they can analyze each ASL news channel and see how they deliver the information and stay on the point without changing their topic. At the end of the curriculum, they gain the ability which is to retell stories with detailed information.

#### VI. Design and Description of the Curriculum

The "Ted Talk" curriculum is designed to be an accessible resource for teachers of the deaf to be used with their DHH classrooms, while it is not the typical Ted talk found in most websites, this ted talk is tailored to meet the needs of DHH students who struggle to provide a cohesive message. The goal is to foster clear concise thinking by focusing on a topic, asking questions and answering them, expanding on information by comparing the pros and cons of an issue and taking a position. Our DHH needs to improve on their language expressive ability and be able to concentrate on their topic. In addition, DHH students will learn the concept of being communicator, being informative when giving a presentation and expressing themselves.

The enduring understandings will be introduced and practiced through each lesson in order to shape their mind into a place where they can express themselves with skills. They will be prompted by these understandings: utilizing WH questions to gather information, researching different perspectives about the topic, understanding cause and effect using rhetorical questions, learning how to communicate in a convincing way through presentation, researching a topic and

finding out the unknown, and providing solid evidence to argue your position. The essential questions will be asked in each lesson to remind students about their duties as reporters such as what is a cohesive message?, who and what is an expert?, what is a convincing argument?, what evidence do you have to support your argument?, what is the goal of your presentation?, what is an accessible TED talk?

The curriculum is implemented with two standards-ASL Standards and ELA standards which are overlapped because the main focus is bilingual education which is intended to use English and American Sign Language. Teachers are expected to expose both languages in this curriculum for D/HH students to improve their academic performance within both languages. The curriculum has three units which categorize each theme based on curriculum goals that DHH students will achieve at the end of lessons. The first unit, becoming a good reporter: gathering facts cover the first part of skills for students to be adopted before they move on to the second unit of curriculum. The second unit, becoming a good reporter: identifying and explaining perspectives, has the second set of skills which provides opportunities for students to identify and explain point of views. The third unit, owning the message, entails the final set of skills for students to take a position with evidence and rehearse for their final presentation.

Moreover, the three units with three different themes for teachers to follow and instruct their students to create their own ted talk in any content area. The first unit is on how to become a reporter which means they are to question and create statements. The second unit is a continuation of the first but focusing on identifying issues and problems. The third unit is to find pros and cons and it addresses the need of providing evidence to solidify the arguments. Each unit has around three to four lessons for students to complete before they move on to the next unit. In addition, each lesson plan has a language standard and a content area standard for

students to meet the objectives, English Language Arts which is from California and American Sign Language Standards which is from Gallaudet University.

The curriculum is designed to answer three curriculum goals which are develop discourse skills in ASL by watching world news videos in ASL and extract relevant information/evidence and summarize with pertaining details, identify problems, discuss solutions, state their opinions and take a stand with supportive evidence and lastly, create a Ted Talk in ASL about a topic with relevant information. These goals are intended to achieve at the end of each unit for them to have these skills to be utilized in their personal lives.

The desired time frame of the curriculum is intended to be 10 weeks long. Teachers are welcome to modify the time length of the project, expanding the lessons or change in order to accommodate students' academic needs. The ultimate goal for students to work through each lesson is to build on their questioning and summarizing skills and expand their knowledge for them to achieve and move on to the next lesson. During the Ted Talk performance task project, students will work on their own independent project and apply what they learned in class by demonstrating these skills when progressing towards the completion of their own Ted Talk. Guidelines and checklists are provided in the assessment section.

Lastly, the key element for each lesson, teachers are encouraged to reconnect with their current lessons to previous lessons in order for students to remember what they learned. The goal is for their goals to be built on not to be ignored. As well for them to utilize the skills that are taught prior and carry on to the next lesson; D/HH students are encouraged to utilize the skills frequently throughout the curriculum in order for them to be ingrained within their personal lives which will benefit them in a long run.

## VII. Evaluation Plan

As mentioned in the three curriculum goals, students will 1) develop discourse skills in ASL by extracting relevant information, summarizing with key details, identifying the problem and discussing solutions, 2) state their opinions by taking a stand with concrete evidence, and 3) create their TED talk in ASL about a topic of interest using wh and rh questions to elaborate their message. Three assessment types (pre and post assessment, signed and written evidence, final Performance task) were utilized to gather data to see students' achievements on each goal. Each unit has a goal for students to accomplish before they move on to the next unit. Once they met the goal, then they were introduced to the next unit to complete their Ted talk project.

Formative assessments were taken during the beginning of the lessons and played as an indicator for me to see their prior knowledge on various topics and for me to track their comprehension and academic progress to achieve curriculum goals for each unit. DHH students were evaluated first through several formative assessments such as class discussions, journal entries, homework assignments, and videos. Class discussions were led by questions to prompt students to observe their prior knowledge. It was the indicator for me to modify or keep the lesson as planned to be instructed in order to facilitate the information for students. There were moments where students were lost in the instruction; I had to go back to the modification section of the lessons to provide assistance and keep them on the same pace with their peers.

The first form of data collection is the pre and post assessment. While this section was to evaluate whether the students have achieved progress over time on a particular assessment, the assessment in practice was not perfectly conducted where a created assessment is used for both before and after the curriculum. This pre and post measure was done in theory. I used two different assessment measures in the pre and post therefore the pre and post cannot be labeled as

such. The second form of data collection are the formative assessments journal entries, the students were instructed to answer writing prompts at the end of lessons and for their homework assignments on various topics (see Appendix B). Also, their journals were collected at the end of lessons and on the next day for me to read and check on their progress with comprehension. The students were asked to write summaries throughout the curriculum to improve their writing and their critical thinking skills; therefore, I monitored their progress to ensure that they understood before I could move on to the lesson.

Signed Videos and written evidence were another assessment tool for me to follow their progress in both English and ASL within this project. This type of assessment was utilized to prepare them for their TED performance talk and to review their presentations by going back to what they've accomplished when completing their homework assignments. Signed videos are the way for me, as a teacher, to see their expressive skill in American Sign Language. The purpose of this is to check their progress related to comprehension when answering prompt questions in their signed presentations. The goal for students to be able to deliver the message cohesively. The videos were kept in the folder in their computer available for me to review. Once students met the goal then they could move on to the next lesson which was to finalize the video in a publishable format. They were given criteria of what they expected to include in their videos. If they didn't have all the information; they were asked to redo their videos.

Homework weekly written ASL submissions are the application of what they've learned in class in preparation for their own Ted Talk. Selection of a topic was assigned to the students at the beginning of the project. They had to follow a checklist to monitor their progress. They were expected to complete homework assignments on time in order for me to see who completed and

who didn't. It was helpful for me to track students' progress so I could stretch the lessons or move on to the lesson than expected.

The third collection of data is the summative assessment. Students are evaluated based on their final performance task which is the Ted Talk presentation. A checklist is provided to monitor their progress while they are learning to question, summarize, identify perspectives and take a stand with evidence. Their final presentation will be the evidence of everything they've learned.

### VIII. Curriculum Implementation

For confidentiality purposes, all students and Cooperating teachers' names are in pseudonyms. I was given the privilege of being placed within two classrooms (World history and U.S. history) and to work with two cooperating teachers, Emily Harper and Logan Grayson, at a deaf institution. Seeing two different teachers in two different classrooms allowed me to observe their unique teaching styles. There are 6 periods during the typical day with my prep hour which is the last period of the school schedule. Both classes are different due to the subject and grade level.

Table A: My two DHH high school schedules-Harper and Grayson’s classes

Class Schedule	Emily Harper (World History)	Logan Grayson (U.S. History)
Period 1: 8:00-8:52	Deaf Studies 12th grade	
Period 2: 8:56-9:48	Cold War 10th grade	
Period 3:9:52-10:44		U.S. presidency 11-12th grade
Period 4:10:48-11:40		U.S. presidency 11th grade
Period 5: 11:44-12:36		Ted talk 10-12th grade
Lunch: 12:41-1:16	Lunch	Lunch
Period 6: 1:21-2:13	Cold War 10th grade	
Period 7: 2:17-3:09	PREP TIME	PREP TIME

Class demographics and classroom set ups:

Emily Harper’s World History class has a total of 10 sophomores. All of the students are Deaf high school students of color. Their upbringing in school settings differ with a total of 5 students were mainstreamed during their elementary and transferred during their middle school years to the deaf school, 4 students were raised in a deaf school since elementary levels, Five Latina students with three who attended the deaf school since elementary, one transferred from mainstream high school and the other Latina student moved from Mexico last year. None of these students know Spanish. One Middle Eastern student, from Egypt moved to the US when he was 12 years old, knew no Arabic nor went to school in Egypt transferred to the deaf school from a mainstreamed program during middle school. One African-American student transferred from mainstream middle school. As for IEP, the majority of students are Latino/as, hearing parents know little or no English/ASL; one student has usher syndrome and about ¼ come from a deaf family.

The world history class was set up with world history educational posters on the wall, with students' work on different civilizations on a separate wall; 35 countries' flags are hung from the ceiling. The students' desks are set up in a U-shaped arrangement for all to see each other; and 6 Apple cables are attached to each table for students to charge their IPADS. The students' desks are facing toward the white boards and smart board. Emily has 8 different thinking maps (circle map, bubble map, double bubble map, brace map, flow map, tree map, bridge map and multi-flow map) with visual graphs above the white boards for students to see and use when they are completing their class assignments. History-related fiction books are provided in the back of the classroom for students to read during free time or whenever students are done with classwork assignments. Emily's goal is to teach her students to introduce and discuss historical events at least three times a week so students can understand and recall the events from lecture, videos, or simulation. Students either will state what they recall or retell what they just learned. This is a teaching strategy that I learned from Emily that I would like to bring with me in my future classroom. I didn't realize how beneficial it was to teach the same lesson three times in three different ways within a week in order to ensure students comprehension of the concept/topic. Students are exposed to the same lesson in three different ways: via teacher lecture, via viewing mini videos, and engaging in a simulation or game activity. By the end of the week on Friday, students will have remembered what they learned from the lecture.

Bilingual strategies incorporated within Emily's class:

During a lesson on "Deaf President Now" (DPN) Teacher Emily asked students "What does DPN stand for?" Students did not have the answer so she proceeded to show a YouTube video of DPN to the class. Then the students were asked again "what does DPN stand for?"



Students were able to reply “Deaf President Now.” Throughout the lesson, Emily explained each scenario to emphasize key details that occurred on each day during the 7-day protest. Then the lesson was given again on the second day of the week. Emily had students watch the YouTube video about DPN again to recall the incidents. She had the students create a sequence map to point out each incident occurred on which day. At the end of class, she asked again “What does DPN stand for.” Students replied Deaf President Now and why were they protesting for a deaf president. Students replied because they wanted a deaf person to run for president. As I mentioned earlier, Emily has a tendency to teach a lesson at least three times a week for students to understand the historical content. The students are intended to understand what they learn from her lectures in order to meet California State Standards. When Emily asked students what DPN stands for at the end of the lesson; students replied correctly. Her teaching approach is effective. I have seen Emily’s students reply to her questions correctly at the end of class for different lessons for the whole week. If I had a chance to teach this lesson again, I would have students write down what they remember from yesterday’s lesson. I want to see students’ writing regarding yesterday’s lesson as formative assessment. Then I will have students retell in person what they remember from yesterday in class. The goal for students is to engage conversations and have discussions with their peers about historical content. At the end of the lesson, I would have students do a mini skit as if they were there at the protest to recall what they learned. And for assessment, I will observe their conversations to see if they can remember the sequence of events within protest.

Bilingual Strategies used in the classroom: Emily taught World War Two and had students reviewed the vocabulary by using a quizlet. Students were given independent activity to study for vocabulary because they have a test later in the week. After their independent activity,

Emily had them do quick practice with their peers for the teacher to see how much they studied during independent practice. In the beginning of class, the teacher asked students if they knew when the test day was; few students replied Thursday. Then she sent them to do independent activities. After quick practice with class, teacher had them to watch a video about the ending of WWI in ASL for the rest of class. The video is made by Emily. What went well in the lesson is how Emily provided independent practice for students to do during class; whenever students needed help with vocabulary, they could ask for help. It gave Emily time to observe their academic progress and watch who does work. It is nice to have the activity as student-centered instead of teacher-centered activity. If I would be given an opportunity to teach the lesson again, I would have the questions in the video in ASL to assist students due to their IEP goals. It will be beneficial for class by guiding them what to do after watching the video without confusion. I noticed that Emily didn't provide questions in ASL therefore, students got confused about what to do after watching the video. The questions are intended to be answered after watching the video. As a result, students are assigned to do the questions for homework. It may not be effective for leaving them with confusion and completing them at home. The learning objective was met, because students did independent activity-reviewed vocabulary, did practice quiz with class and watched the video. The next step for this lesson is to provide Flipgrid activity for them to retell what they learned from watching video regarding WWII. Then we can do a sequence map so they can see the cause and effect. They will be assigned to create PowerPoint to explain the sequence of events with words and pictures during class and homework. Emily assessed students' understanding during independent practice by checking their academic progress on a quizlet and asked students what they will do this Thursday. Students replied we will have a test this Thursday.

Class Demographics and Class set up: Logan Grayson’s U.S. History Class

Logan’s classes are for juniors with two seniors, a total of 13 students are in his class. There is a total of 11 Latinx (5 Latino and 6 Latina students), 1 African-American and 1 American. All Deaf students of color. None of the Latinx students know Spanish. All of the students are able to carry conversations with their friends, teachers, and staff at the deaf school. One African-American student transferred from mainstream school last year. As for IEP, the majority of students are Latino/as, hearing parents know little or no English/ASL; one student has Waardenburg syndrome. For the curriculum lessons, I selected 4 out of the 13 students who had a remedial class with Logan whose language were delayed. I purposefully crafted this curriculum to strengthen their discourse skills. Their reading skills were at a low first and second grade level.

Table B: Ted Talk Remedial class student demographics and educational background

	Name of Student	Ethnicity	Gender	Educational background (mainstreamed vs Deaf school)	Parents hearing status
1	Lola	Latina	F	Mainstreamed then transferred to Deaf school senior year	hearing
2	Janet	Latina	F	Attended Deaf school her whole life	hearing
3	Mark	Latino	M	Attended Deaf school his whole life	hearing
4	Frankie	Latino	M	Mainstreamed until 10th grade then transferred to Deaf school	hearing

Logan’s US History classroom includes all the posters of U.S. presidents next to the smartboard so Logan can refer his lecture to them during his lecture by pointing out which president was involved in the historical event. Several history textbooks of all different reading

levels for students to use are on display for class activities, class projects or homework. The smartboard is often used for his 25-minutes lectures on one subject then Logan allows students to do classwork assignments to recall what they learned or what they understood from his lecture. Visual aids such as PowerPoint and posters for constant reminders to clarify their doubts and lead them to complete their tasks.

Bilingual strategies incorporated within Logan's class:

Logan gave the presentation on ADA-American Disability Act to his class by using PowerPoint and class discussion to incorporate bilingual strategies for DHH students to understand ADA in both languages-English and ASL. Logan started his lecture by asking students what ADA is. Students replied they didn't know. Logan pointed at each letter on the smart board with his PowerPoint; he pointed at the first letter-A and spelled the word, American, then he wrote the word on the board. Students were watching him pointing, spelling and writing for each letter, ADA. Then he elaborated the meaning of the ADA with different examples of what people with disabilities rely on to live their lives with assistance. After his 25-minutes lecture, he had students have a mini discussion with their peers to come up with a list of 5 physical devices that are provided by ADA.

On the next day, the students shared their lists to the class and Logan had them check which category for each device or service is tied to under ADA via google. Each student created their own poster with different categories and types of services that are supported by ADA. It took about 2 days to complete their poster project. Then they each explained what they learned from their project and stated which service they received at school or outside from school. At the end of the presentation, Logan asked them what ADA to recall the word for the acronym to wrap up his lecture. Logan tends to stretch his lecture into 2 or 3 days depending on

presidency era. This is an example of his teaching strategy for each week or two-he would provide different lectures for each presidency and make transition for the next presidency era.

Both Teacher Emily and Teacher Logan give a lot of opportunities for students to gain self-esteem and become productive members of society through discussion and asking questions. Students are given a safe space to express their thoughts during class. They acknowledge students' comments and connect them to their lectures. Both teachers do not correct students for their grammar because they want students to express themselves as long as the content is met. Both teachers do not have aides because they don't feel that they need extra help. They have amazing classroom management. This is interesting to see how each CT teacher manages their students quickly and effectively. Both teachers allow students to vent out something then they both redirect students to the topic quickly.

#### Implementation of curriculum procedure:

In preparing the lesson plans, I met and reviewed them with my Cooperating teachers. We discussed some important modifications and accommodations for the students. For example, two students transferred to the deaf school less than a year and they required a lot of support such as using PowerPoints and pictures and videos to increase their understanding within using both languages-English and American Sign Language. Only one student out of 13 students who has hearing parents and who sign in ASL at home went to deaf school since elementary school. The other students' parents don't sign at home at all. That is the indicator that language delay is obvious and that students will have trouble with discourse abilities.

**Friday, April 21, 2023: Unit #1 Exploring the topic**  
**Lesson #1: “What do you see?” Gathering facts through questioning”,**  
(Four students were present in the class)

The objective of the first lesson was to boost the ability to converse about a picture and to stay on topic by answering all 5 W questions when exploring all aspects of a historical event listed as required knowledge for high school content standards. Having students expand on what they see and what is needed to provide a cohesive commentary about the picture, I used this 5W question exercise handout as a preliminary overview to see how much the students could state about the event itself. The students were shy to comment probably because this was my first lesson teaching this class. So, I initiated the first question as a model for them to see. I asked them a question-do you know who this person in the picture is? All four students replied no. This was the challenge for me to assess students’ knowledge on the first day of teaching. The chosen picture was the list of names of criminals with their faces on the right side in the context of gun and crime control during the Clinton years. To embed the typical short lectures in class, I gave the lecture about gun and crime control during President Clinton’s years. After the first exercise, I wanted to test to see if the students would apply what we had done with the gun control picture with a different picture. To assess students’ abilities to answer WH questions, I pulled out the picture of Timothy McVeigh and the bombed federal building. I asked them if they knew what all of the 5WH questions were. None of the students responded to that question. To provide a visual clue, I showed them a slide of all 5 WH (where, what, why, who and when) questions bubble map from my PowerPoint. They read the questions and were able to explain each Wh question from the semantic map in ASL. The fact that I provided a visual map helped the students navigate their thinking to answering the questions in their native language.

I wrote a question on the white board: Who is Timothy McVeigh? Then I asked the high school DHH students to come up with questions for each Wh question for the given picture in English. The students struggled to come up with a question for any of these Whs. The students were too shy to participate in this activity because I was a new teacher for them. For this reason, I wrote the question as a model for them on the board. In order to move ahead, I shifted the lesson from asking them to write in English the other 4 questions to having them sign the questions in ASL and I would write them on the board in English to alleviate anxiety. I didn't want them to be stuck language wise and wanted them to focus on the content. I wrote the remaining questions "Where": Where was the Oklahoma City bombing? And the, "what": what happened at Oklahoma City?, "why": why did he bomb the building?, and "when": when was Oklahoma City bombed? After we completed all five questions, I proceeded to ask my students to copy these questions on paper and reminded them that they will need to save the paper because it will be useful for their homework assignment. I signed the written questions in ASL again for them to see each Wh's function and connect the question to the given picture from the lecture. I explained why I wrote the Wh questions, that I wanted to find out more information, that what I knew was not enough and it was okay to ask questions to clarify the events and the story from pictures. This was to stimulate a desire to want to find out more rather than just accept the bare minimum of information. Much of this was done with a lot of support which shows that they need more practice in writing the questions in English.

During this lesson, the students were doing their tasks independently and they asked questions regarding spelling for the rest of class time. It is an indication that the students understood the purpose of creating 5W questions to gather information about the chosen picture. I went back to the brief article that came with the Oklahoma City bombing picture. I signed the

information to the class; I asked them to find information for their chosen pictures. They typed their questions online. Most of them used google or safari to research the answers. The students used their iPad to search for the answers. To complete the lesson, the students were to find the answers and sign them to me and I would write the answers in a full sentence as a visual model. This process was important because it allowed the high school DHH students to provide detailed information in ASL and not be intimidated by the English when trying to answer the questions. The students responded with enthusiasm in ASL. To see their reaction confirmed the need to continue boosting their confidence in their first language. I believe that this part went well in my lesson; modeling questions in ASL and written English are effective ways to support students' ongoing understanding of using 5WH questions and finding answers on various topics.

If I were given another opportunity to redo this lesson, I would have spent more time having students create questions together as a class, instead of me writing the questions for each student as a model. I also think if I had given them another chance with a different picture for homework it would have been appropriate to see if they applied what they learned to a new picture. Fostering independent skills with them is important since our goal is for them to become forward thinkers by coming up with their own questions independently. Such a skill would be building an essential everyday skill for further inquiry.

The students haven't met the learning objective which was to be able to write a summary using the answers from the wh questions independently because we ran out of time. Students haven't gotten an opportunity to write a summary after gathering information about the 5WH questions. The lesson will be continued to the next day with the goal of completing a written summary. The next steps of instruction will focus on writing sentences, answering the questions and putting it together as a summary. To support the process of English language learning, I will



give sentence starters for them to summarize the questions into paragraphs. I also gave them a list of possible topics for them to use for their project. And for them to do homework assignments based on class assignments. They are expected to write 5 WH questions for their chosen topic which is their homework assignment. If they struggle with coming up with questions, we will do it together in class as well. As for assessing their own learning during my 5WH lecture, I assessed students' level of understanding by asking them to come up with questions, I realized that they couldn't come up with any of these W questions except for Why. They all stated the same question for why; why did he bomb the building? That was when I shifted my teaching approach and gave my questions as a model for them.

**Monday, April 24, 2023: Unit 1: Exploring and Expanding a topic Continued Lesson 1:  
“What do you see?: Gathering facts through questioning”**

The first lesson was continued the following week, on Monday, April 24, 2023 with 4 students present. The objective was to finish creating 5WH questions and write a summary based on their answers; they were done with finding answers to their questions independently. They typed their questions into an internet search box to gather information. They received my support by guiding them what to look for based on their wh questions. Therefore, they all were able to write a paragraph from their 5WH questions with answers. The topics were given by me according to the U.S. history curriculum. What went well on the second part of the first lesson was that the students were able to write a paragraph without barriers. What surprised me was the students didn't show any facial expressions nor body language when they were asked to write a summary. They were very cooperative and did their part. The students understood my paragraph as a model of writing for them to initiate their writing. The students created PowerPoint on their chosen topic. The question was created on each slide which aided the students who needed

modifications; they relied on their PowerPoints with questions and answers that they found from researching on the internet-google. I also told them to write a paragraph on the paper for me to save their work as well to track their progress. So, the students wrote the paragraph without any issues (see Appendix B, page 113-116). I am glad I allowed them to create PowerPoints to create questions and save their evidence there. If I could redo the lesson to the same group of students; I would have students check their grammar and spelling to see if they can catch their mistakes. It will benefit them to check their work and know their mistakes without me checking their grammar and spelling. The students met the learning objective by writing a paragraph based on the questions and answers they gathered from researching on the internet. The next steps will initiate the second lesson which will be “Finding evidence to WH question using RH questions.” They will learn how to create rhetorical statements based on their findings. It will assist them to strengthen their position by stating their points with justifications. As for assessing their own learning during writing a paragraph, I assessed students’ level of understanding by checking their work meanwhile and seeing if they are doing what I am asking them to. A few of them asked me if they started their sentences correctly; I gave them my approval and they were able to complete their paragraphs.

**Monday, May 1st, 2023: Unit 1: Exploring and expanding a topic Lesson Two: “Finding evidence to WH question using Rh questions”**

After the students completed the assignment in writing W questions, the next lesson (Lesson #2) is to expand by “Finding evidence to WH question using RH questions” taught on May 1, 2023 with 4 students present. The objective was to use RH questions to explain their findings and develop reasonings by answering the questions. This will further their abilities to demonstrate their critical thinking and analyzing skills.

I taught the lesson to the class; the questions were asked for the class to start their thinking process before responding to the questions. The questions were intended to initiate their curiosity because the lesson focuses on justifying their findings with answers. The questions: Why do we need lawyers? What are their duties? Do you want to win the case if someone sues you or you sue someone? The entire class was a bit overwhelmed because they didn't expect to be asked these certain questions. Again, this class is U.S. history; my cooperating teacher set up his teaching style differently than my teaching style. The students didn't realize that I wouldn't provide lectures for most of the time during class. They weren't used to the concept of having discussion in the beginning of class. The students were adjusting to my teaching style and learned that I expected them to initiate discussion at first before I give my lecture. So, after I asked them about the purpose of having a lawyer. Then we reviewed the previous lesson-5WH questions and discussed the rhetorical statements for them to create their own statements. They immediately checked their 5WH questions from previous lesson #1, "Gathering facts through questioning" and rewrote their questions into RH statements. Janet and Mark frequently asked questions regarding spelling or how to write their WH questions into RH statements. Lola and Frankie were focused on their work. Lola was very motivated to finish her work independently. Frankie was taking his time and did his work on time independently. What went well from my lesson #2 is when I explained the meaning of rhetorical statements to the class- the act of answering a question using the Wh question in ASL; the students were able to connect those 5WH vocabulary words and signed them on their own when answering the questions. Here is the example of one student's WH question, Frankie (11th grader), George Floyd was an African-American man who was murdered by a police officer. When he was asked to rewrite his WH statement into RH statement, he wrote the following, "George Floyd who? African-American

man who is killed by police, while the English written version may not be accurate, the ASL signed version was.

The students signed the 5W into RH statements. From that one example from the board, they understood immediately what they needed to do. It is effective that they felt confident to be able to rewrite their 5WH questions into RH statements without hesitation. If I could reteach this lesson to the same group of students; I would have them do Rh statements within class discourse so they can practice their “ted talk” with class. From there, I can check their understanding and assist them if needed. Then they can present a RH statement about their favorite basketball team or favorite food or favorite clothes brand to see who has the strongest argument. Yes, the students met the learning objectives by writing a summary with RH statements from their 5WH questions. Based on the student performance on my assessment, the next steps they are ready for lesson #3, “Gathering facts and summarizing perspectives in writing”, the students are ready to learn the new concept which is to bring perspectives into their writing. As for assessing the students’ learning, I checked their RH statements before they could write a summary to ensure that they did it as instructed. What I could have done was to teach them how to write ASL GLOSS so that they fully understand the difference between English sentence structure versus ASL sentence structure. This would help students differentiate the two languages.

I skipped the lesson # 3: “Becoming a writer”; which is to provide extra exercises to write 5WH and create RH statements with my students. There was a trip where students went for a HOY tournament for a few days so time was running out for me to teach this lesson. Based on my observations, the first and second lessons went pretty well for my students to understand the purpose of finding answers and create RH statements. I felt confident that they are ready for lesson four to initiate their discussion on gathering perspective on other topics than their topics.

## **May 8th-12th, 2023-IEP week**

No classes occurred this week due to IEP week. I participated in the IEP meetings of other students that weren't in my classes during this week. I learned that most parents did not engage in the meetings or actively ask questions about their children's academic progress. Many parents mainly wanted to know the future plan for their child when they graduate as well to find a job. IEP meetings were completely different from what I experienced myself and participated in the past meetings at mainstream school. Other than IEP meetings, my cooperating teachers and I discussed the remaining weeks of my lesson plans and their expectations for me to teach History contexts CT teachers gave me feedback on implementing my lesson plans to accommodate students' academic needs. I was informed that my expectations of having students complete their task within one period at a time needed to be changed; I learned that I need to give students more time to complete their task due to their academic levels. Some students need more time to progress their thoughts with extra support from me. After looking at my lesson plans, I modified the activities for those students who need additional assistance by minimizing the quantity of sentences to be completed in each day from five sentences to three sentences, identify three to four key words for vocabulary development during the mini lectures and discuss the meanings behind those words to assist with understanding the overall theme. In lieu of creating their own sentences and placing them into a tree map, and recording themselves to retell the war events from their poster project. I created sentence frames and tree map templates for them to fill in the blanks for them to do together in class.

**Monday, May 15, 2023: “Becoming a good reporter: identifying and explaining perspectives”: Lesson 4: “What is social media?”**

The fourth lesson was taught on May 15th, 2023, “What is social media?”; the four students were present on that day and I taught the lesson about social media to the class in order to gather students’ perspectives on the topic and to discuss the content of the social media messages they tend to get in general. The objective for students is to understand the role of social media in drawing the audience to a message using their critical thinking to express their opinions, and find evidence to support their opinions by using KWL strategy within discussion with their peers in order to strengthen their argument about a topic. I wrote down the KWL chart on the board and asked the students what they know about social media. They all immediately raised their hands and shared their thoughts. I gathered their comments and put them under the K column; their comments were: effective communication, love taking pictures, following specific groups such as clothing brands, sports teams, celebrities, and current events. Then I added another column-W, (what do they want to know), and I asked the students if they knew how many people were on Facebook, Instagram and twitter and to find out how many people have these apps via google. The question was put on the W section- How many subscribers are on Facebook, Instagram, or twitter? Then I added another column, L (what did they learn about the apps); The students researched and gave me the information for me to add under the L column. The students learned that around 3 billion people have a Facebook account, 1.35 billion users have Instagram and 353 billion users have twitter. the students said that they learned that so many people have these social media. They also mentioned that so many people show themselves on social media, people don’t realize that they share their personal information to the public and they want attention. I had the class to discuss what life is like without social media;

they all couldn't think of an answer. I added a comment, life can be fun without social media. I grew up without social media and my life was different before social media. I used to go out and hang out with friends and do outdoor activities. I understand it is hard to envision yourself in my shoes because you were born into the generation where social media already exists. The success of doing this lecture is that the students were engaging in this activity to the point where they kept discussing different social media apps other than I gave them to research about. They were in awe when I commented about my life before social media came in. It made them think about how to live without social media.

If I could redo this lesson, I would have students come up on the board and write down their thoughts about social media or I would have them sign their thoughts in ASL and I would transcribe them into English to support their thought processing; for me to see their thoughts and for me to add questions to push them to think critically. In addition, for them to practice comfortably in ASL first prior to transferring to their writing skills, they are encouraged to feel comfortable to sign and then write their thoughts in their own words or sentences under three different columns. The students met the learning objective by writing sentences about social media from class discussion and evidence from the KWL chart on the separate paper and gave them to me. They have homework to do for their topic. I will gather their homework on the next day. The next step for them is to introduce the next lesson, "What is a good reporter?". It will help them to check their original summary from previous lessons and redo their writing in order to be concise and clear with their evidence. They have a homework assignment that they are expected to do which is to gather perspectives on their chosen topic from their peers before we can initiate lesson 5. Also, I assessed their understanding through class discussions and writing activity at the end of lesson.

**Wednesday, May 17, 2023: Unit 2: “Becoming a good reporter: identifying and explaining perspectives” Lesson 5: “What is a good reporter?”**

Lesson 4 is tied to lesson 5 in the importance of developing their own voice by knowing other perspectives besides relying on their own point of views. As well for students to be sure that they are able to deliver their message clearly. The fifth lesson was taught on May 17th, 2023, “What is a good reporter?”; 4 students were present on that day and I taught them about the importance of being a good reporter. The objective for this lesson was to research a topic to identify the key details by answering all 5Wh questions to gather data and summarizing what they found in both ASL and English. I initiated with a video of me signing with information as if I am a reporter for the deaf school. I stated, “The deaf school has around 50 high school students and they all will graduate and not graduate. Some teachers will work over time and miss work days because they are busy with family. Some students will go to a tutor to catch up with homework.” When I turned around and the students were confused. At that moment, I asked them what do you think of my video? The students said they felt confused and lost. I asked them if they understood the content of my video. They all replied no and said that they felt like I was off giving a speech about their deaf school. Then I asked them to create 5 W questions that they wanted to know more about my speech. I walked around and checked their questions to ensure that they were creating all 5W questions correctly. Then I showed another video of me signing with detailed information to the class. I signed, “Deaf school has around 50 high school students and there are 20 students who will graduate this June. Teachers work a lot lately to support high school students. They can’t miss work days because they want to support high school students to complete their final projects so they can graduate. Those who struggle with passing certain classes, they are encouraged to go to tutoring centers to get help with their homework and



projects.” The students’ responses were different from their first view of the first video. Some students said oh now it makes sense. Some students said Oh. I understand the tutoring part now. Some students said there are only 20 seniors out of 50 high school students. I didn’t know that. Then I asked them to compare the information from the first video and second video. Some of them said the first video was confusing because of missing information. Some students said there was different information that they couldn’t follow the report. I asked them to write a paragraph of what they learned from the second video embedded in 5W questions. I assessed their understanding by asking them questions about the first video and asking them questions about the second video to see their critical thinking. If I am given another opportunity to redo this lesson, I would have the students create two videos to show the difference between missing information and full report so they can comprehend the purpose of giving a full report and giving missing information within the report. The goal for them is to watch the videos and see how it impacts the audience when they receive the information. The student met the learning objective which was to write a summary about the second video with 5W questions. The next step for this instruction is to have them redo their summary and ensure that they have all evidence in their paragraph. Also, the next lesson will be introduced for the next class, “Creating your own position” (lesson #6). They will pick which side to show their opinion on their chosen topic. They also have homework assignments to do before we can initiate lesson 6. The homework assignment is to check their summary to ensure they are clear.

**Friday, May 19, 2023: Unit 2: “Becoming a good reporter: identifying and explaining perspectives”: Lesson 6: “Creating your own position”**

Lesson 5 is tied to lesson 6 by learning how to deliver the message clearly as well to learn how to create their own point of view after collecting perspectives from their peers. The sixth lesson was taught on May 19th, 2023, “Creating your own position”; 4 students were present on that day and I taught them about the purpose of having debate. The objective was to develop questions to discuss their perspectives in ASL by using their critical thinking to find the solution by discussing with their peers when they are given various scenarios. I initiated the lesson with a video that I found from YouTube to show the class that there is debate on the political level that they are discussing about various things as well two parties, Democrats and Republicans, are showing their evidence to justify their argument. The students were surprised to see both parties were debating about different topics in a place with different people. Then I pulled out a picture of Facebook and asked them to share their opinion. I wrote Pro on the left side and Con on the right side. The students shared their opinions about Facebook. Some students said the positive thing about Facebook is you can write about anything in your words. Some students said you can post unlimited pictures. Some students said you can click like or heart on pictures. Some students said you can save your pictures there. Then I asked them what are the cons about Facebook. Some students said there is inappropriate content that you cannot prevent. Some students said they should change the age requirement for students to create Facebook accounts. Some students said it is a boring platform. Then I pulled out another social media, Instagram and wrote pro on the left side and con on the right. I asked the students for their opinions regarding Instagram. Some students said there is more content than you can find on Facebook. I added it to the pro column. Other students said Instagram has more filters when you take pictures. Some students

said Instagram has a story where you can add to the story for the audience to view it as if it is a mini video. Then I asked for the con part. Some students said Instagram doesn't allow you to save a story after 24 hours. Some students said Instagram doesn't have various features to play around with. Then I asked them now you see different perspectives regarding these apps. The questions were asked, do you still favor using Facebook or Instagram after seeing different pro/con for each. Then I asked them to write down their opinion in a sentence on a flashcard. I assessed their understanding by watching them sharing their thoughts about two different apps with their peers. They showed critical thinking when they shared their experience of why they didn't like it or why they like it. The student met the learning objective by writing sentences with their opinions to justify their statements at the end of lesson. The next step of instruction for this lesson was to assign homework for them to write a sentence with reasoning to state their position about their chosen topic. Also, they will be introduced with the next lesson which is #7, "Be an investigative reporter". They will learn how to investigate credible sources. They have a homework assignment for this lesson which is to gather opinions about their topics. They can utilize Pro and Con charts to put all the information there to determine their final argument.

**Monday, May 22, 2023: Unit 2: "Becoming a good reporter: identifying and explaining perspectives": Lesson 7: "be an investigative reporter"**

The seventh lesson was taught on May 22nd, 2023, "Be an investigative reporter"; the four students were present on that day and I taught about finding credible sources that are reliable for their project. The objective was to use critical thinking when finding credible sources during their research on their topic. The students were appalled to know that there is fake information out there with look-like credible sources that are intended to twist the information about anyone or situation. Then I assigned them several sources for them to research and identify

which one is credible and isn't credible. Then they shared their findings with given sources to the class; they mentioned that they learned that they need to filter out information by checking the sources first before they can talk about it or share it with their friends. I checked their learning by watching their conversation with their peers when they were given sources to identify which is and which isn't credible. Also, what went well was the students were able to identify the patterns of fake publication companies immediately and highlight them as non-credible sources. Then they checked their sources from their project to see if their sources were credible. If I could teach this lesson again to the same students, I would do this lesson differently by assigning students to find 2 credible sources and 2 non credible sources in order for them to do intensive research to find those sources and categorize them as credible and non-credible. I want them to utilize their thinking critically when it comes to research and seek for various sources in different places online. Also, for them to become familiarized with online in different lenses which will benefit them in a long run. The students met the learning objective which was identifying sources and sharing with class. They did an excellent job on identifying sources and explained to the class about their findings. The next step of instruction is to introduce lesson 8th, "identifying issues and problems" which is to find your place to justify your argument.

**Tuesday, May 23, 2023: Unit 3: "Owning the message": Lesson 8: "Identifying issues and problems"**

The eight lesson was taught on May 23rd, "Identifying issues and problems"; four students were present and I taught them about finding their place to justify their argument. The objective of this lesson was to explore both sides of a topic and pick a side to argue their position with their peers. This lesson pushed the student to think intensively about their position on their chosen topic. When I taught them about choosing a side and argued with evidence, and then I

pulled out the shoe brand. The students were very engaging in their discussion of why they prefer the shoe brand over others. I saw their critical thinking within discourse and they were able to justify their reasonings for their positions. The discussion within pro and con for various shoe brands intrigued the students. The students were able to differentiate the pros and cons of brands due to quality, design, and comfort very well to the point where they determined their place with justification. I pulled out shoe brands for them to discuss pros and cons and was successful because the shoe brands are relatable for them. If I would teach the lesson to the same group of students, I would have them pick a topic that they will create a pro and con chart on their own so I can check their thinking on their chart. From their chart, I would have them pair up and try to convince others to agree with their point of views. In addition, I assessed their understanding through their discourse with peers within discussion and saw their reasonings of choosing a side to justify their position regarding shoe brands. The students met the learning objective by stating their position after creating their pro and con chart on assigned topics. For this reason, the students are ready to determine their position to justify with evidence on their chosen topic for lesson 9th, “Performance task: individual project.” They will state their position with evidence as justification which will finalize their project with argument.

**Wednesday, May 24, 2023: Wrapping up Curriculum Lesson 9: “Performance task: Individual Ted Talk Project”**

The ninth lesson was taught on May 24th, 2023; four students were present. The objective was to use their critical thinking to find the reasonings for their point of view by discussing with their peers when they pick a topic regarding current events. When I introduced the 9th lesson, the students took their time to find a position to stand for or against on their chosen topic. They researched thoroughly by checking their 5W’s questions and answers to

determine their position. They took this lesson very seriously because they wanted to make sure that they had the right evidence to support their argument. This is an indicator of their ability to immerse themselves into their topic and find their position. Then they finally determined their position with justification; it showed me that they thought it thoroughly and delivered it. What went well in this lesson was that they mentioned that they wanted to check their writing from lesson 1 and lesson 2 to remind themselves with their questions and answers to help them think critically about their evidence to state their position. It is an indicator that they remembered that they already have evidence and want to remind themselves before they decide their position. I assessed their understanding by checking on them during research activity to track their progress for this lesson. The learning objective was met which was to state their point of view on the assigned topic with evidence. If I were given an opportunity to reteach this lesson, I would have them give one RH statement to justify their argument instead of creating 5 RH statements based on 5W questions. It will be an indicator of their understanding and effectiveness from their research activity. The next instruction after this lesson is for them to rehearse their presentation and implement it for the final presentations.

### **Friday, May 26, 2023: Ted Talk Final presentation**

Students recorded themselves in their laptop or IPAD to submit their final videos for final grade. Four students were present. Each student chose a place to record themselves after discussing the expectations for final grade for their final presentation. They used the tripod and iPad to record themselves. 2 students chose to record themselves outside. One student chose the classroom to record herself. Another student chose to record herself in the computer lab with a green screen. They rehearsed for their final presentation days before today. The 5th period is utilized for time to record themselves for the last time as turn in for final grade. I watched their

video presentations and analyzed their videos based on Ted Talk rubric. Their efforts are valued greatly because they were able to adjust to my lectures more than what they used to their cooperating teacher's lectures.

#### IX. Final Evaluation:

Based on my previous internship experience working with DHH high school students at mainstream school, I saw the importance of having essential discourse skills for DHH students such as talking about a topic extensively to help them enrich their focus and to solidify their thinking practice. This type of activity will no doubt help them apply in real life, being able to carry a meaningful and rich discourse that they can carry amongst themselves and that which will help them make meaning of their interests for the rest of their lives. The curriculum goals are created for students to foster language skills that rely on W and RH questions to enhance clear thinking and communicating about a topic of their interest. While they are taught to create their own ted talk. The three goals are to develop discourse skills in ASL by watching world news and extract relevant information/evidence and summarize with pertaining details. Also, for students to identify problems, discuss solutions, state their opinions and take a stand with supportive evidence. Lastly, DHH students create a Ted Talk in ASL about a topic with relevant information. The evidence will be stated to indicate their results.

#### Informal pre-assessment:

The informal pre-assessment was performed on the lesson that is not curriculum based to see what they know and what they do not know about a topic. I gave the lecture about taxes, interest rate and salary income under Clinton's presidency years. Three students out of four were present on that day. After my presentation, I gave them a flashcard each and asked them to write down what they recall from my presentation. The student #1, Lola wrote: you talk about taxes

and money. The president Bill Clinton lied about his past. Lola from this statement showed missing information and did not specify anything about the relationship between ideas, nor does she address taxes per se. This ambiguity shows that Lola needs to use all wh questions and to situate her focus. She remembers Clinton having a role of lying which may be something she is familiar with.

The student #2, Frankie wrote: she's talking about taxes. If I have \$2,000 then taxes will take away. When a person needs money, taxes will go to them. She also talks about bank loans and gives tax examples. Frankie's comment is a little more expansive and does relate to the topic of taxes, money being taken out. The concept of tax refunds is addressed. Some ambiguity with the relationship between taxes and the bank making it unclear.

The student #3, Mark wrote: interest rate, taxes, bank, loan, percent, extra, high taxes, debt, can't afford, and people have tight budgets. Mark's knowledge about taxes is only restricted to words but does not fully understand the role of taxes. Scattered understanding of what taxes are about.

On the next day, the fourth student was present; I gave the presentation on gun control and Oklahoma bombing in 1990s; I asked the student #4 to write down what she recalled from my lecture. The student #4, Janet wrote: Timothy McVeigh made a homemade bomb to bomb the building. The reason why he bombed the building was because of his political reasons. 168 people including children died and 19 were injured. Janet's recollection of the image was more comprehensive than the other students, the topic was on target. She seems to have shared the gist of the story in a way that made sense compared to the other students.

After reading their flashcards of recall and retell from my lectures, I realized that they were able to recall the topic title, names and somewhat the main points but they were not able to



elaborate on certain events with details. This validated my motive to initiate my curriculum to educate them how to create their own ted talk and justify their argument.

**Assessments:**

**The three curriculum goals were implemented to assess student's abilities or to foster these skills to incorporate in their tasks.**

- Students will develop discourse skills in ASL by watching World news videos in ASL and extract relevant information/evidence and summarize with pertaining details answering all Wh questions
- Students will identify problems, discuss solutions, state their opinions and take a stand with supportive evidence
- Students will create a Ted Talk in ASL about a topic with relevant information using both wh and Rh questions.

The third and fourth periods had the largest number of students who were involved in sports and vocational classes that would require them to travel during school days. So, therefore, I choose 5th period with a small number of students with less conflicted events during the time of the day as well. For this reason, the four students were able to complete the Ted talk project. My cooperating teacher created a list of topics that are related to U.S. history and were part of the content standards for that grade level. The list of topics was Hurricane Katrina, COVID-19, Black Lives Matter, 9/11, Tea Party, Gun Control since the 1990s, Biological Weapons and Mass Destruction, Bush vs Gore Recount Elections, Patriot Act, and Occupy Wall Street. The students were given the list of topics and chose their preferred topic for their project.

Table C: Topic Selections by students

<b>Name of Student/Age</b>	<b>Topic selected for “Ted Talk”</b>
Janet, (17)	Hurricane Katrina
Lola, (18)	COVID-19
Mark, (17)	9/11
Frankie, (17)	Black Lives Matter

Once students were given a topic, their topics were put on the wall for them to remember.

All students were excited to start their project.

**Evidence of WH questions: Lesson 1: “What do you see?”**

→ The students were asked to create WH statements on their chosen topics to research and find the answers.

For this lesson, students had to research about their topic and went on the internet to get information. They began their summaries by pulling out information from the internet and wrote next to the Wh question. These written statements were drawn from their research so they are not their own writing. Their work was putting pieces of the puzzle into what makes sense to them. Some phrases are written in their own words in italics.

Table D: Written statements of Wh questions students researched on topic selected questions.

<b>Student &amp; Topic selected</b>	<b>WH questions (Answers drawn from the internet)</b>
<p>Frankie</p> <p>Topic: Black Lives Matter</p> <p>(See Appendix B, part 1)</p>	<p>Who: George Floyd was an African-American man who was murdered by a police officer.</p> <p>Where: George was murdered in Minneapolis, Minnesota.</p> <p>What: Black Lives Matter is a decentralized political and social movement that seeks to highlight racism, discrimination, and racial inequality experienced by black people.</p> <p>Why: Still complaining of breathing difficulties, of the knee on his neck, and of fear of imminent death.</p> <p>When: George Floyd protests were a series of police. That began in Minneapolis in the United States on May 26, 2020.</p>
<p>Lola</p> <p>Topic: COVID-19</p> <p>(See Appendix B, part 1)</p>	<p>What is Covid-19? Coronavirus disease is an infectious disease caused by the SARS COV-2 virus.</p> <p>Where at COVID-19? Covid-19 at Wuhan, China.</p> <p>When the Covid-19 start? Covid-19 start on November 2019</p> <p>Who got Covid-19? A cluster of patients in China’s Hubei Province in the city of Wuhan</p> <p>Why the people got covid-19? Breathing in air when close to an infected person who is exhaling small droplets and particles that contain the virus and having these droplets and particles land on the eyes, nose, or mouth so that how they got it</p>

Table D: continued

<p align="center">Mark</p> <p align="center">Topic: 9/11</p> <p align="center">(See Appendix B, part 1)</p>	<p>Who: 9/11 <i>build in by who Al-Qaeda. Al-Qaeda hate to federal build nyc, world trade center.</i></p> <p>Where: 9/11 is <i>where nyc build of center twin two world trade center.</i></p> <p>What: 9/11 what? <i>Mean is called date, when happen September 11 attack.</i></p> <p>Why: Why? Happen reportedly financed by Al-Qaeda terrorist organization of Saudi fugitive Osama bin laden, they were allegedly acting in retaliation for American’s support of is real, its involvement in the persian gulf war and its continued military presence in the middle East.</p> <p>When: 9/11 when? September 11, 2001 at 5:14 AM PDT.</p>
<p align="center">Janet</p> <p align="center">Topic: Hurricane Katrina</p> <p align="center">(See Appendix B, part 1)</p>	<p>Who: Who <i>Die-Hurricane Katrina hit people 1,392.</i></p> <p>Where: Where hurricanes katrina Alabama, Louisians, and Mississippi, including the city New Orleans</p> <p>What: What happned when Hurricanes- Killed over 1,800 people, disrupted thousands of lives over tens of thousands of square miles, and damaged or destroyed 275,000 home.</p> <p>When: When Hurricans Katrina happened- Aug 23, 2005 then Aug, 29, 2005 hit hurricans destroy</p> <p>Why: Hurricane Katrina was so bad-flooding caused by fatal engineering fakes in the food production syste, specifically the levee, around city of New Orleans.</p>

Lola was the only one who created her own questions for her chosen topic. Lola and Janet asked for help with spelling during this task. Frankie was pulled out during this lesson; he was told to do this as homework and turn it in on the due date. When I received his homework, I noticed that Frankie had help doing this homework because of the sentence structure. I know his writing style and I realized that he had help from paraprofessionals to do this task. If I could redo this assignment, I would communicate with paraprofessionals ahead of time or in the moment to

inform them about Frankie’s academic progress or ask them to postpone their meeting so he can complete the task. I also noticed that Mark asked for help to write a few sentences to respond to his questions. Seemingly, he had help from staff after school tutoring.

**Evidence of RH questions and statements: Lesson 2: “Why are they doing this?” (Unit 1)**

Table E: Written ASL statements of students on topic selected

<b>Student &amp; Topic</b>	<b>RH questions (Written using ASL sentence structures)</b>
Frankie Black Lives Matter (See Appendix B, part 2)	<ul style="list-style-type: none"> <li>● George Floyd <u>who</u> African American man <u>who</u> was murdered by a police officer.</li> <li>● George Floyd was murdered <u>where</u> in Minneapolis, Minnesota.</li> <li>● Black Lives Matter <u>what</u> political and social movement to fight against racism, discrimination, and racial inequality experienced by black people.</li> <li>● BLM <u>why</u> George complained that he couldn’t breathe because of knee on his neck so he died.</li> <li>● BLM <u>when</u> start on May 26, 2020.</li> </ul>
<p>Teacher comments: Frankie was pulled out during this lesson. He was told to do this as homework and submit it on the due date. He is one of the students who plugged the W question word itself into their statements instead of creating their own RH statements. It is interesting to see how ASL and English have their own rules when it comes to questions.</p>	
Lola COVID-19 (See Appendix B, part 2)	<ul style="list-style-type: none"> <li>● Covid-19 <u>what</u> coronavirus disease is an infectious disease caused by the SARS- COV-2 virus.</li> <li>● Covid-19 <u>where</u> at Wuhan, China.</li> <li>● Covid-19 start <u>when</u> on November 2019</li> <li>● People got Covid-19 <u>who</u> a patients in China’s Hubei Province, in the city of Wuhan</li> <li>● People got Covid-19 <u>why</u> breathing in air when close to an infected person who is exhaling small droplets and particules that contain the virus and having these droplets and particles lands on the eyes nose, or mouth so that how they got it.</li> </ul>
<p>Teacher Comments: Again, Lola plugged the W question word into her sentences. She didn’t ask questions while she recreated her RH statements. I noticed that she copied a few sentences from the website she researched on her chosen topic. She didn’t attempt to create her own sentence for the last question of why people get Covid-19. That part is scientific explanatory. The information can be overwhelming for her to translate into her own words.</p>	

Table E: continued

<p>Janet</p> <p>Hurricane Katrina</p> <p>(See Appendix B, part 2)</p>	<ul style="list-style-type: none"> <li>● When: Aug 23, 2005 Hurricane Katrina happened <u>WHEN</u> Aug 23, 2005.</li> <li>● Who: Hurricane Katrina destroyed <u>Who</u> people live in New Orleans.</li> <li>● When: Hurricane Katrina destroy <u>where</u> Alabama, and Mississipp, including the city New Orleans.</li> <li>● Why: Hurricane Katrina <u>why</u> was so bad flooring caused by falal engineering fakes in takes in the food production syste, specifically the leaves, around city of New Orleans.</li> <li>● What: Hurricane Katrina happened <u>what</u> killed over 1,800 people, distrupted thousands of lives over tens of thousands of square miles, and damaged or destroyed 275,000 home.</li> </ul>
<p>Teacher comments: She also plugged the W questions into her sentences, yet she is the only student who recreated her own RH sentences. Janet’s struggle is that she checked her website where she gathered her data from previous assignment-WH questions. She found out that the information is different. She assumed that she may look at different websites this time to gather data for some questions. She didn’t look back to her WH questions to recreate her RH statements. She copied a few sentences from the website and made them into her own sentences.</p>	
<p>Mark</p> <p>9/11</p> <p>(See Appendix B, part 2)</p>	<ul style="list-style-type: none"> <li>● 9/11 build in by who Al-Qaeda. Al-Qaeda hate to federal build NYC, world trade center.</li> <li>● NYC is where 9/11 build of center twin two world trade center.</li> <li>● WTC what? Mean is called world trade center, september 11 2001 attack.</li> <li>● 9/11 why? Happen reportedly financed by Al-Qaeda terrorist organization of Saudi fugitive Osama Bin Laden, they were allegedly acting in retaliation for Americans support of is real, involvement in the persian gulf war and its continued military presence in the middle East.</li> <li>● 9/11 happened when? September 11, 2001 at 5:14 AM PDT.</li> </ul>
<p>Teacher comments:Mark plugged W questions into his WH sentences as his RH sentences. He looked back at his WH sentences and completed this task. He didn’t hesitate to double check with me to create his RH statements. ASL and English have their own rules where students are confused with the meaning of writing different ways to respond as rhetorical statements and wh sentences.</p>	

The evidence showed students’ written responses for their findings for their research questions, demonstrating critical thinking when they state the reasoning for their research questions that are embedded in the 5W questions. Some students struggled with answering the

questions, they shared doubts or were confused about the assignment. If they asked for help, their response may have been different. They also may learn more or understand clearly about the assignment. They didn't ask for support to write RH questions nor RH statements. It is very interesting to see their responses because it is clear that they assume the WH questions are the RH statements and can be used in their questions. If I could redo this lesson, I would stretch the lesson into a week instead of doing it in one day. The lesson will be implemented as writing activity within historical context throughout the year. When it comes to the last quarter of the school year, they will be given various topics to choose from and create their own WH questions and RH statements independently. WH questions may not be understood to the point that students weren't able to create their own questions independently nor ask for help. It is an indicator in their written assignments. They also didn't understand how to rewrite RH statements instead of plugging WH question words into their WH sentences. It is confusing within written English and written using ASL sentence structures for these students. They assumed that English and ASL are the same within both aspects-written and signing.

**ASL samples of students Perspective taking: “What is social media?” (Unit 2: Lesson 4)**

- The students were asked to gather perspectives on their topics by asking their peers. This is intended for them to gather opinions from outsiders and create their own position with their perspectives which will be shared at their final presentation.

Table F: Written using ASL sentence structures: Response Analysis of students’ perspectives on Mark’s question (See Appendix B, part 3)

Mark asked his peers regarding his topic-9/11 in ASL: what do you think of 9/11?		
Lola	Lola wrote in ASL, “fire, destroy, twin towers, plane crash into twin towers.	Lola provided the answer to questions “what happened” but <b>did not answer the who, where and when questions</b>
Frankie	Frankie wrote in ASL, “smoke, black, red, grey, fire, bomb, twin towers, plane crash, city, New York, 2001, September 2011.	Frankie answered the what happened in addition to the where and the when, <b>did not answer the who and why</b>
Janet	Janet wrote in ASL, “tall building, black, red, gray, bomb, and destroy people. New York 2001, Sept 11.”	Janet provided the what happened and the where and when, <b>did not include the who.</b>

All of the students provided the gist of the event accurately, all three did not answer the why question. Janet’s comment was the most cohesive in answering the Wh question.

Lola asked her peers regarding her topic-COVID-19: what do you know about it? (See Appendix B, part 3)		
Mark	Mark wrote, “Covid-19, ball gray, curly red, curly little orange, yellow”	Mark provided the answer to questions “what” but <b>did not answer the who, where, why and when questions</b>
Frankie	Frankie wrote, “Covid-19, ball, red, grey, a little bit orange, curly or mess up”	Frankie answered the “what” but <b>did not answer the who, why, when and where.</b>
Janet	Janet wrote in ASL, “Covid-19 hit when 2019 some close storen or anywhere. Curly red and gray and orange, yellow I look bad in ball covi-19.	Janet provided the what happened and when, <b>did not include the who, where, and why.</b>



This topic was a little more challenging for them. All of the students provided the what and this implies they all know what it is however they couldn't answer the who, where and why of the event. All of them did not provide a cohesive answer.

Table F: continued

Janet asked her peers regarding her topic-Hurricane Katrina: what do you know about it? (See Appendix, part 3)		
Mark	Mark wrote, "house, destroy, flood, water, tree destroy, car destroy, dirty land, wood, destroy floor."	Mark provided the answer to questions "what" but <b>did not answer the who, where, why and when questions</b>
Frankie	Frankie wrote, "house, water, flood, destroy, hurricane, middle destroy, house won't destroy."	Frankie answered the "what" but <b>did not answer the who, why, when and where.</b>
Lola	Lola wrote in ASL, "water flood, many houses destroy, tree dirty everywhere."	Lola provided the what happened <b>did not include the who, where, when, and why.</b>

Mark, Frankie, and Lola provided the what and couldn't provide answers for where, who, why and when. All of them were not able to provide a cohesive answer due to the lack of knowledge of Hurricane Katrina.

Table F: continued

Frankie asked his peers regarding his topic-Black Lives Matter: what do you know about it? (See Appendix B, part 3)		
Mark	Mark wrote, “ <u>Black Lives Matter</u> , people support black live, not protests people black city?, many people and police. United States on May 26, 2020.”	Mark provided the answer to questions “what, when, why, where, and who.
Linda	Linda wrote, “Many people, many sign “Black live Matter”, protests, many people wearing masks.”	Frankie answered the “what” but <b>did not answer the who, why, when and where.</b>
Lola	Lola wrote in ASL, “ “BLM”, many people, unite white, Black, people protests, people there, person one Black port can’t breath.”	Lola provided the what happened and why <b>did not include the who, where, and when.</b>

This topic is challenging for all of them. Linda and Lola responded as what, but they couldn’t respond to who, where, when and why. Mark is the only one who provided a cohesive answer.

**General Analysis of comments:**

Interesting here- none of them used the RH question in ASL when they shared their perspective. They did expand their ideas based on the wh questions in their own mind but did not think of all the 5wh. They all simply answered one or two questions about their peers’ topics. They weren’t able to state RH questions about their peers’ topics. It is evident that they need to have more practice by asking each other questions about the topic that they may not know about or are curious about certain topics. This is another evidence of gathering evidence from outsiders besides relying on their personal opinions to develop their own argument which carry into their final presentation.

**Written English samples evidence Lesson 6: “Creating your own position” (Unit 2)**

- Students were asked to write Pro and Con charts on their topics. This will be utilized to see two sides on their chosen topics to assist them to find their ground and set their argument before they finalize their presentation.

Table G: Written using ASL sentence structures: Students’ perspectives on their topics (see

Appendix B, part 5)

	PROs written in ASL	CONs written in ASL	Teacher Observations
Frankie Black Lives Matter	“People are still support BLM.”	“Someone didn’t support BLM because they disagree. Why? White people trauma (slaves) black people wont accept their request for work in the farm”	He asked for assistance on spelling.  His final argument: Yes, I’m supporting BLM because the skins are same.
Lola COVID-19	“Have vaccine to make people won’t get sick but it good”	Many people are sick and die from covid so it very bad.	She didn’t ask for assistance.  Her final argument: I against Covid-19 because I notice many people passed away and it sad and see people feel hurt but I support covid-19 because they have vaccine so the people won’t get sick or passed away.

Table G: continued

Janet Hurricane Katrina	“Nice city, help people and clean home, world support because people die. People want safe.”	“People died, strong city, hurt people, hurricane hit anywhere.”	She asked for help with spelling.  Her final argument: I against Hurricane Katrina whe (we) want make build protect wall.
Mark  9/11	“Federal, add safety security”	“World trade center attack twice, people too much died”	He asked for help with spelling.  His final argument: I’m agree federal add for airplane by safety for enjoy trips, airplane.

This is evidence of their critical thinking skills after gathering information from outsiders and their own to create their own position to argue about their chosen topic. The four students didn’t show the ability to elaborate their argument when they asked themselves about their chosen topic. They made the decision based on their thoughts. They could have asked themselves with 5 questions to think thoroughly about various situations of their chosen topic. They asked themselves one question which is what. It is the indicator that is the popular question that is asked here when they created a pro and con chart regarding their topic.

**Ted Talk Performance Task Assessment:**

The final performance task assessment that I gathered from my students is their Ted Talk which was presented in ASL. Each student was given the opportunity to choose a topic based on their history class-United States history. They worked on this topic throughout the curriculum. They recorded their final presentation in ASL and shared it with me through school email but due to confidentiality issues and not having their permission to share their signed videotaped, I

proceeded to transcribe their English translation of their ASL comments. The ASL GLOSS in capitals is the linguistic transcription of ASL and not English.

Table H: English transcription of Frankie’s Ted talk about Black Lives Matter in ASL

“Hello, my name is Frankie. I will talk about BLM-Black Lives Matter. I will share the details. First, who is George Floyd? He is a black man. Second, where did it happen? It happened in Minneapolis, Minnesota. What does Black Lives Matter mean? Black people disagree with the idea of inequality so they protest to voice their right and favor for equality. Why do they protest? Because George tried to buy something with counterfeit bill. The store denied him from buying something and called police. The police tracked George down and arrested him. Police kneeled down on George’s neck. George stated, “I can’t breathe.” He literally died. When did it happen? May 26, 2020. Now, my opinion, I support black people. Whoever disagrees BLM is considered racist. I dislike the idea of inequality. I support equality. Rock on.”

Table I: ASL GLOSS transcription of Frankie’s Ted Talk about Black Lives Matter

“HELLO MY NAME FRANKIE. NAME SIGN. TALK POINT WHAT? BLACK LIVES MATTER. 5 THINGS WILL SHARE. WHO? GEORGE FLOYD. HE BLACK PERSON. SECOND-WHERE? FROM MINNESAPOLIS IN **WHERE** MINNESOTA. THIRD-WHAT? POINT WHAT TALK BLM. SELF BLACK PEOPLE THEY DON’T LIKE WHO DISAGREE SUPPORT THEM. MEANS PROTEST EQUALITY. WANT EQUALITY. FOURTH-WHY? THAT POLICE MURDER GEORGE FLOYD **REASON** **WHAT** BLACK PERSON SELF TRY FAKE BUY DENY TELL POLICE FOLLOW TAKE HIM DOWN CAN’T BREATHE LITERALLY DIE. FIFTH-WHEN? MAY 26, 2020. MY OPINIONS **WHAT** I STILL SUPPORT BLACK PEOPLE BECAUSE THEY MEAN WHO (SPELL THE WORD) “DISAGREE” BLM MEAN YOU RACIST. I DISLIKE. I LIKE EQUAL. I PREFER EQUAL. SUPPORT ROCK ON.

Based on my observation on Frankie’s final presentation on Black Lives Matter; he answered all questions based on his 5 questions that he created in the beginning of the project. He used RH questions three times in his ASL retelling. He also made a statement to indicate his feelings and thoughts about his topic which is evidence of critical thinking and showing his perspective about people who don’t support equality. Also, he is one of the students who memorized his BLM presentation and did not use his notes. It is a positive indicator that he is

maximizing his first language to explain information and as a result is able to stay on topic, he provided clear sequence by answering questions making his presentation interesting and personable. He was not afraid of making a statement. He scored a 97 out of 100.

Table J: English Transcription of Student #2 Lola's Ted talk on COVID-19 in ASL

“What is COVID-19? It is an infectious disease. Where did COVID spread? Originally, it started in Wuhan, China. COVID spread originally by a sick patient in China. People get COVID-19 because they breathe the same air with an infectious person. The reason why I am against COVID-19 because I have seen people get sick and pass away. The reason why I am in favor of COVID because there are vaccines so people won't get sick from COVID-19.”

Table K: ASL GLOSS transcription of Student #2 Lola's Ted talk on COVID-19 in ASL

COVID-19 WHAT? ITSELF COVID DISEASE AND INFECTION DISEASE AND COVID-19 WHERE AT? (SPELL THE WORD) WUHAN CHINA AREA. AND PEOPLE GET COVID-19 BY WHO? A PATIENT IN CHINA SELF GET SICK. PEOPLE GET COVID-19 WHY? BECAUSE OF BREATHE AIR AND THAT PERSON ANOTHER PERSON SELF SICK AFFECT TO THAT PERSON. AND THAT REASON WHY I AGAINST IT BECAUSE SAW NOTICE PEOPLE PASS AWAY AND GET SICK SO THAT NOT GOOD. AND OTHER REASON WHY I SUPPORT IT BECAUSE I SAW AND HAVE VACCINE SO PEOPLE WON'T GET SICK AND PASS AWAY.

Lola's presentation is quite clear and simple. She replied to four out of 5 questions that she created to research about her topic; she omitted the question to state when COVID-19 started. She provided her perspective when it comes to support and against COVID-19 which is a proof of critical thinking. She is able to think two sides about a topic, however she didn't take a stand by picking one side. She identified problems by stating how people get COVID-19. Also, she didn't stray off from her topic which is a good sign of giving her Ted talk. She is one of the students who memorized her information and delivered her presentation. She scored a 90 out of 100 in the rubric.

Table L: English Transcription of the ASL of Student #3 Janet’s Ted talk on Hurricane Katrina in ASL

“My name is Janet. The point of my talk is about Hurricane Katrina. Who? The people involved in this incident were from New Orleans. Where did the incident occur? Alabama, Louisiana and Mississippi. Why did it happen? There was a huge wall to prevent water overflow to the city, where there were houses. Somehow, hurricane brought more rain than expected so there was a huge flood that went over the houses and destroyed them. What happened at that point? The wall between the houses and ocean wasn’t strong enough to hold the water. When did Hurricane Katrina hit? It happened on 23-29, 2005. I am against the tragic incident in New Orleans because many lives were taken. Many families were impacted by a huge toll of death. It is sad to see people lose their homes and the beautiful place in New Orleans is ruined.”

Table M: ASL GLOSS transcription of Student #3 Janet’s Ted talk on Hurricane Katrina in ASL

WELCOME NAME JANET WHAT MY POINT- HURRICANE KATRINA WHAT NEXT WHO THAT AREA FROM NEW ORLEANS AREA AND NEXT WHERE? ALABAMA AND (SPELL THE WORD) LOUMIAN AND (SPELL THE WORD) MISSIONO THAT THERE. WHAT HAPPENED WHY? KNOW METAL FLOOD WALL METAL WATER FILL UP THAT OVER OTHER SIDE HOME MANY WHAT HAPPEN BREAK SOMETHING HURRICANE DON’T KNOW WHAT HAPPEN WATER FILL UP PASS THE WALL DESTROY WOW. WHY WHAT HAPPEN? REALLY IT HURRICANE HIT WOW DESTROY THERE BECAUSE WALL DON’T PROTECT WEAK AND NEXT WHEN? I THINK 23 TO 29 I FEEL LIKE AROUND 9 DAYS 8 DAYS OR NOT SURE SOMEWHERE THERE THAT 29 2005 HIT HURRICANE AREA. I AGAINST WHY BECAUSE IT WOW BAD HURRICANE SELF YES BECAUSE HIT DESTROY PEOPLE DIE FEEL SAD THEIR FAMILY THEY CARE HOME AREA CITY BEAUTIFUL FROM NEW ORLEANS WOW THAT.

In Janet’s video, she stated 4 out of the 5 questions omitting the what question. She didn’t mention what Hurricane Katrina was. The main point of sharing her presentation on Hurricane Katrina is what happens in the situation of Hurricane Katrina clearly. Her ideas about water, flood and destruction are there but are weakly related. She isn’t describing how the hurricane increases in power with wind, rain and thunderstorms causing more damage. She still

nevertheless stayed on topic from the beginning to the end of her presentation. She shared her opinion regarding the tragic incident which is the evidence of evaluation of the situation and therefore is part of critical thinking. When she shared her point of view, she identified the problem and provided the reason why she is against the tragic incident by providing the aftermath yet no statement. She didn't mention the solution or position with her thoughts regarding the tragic incident. Also, she is one of the students who memorized and delivered her presentation without support/assistance. She scored an 80 out of 100 in the rubric.

Table N: English Translation Transcription of the ASL presentation of Student #4 Mark's Ted talk on 9/11.

“Hello my name is Mark. I will share about 9/11. Why did 9/11 happen? Awhile ago in Sept 11, 2001, two planes crashed and destroyed the building. How did they attack the buildings? Al-Qaeda was the one who planned the attack because they didn't like the federal and wanted to destroy the World Trade Center, Twin Towers. They also sent another plane to destroy the second building of the twin towers. There were another 2 planes left and they all planned to attack someplace else. The third plane was planning to attack the president's home, but it failed. There were passengers who fought with hijackers and crashed the plane into the land. Everything is destroyed. The fourth plane hit the pentagon, yet it didn't destroy the entire building. One side of the building was destroyed partially. How did hijackers get the plane? The hijackers were Talibans and Muslims who were part of Al Qaeda. They were in disguise that anyone overlook them easily. They plan it along and attack surprisingly. They stole 4 planes and attacked different places. That is how it went. Next, what does 9/11 mean? 9 means ninth month-September. 11 means the date of the month and in the year-2001. One more thing I will add is that I hate it because it hurts my heart. Wow, I mean it is shocking. I will add one more thing, I am in favor of Federal brings the security into intense level where it stresses fingerprint, security cameras, many others ways to identify and check strangers' background to ensure the safety within government.



Table O: ASL GLOSS transcription of Mark's Ted talk on 9/11 in ASL

9/11. 9/11 WHY? THAT WHY HAPPENED? BEFORE 2001 11 SEPT 11. PLANE HIT DESTROY PLANE HIT. WONDER HOW? HIT - HIT HOW? THEY FROM EAST AL QAEDA. PLANE HIT THERE BECAUSE HATE FEDERAL BUILDING. THEY GOAL HIT THERE WTC TOWERS TWIN. SECOND PLANE HIT-HIT MORE LEFT 2 OR 3. HAVE PLANE WANT HIT WHITE PRESIDENT'S HOUSE THERE PLACE THERE. PLANE FAIL WHY? SELF WHO? PEOPLE SUPPORT KILL OTHER, PLANE FIGHT FINALLY HIJACK PLANE CRASH- DOWN SELF DIE. PLANE HIT AREA CRASH DESTROY THERE. FOURTH-WHITE BUILDING SHAPE PENTAGON THERE PLANE HIT MISS NOT-ALL BUT TWO AREAS THERE DESTROY, FALL APART. NEXT WHAT HAPPENED WTC HOW GET PLANES? STRANGE SOMETHING SECRET BECAUSE MUSLIM SELF FROM MUSLIM AL QAEDA LEADER. THE LEADER HAVE FOLLOWERS UNDER LEADER SECRET PEOPLE OVERLOOK. GO AHEAD I THINK 2 PEOPLE TEAM, 2 PEOPLE TEAM, 2 PEOPLE TEAM MAKE SURE EVERYTHING SET PLAN GO AHEAD TAKE OVER TO TAKE OVER OVERLOOK TAKE OVER PLANE DRIVING HIT-HIT BUILDING DESTROY THAT. NEXT IS WHAT MEAN 9/11? FIRST DATE THAT CALL 9 SEPT 11 THAT REALLY THAT 2001. NEXT I ADD ONE MORE THING I REALLY HATE BECAUSE TOUCH MY HEART WOW PAIN HATE WHY BECAUSE QUESTION I ASK YOU QUESTION WHY I SUPPORT ADD BE SAFE WHY FEDERAL POLITIC BE SAFE PROTECT MAKE SURE FINGERPRINT HAVE DIFFERENT CHECK PERSON WHO STRANGE SOMETHING THEM COUNTRY ANOTHER WEIRD HAVE KILL NOTHING SURE NOTHING PROTECT SAFE ADD POLITIC AND UMMM FOR GOVERNMENT SAFE EVERYTHING OK-OK ADD-ADD DIFFERENT ADD-ADD HAVE CAMERA SET MAKE SURE EVERYTHING SET OK-OK ADD HAVE TECHNOLOGY FUTURE. OK THANK YOU WATCHING ME.

In his video, Mark stated all wh questions from his research except the “what” question where he did not explain the incident itself in his presentation. His presentation was for the most part whole and cohesive. He is the only student who used the whiteboard to look at his information during his presentation. He elaborated with details when it comes to the incident on that day more than other questions. Overall, he delivered the information without going off topic. He didn't mention perspectives when he discussed the 9/11 attack and nation security. However, he shared his point of view about increasing security for the nation which is an indicator of being able to view in different eyes on the federal level. He scored a 85 out of 100 in the rubric.

All of the students' work was assessed using the Ted Talk rubric. Their presentation was scored based on content, argument/taking a position, presentation, and overall comments.

Table P: Ted Talk Final performance scores of students

Criteria	Name of Student: Frankie  Scores: 97	Name of Student: Lola  Scores: 90	Name of Student: Janet  Scores: 80	Name of Student: Mark  Scores: 85
Content	50/50	40/50	40/50	40/50
Argument and taking a position	Student did incorporate three RH questions and answered all 5 WH questions making the presentation cohesive.	She answered 4 out of 5 questions, yet she didn't mention RH questions. She provided her perspective when it comes to support and against COVID-19 which is a proof of critical thinking.	She also answered 4 out of 5 questions. She didn't incorporate Rh questions in her Ted Talk. Her argument is mainly about the incident, her position is weak.	He answered 4 out of 5 questions. He didn't mention Rh questions in his Ted talk. He shared his perspective on a federal level which is a positive indicator.
Presentation	50/50	50/50	40/50	45/50
Overall comments:	The use of questions was helpful to the student in staying on topic. He did it independently without any assistance. This accomplishment is worth being noticed.	The use of questions was helpful to the student in staying on topic. She used her notes as aid to deliver her presentation cohesive.	She memorized her presentation, however it affected her speech delivery due to missing details. She couldn't remember the accurate date and omitted one question.	The use of questions was helpful to the student in staying on topic. He used the whiteboard with notes as aid to deliver his presentation.

The three curriculum goals are for students to develop discourse skills in ASL by watching World news videos in ASL and extract relevant information/evidence and summarize with pertaining details, identify problems, discuss solutions, state their opinions, and take a stand with supportive evidence and create a Ted Talk in ASL about a topic with relevant information; after observing their assignments and evaluated their presentation based on the rubric that I created. I am proud to state all four students met all of the three curriculum goals. If I were to redo it, I would have given all of the students a pre assessment to ask them what they knew about

the topic prior to researching the topic. I went ahead and didn't record their prior statements and this approach would have been helpful in determining if the students have made a difference in their conversations about a topic. From my personal experience, I did see a change but the evidence would have been strengthened had I videotaped them prior to doing the post assessment. The post assessments did provide a lot of information with whether they stayed on topic and used rh/wh questions. I could tell their confidence increased as they learned to expand their comments. If I could redo this project, I would take the time to let them tell me what they knew about the topic first then after the instructional lessons to see how much they've incorporated what they learned. I also would stretch lessons into 3 days to allow students to practice different skills with a new picture or a new topic and see if they apply what they learned. I believe that if they have time to edit and redo their questions or more practice time and other factors that may benefit them to present their information accordingly.

Based on their hand outs, their presentations in both ASL and English, their presentations were their final work after learning from my curriculum within 10 weeks. It is the evidence that they were able to deliver their Ted Talk regardless of their educational background. They all met three curriculum goals, however there are areas for improvement for each student. Mark could have improved on stating main details by replying all 5 questions in rhetorical statements. As well for the length of his presentation because it was 3 minutes long. He could have practiced more to simplify his presentation which would help with cohesion. Janet's presentation had 4 questions out of 5 questions; she could have practiced more to state all information. She didn't mention Rh questions which is an indicator of her comprehension of justifying her argument as well to state her opinion. Lola also didn't mention rhetorical questions and mentioned 4 out of 5 questions. She used her notes, yet she didn't mention the "when" question. If she could redo her

video, her argument will be stronger. Last, Frankie is the only student who used Rh questions in his Ted talk. If he provides 5 Rh questions in his presentation, his Ted talk will be perfect. Overall, they all stayed on the topic. This is the evidence that 5 questions helped them to stay in the place to share details.

Overall, this curriculum aimed at helping deaf students enhance their talk about a topic and reinforcing the need to answer the wh questions and embedding the RH questions in conversations was a good start. More practice and application of this model on a regular basis is needed to strengthen their discourse skills but overall, this curriculum allows students to be reminded of what's critical when providing the gist of a topic.

#### X. Conclusion:

After two years of studying pedagogical theories, having had extensive training in both mainstream and deaf schools from K-12 with different teaching methodologies, I truly believe in the importance of giving deaf students a powerful voice to get them to engage in critical thinking and to help them build their discourse skills. From my personal experience as a deaf individual who went to mainstreamed school from K-12, I did not get enough support in that area and therefore I wish to see younger Deaf and hard of hearing students. As stated, my personal experience was the initial reason why I created this particular curriculum to provide basic tools for DHH students to express themselves in their own unique way, which is why I went ahead with this curriculum to empower them. I was blessed to work with two cooperating teachers at the deaf school to observe and assess their teaching approaches to deliver their lessons for their students. In total, there were 28 students that I have been working with from Period 1 to Period 6 every day. I chose period 5th to test my curriculum and hoped to see the desired results which is the ability to express with detailed information cohesively.

When I started implementing this curriculum from scratch, the challenges I would face with the students were at first unknown until I spent time with them. I learned a lot about the need to find bilingual tools to support DHH students and not having any made it difficult to create lesson plans. Creating successful lesson plans without knowing the students' language and educational backgrounds was a challenge. I was not always sure about how long it would take to teach them a concept as well as learn the content standard. With time pressures, I didn't know if I would be able to execute both language and content goals within such a short time. I realized from students' experiences, they needed a lot more repetition to the various skills I taught them and this would have been added on a regular basis in both ASL and English to help them become masterful in critical thinking skills. Also, another challenge was to create lesson plans that would be successful for students to practice the skills prior to the presentation. If I had a year to complete this, I would build on these essential skills such as questioning, summarizing, and evaluating events on a weekly basis to help them feel equipped to complete their own ted talk. Within limited resources from my research, I realized that I needed a lot more practice in both ASL and in English to make sure the students were using their translanguaging skills consistently to meet the desired outcome.

Also, one of the outcomes I noticed was the variability of the topic knowledge. I had given the students a topic on taxes for the pre assessment and had the ted talk as the post assessment and I realized that it wasn't a fair evaluation of their progress because both topics are different. Establishing a pre and post assessment on the same topic is what would have been a good evaluation of progress so if I were to redo it again, I would have asked them to share about a topic of their interest and then have them be trained using the wh and rh questions, embed

different perspectives and initiate an opinion then test them again, we would have seen a richer discourse on the same topic.

The fact that familiarity and knowledge about the topic can vary amongst students, we have to be careful how to assess their progress. When students were familiar with the topic, they were able to express themselves better. With a topic that is not so familiar, students find themselves struggling to explain the topic. This simply reminds us that we must help students build their confidence with expressing themselves with familiar topics first then transfer those skills with harder topics. The more familiar a student is about a topic the easier it is for them to express themselves and provide a comprehensive and cohesive message. Also, students may not have the vocabulary to express themselves and therefore it is our responsibility as teachers to provide that vocabulary in both English and ASL. The more the students learn about the topic and learn the vocabulary the more able they can explain and give an opinion about it. However, one good thing that came out of this curriculum was the fact that this curriculum helped the students go back to the basics of getting all the information they needed to complete a message. So this Wh questions and Rh questions approach is an important bilingual strategy for our DHH students. They learn to be mindful of what a message contains so that the person “seeing” it would understand what they are talking about.

Although there were challenges in completing this curriculum within 10 weeks such as internet and flip app failure issues, interruptions of sport events, school events and pull-out sessions, I felt as though the process did not quite go the way I anticipated. For various reasons which impacts my expectations to see the desired outcome. For those who are interested in using this curriculum, make sure that technology issues shouldn't interfere with producing expressive pieces. Finding ways to record students' work is essential to track their progress. Initially, I

intended to use the Flip app to gather their videos and to see their progress from week 1 to week 10, however there were issues so I couldn't have them record themselves for 10 weeks. So, I modified my original plan from using flip app and switched to typed assignment and written assignment and submitted to PowerSchool. Keep in mind that I was placed at the last 10 weeks of the school year which I didn't have full control over my 5th period class to experiment throughout my curriculum. If I could redo this, I would have initiated this in January and have them do weekly video logs of their presentations for 5 months to compare their results then they will wrap up their final presentation for their final grade. Also, I would have them to present at parent-student night or during school day for students to watch them. Additionally, this curriculum is not limited to high school students but for middle school students so they can boost their self-confidence and expand their discourse skills to be high school ready. Ted Talk empowers students to explore different aspects of topics such as current events, historical events, scientific discoveries, and personal experiences for them to increase knowledge and express comfortably with confidence. As that said, educators may use them in any content area to start mini research activities, persuasion or expository presentations, or essay projects. Ted talk can be utilized for many things; 5WH questions is the starting point for students to initiate their research and gather information to be fostered and become internalized. Again, I am aware there are rooms for improvements within my curriculum. Despite the challenges, I am proud to see the outcome from their presentations that are implemented by my curriculum.

## References

1. Collins, A. M. (2010). *Teaching deaf students to understand perspective across content areas*. Unpublished Master's Thesis, University of California, San Diego.
2. Crowe, K., & Guiberson, M. (2021). Professionals' perspectives on supporting deaf multilingual learners and their families. *The Journal of Deaf Studies and Deaf Education*, 26(1), 70-84.
3. Boucher, M.J. (2010). *Maps: Developing critical thinking skills for deaf students in a social studied curriculum*. University of California, San Diego.
4. Gárate, M. (2012). ASL/English bilingual education: Models, methodologies and strategies. *Visual. Language. Visual. Learning. Research. Brief*, 2(8), 1-8.
5. García, O. (2011). *Bilingual education in the 21st century: A global perspective*. John Wiley & Sons.
6. Humphries, T. (2013). Schooling in American Sign Language: A paradigm shift from a deficit model to a bilingual model in deaf education. *Berkeley Review of Education*, 4(1).
7. Lange, C. M., Lane-Outlaw, S., Lange, W. E., & Sherwood, D. L. (2013). American Sign Language/English bilingual model: A longitudinal study of academic growth. *Journal of deaf studies and deaf education*, 18(4), 532-544.
8. Lantold, J. P. (ed.). (2000). *Sociocultural theory and second language learning* (Vol. 78, No. 4). Oxford University Press.
9. National Association of the Deaf. (2023, June 1). *Position Statement On Early Cognitive and Language Development and Education of Deaf and Hard of Hearing Children*. <https://www.nad.org/about-us/position-statements/position-statement-on-early-cognitive-and-language-development-and-education-of-deaf-and-hard-of-hearing-children/#:~:text=Research%20has%20shown%20that%20thousands,social%20Demotional%20and%20cognitive%20delays>.



10. Meek, D. R. (2020). Dinner table syndrome: A phenomenological study of deaf individuals' experiences with inaccessible communication. *The Qualitative Report*, 25(6), 1676A-1694.
  
11. Sheneman, N. (2004). *Finding linguistic equivalencies between ASL and English: Unlocking reading comprehension*. University of California, San Diego.
  
12. Smith, D. H., & Ramsey, C. L. (2004). Classroom discourse practices of a deaf teacher using American Sign Language. *Sign language studies*, 5(1), 39-62.
  
13. Valli, C., Lucas, C., Mulrooney, K. J., & Villanueva, M. (2011). *Linguistics of American Sign Language, 5th Ed.: An Introduction* (Fifth Edition, Completely Revised and Updated). Gallaudet University Press.
  
14. (2022, November 4). *TED Talk Rubric Total Score*. Scribd.com. Retrieved February 16, 2024, from <https://www.scribd.com/document/511733605/ted-talk-rubric-2#>

## Appendix A: The Curriculum Lesson plans (1-10)

### Lesson Plan #1

#### Unit 1: Becoming a good reporter: Gathering facts

<p><b>Student:</b> Ruth Rosas <b>Lesson Title:</b> Gathering facts through questioning <b>Course:</b> 240B <b>Date Submitted:</b> <b>Date for Implementation:</b> April 2023</p>	<p><b>Cooperating Teacher:</b> <b>Lesson Area:</b> Literacy <b>School Site:</b> CSDR <b>Grade Levels:</b> 9-11th <b>Description of Group:</b> Whole</p>
<p><b>ELA Standard: CCS.ELA-Literacy. RL.2.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CCSS.ELA-Literacy.W.1.5:</b> 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.</p> <p><b>ASL Standards: Informational Text:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in signs to develop a coherent understanding of a topic or issue.</p>	
<p><b>Content Objective:</b> Students will learn how to analyze the picture by stating information based on their own understanding, gathering facts by answering questions and searching for answers by viewing ASL texts and writing a summary in English regarding the picture.</p> <p><b>Language Objective:</b> Given a picture they have never seen before, students will come up with 5WH questions in ASL or in English and they will watch a recorded ASL text and answer the questions they raised in written English.</p>	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>● What do you see in this picture?</li><li>● What do you think is happening in this picture?</li><li>● Why is the picture relevant?</li></ul>	
<p><b>Summative Assessment:</b> The students will write a summary that is embedded 5WH questions into a paragraph about a picture in their journal.</p>	

**Materials/preparation:** whiteboard, pencils, markers, notebook, picture, projector, internet

**The Lesson:** Why do you take pictures? What is the purpose of taking pictures when you go to a fun place with your friends? Initiating a discussion with class for them to tap their knowledge regarding taking pictures. The goal is to draw their attention within the historical images for them to analyze the surroundings within. The goal is for the students to recognize that some information is obvious in the picture and some information is not so obvious which is why having 5WH questions as a guide to make sure information is complete is worth exploring. Students will be shown different examples of pictures on the whiteboard for them to share the obvious and to explicitly state the implicit, which is seeing unknown relevant information to be discovered. The students will research and gather facts to complete 5WH questions in ASL and written English.

**Procedure:**

1. Why do we take pictures? How do you feel when you see your own pictures? Do you share with your loved ones? What does a picture capture? When you look at your pictures now versus looking at your grandparents' pictures, what do you notice that's different? (The questions are designed to tap their prior knowledge that pictures help us remember special events, pictures also describe a time in someone's life. This initiation is to stimulate their critical thinking and give them the opportunity to discuss their opinions in class.)
2. Pictures can tell us so much and yet can hide so much as well. Sometimes we can capture certain things and sometimes, we have no idea what's behind a picture.
3. How can we know the full extent of what a picture means? We ask questions. What questions have your friends asked when they see your pictures? Have the students bring up the 5WH questions: Who, What, Where, When, Why to the class.
4. Suppose I put up this picture: A picture of Tuskegee Airmen standing up in line with a P51-plane behind them. Can you picture the event? Allow students to scan the picture in order to help them start their thinking process by analyzing details within.
5. My first question would be: (I will write a question as a model for them to see): Who are these men? Do you guys know? I don't so I want to find out.
6. Any other questions do you have about the picture? The students will be encouraged to create a question regarding Tuskegee airmen pictures.
7. I write down their questions for them to see their questions on the whiteboard.
8. I did some research myself asking all of these questions because of course I can't know the history just by looking at a picture. I have to rely on other people's stories or commentaries about the event. I searched online (or whatever source you used to find your answers). This is what I found- I recorded a version of me sharing the information in ASL for them to watch.

9. What additional information did you learn from my discovery? The students will state what they learned from my lecture to answer the question.
10. If they find the correct information then I will write down their answers on the whiteboard right next to questions. For instance: Who are these men? The men are African American men who flew P-51 planes.
11. The students are given a fill in the blank form and they are to answer each question. Each question is provided by the signed version and students are expected to know the answers.
12. The students will write a paragraph of summary based on what they learned about the picture.

**Summary:** Teacher will state the following: We discussed the purpose of taking pictures during our lifetime. We cherish memories because they mean something to us. Sometimes, a picture can have a 1000 words but we need to explore the setting, where and why the picture was taken, what were the circumstances at that time? History is all about sharing historical moments with others. You would not have known that these men were the first African American men to fight the war to protect this country. It is through researching me reading online and you watching me in ASL that you have additional information to picture the event. We can learn from both English text and ASL text by asking all 5 questions to gather details. You learned how to guess from looking at the picture, inquire through questions and find answers to your questions using resources available to you. This activity provides essential skills for you to apply in real life situations. It will benefit you to question, research and find answers. The students will write a summary with details they learned about Tuskegee Airmen. And for Ted Talk project for students: you will be researching your topic and ask some questions, you may also find some good pictures on your topic but you may not know the details of these pictures so if you want to become a good reporter, asking questions about them will strengthen your message and you will have a more reliable picture in your mind and you will convey that to your audience.

**Modifications for Students with Special Learning Needs:**

- Who are these men?
  - They are Tuskegee Airmen who flew P-51 planes.
- Why are they important?
  - They are the first African-Americans pilots who could fight in the war with these planes.
- What were they doing with planes?
  - They went to war and fought against enemies with their planes.
- Where did they fight?
  - They fought against their enemies in Italy and North Africa.
- When was the war?

- The war occurred in World War II.
- Sentence starters:
  - (WHO/They) are Tuskegee Airmen who flew P-51 planes.
  - (WHO) fought at (WHERE/Italy and North Africa).
  - (WHO) went to fight against enemies with (WHAT).
  - (WHO) are very important because they are (WHY).
  - (WHO) fought in (WHEN).

## Lesson Plan #2

### Unit 1: Becoming a good reporter: gathering facts

**Student:** Ruth Rosas

**Cooperating Teacher:**

**Lesson Title:** Finding evidence to WH question using RH questions

**Lesson Area:** Literacy

**Course:** 240B

**School Site:** CSDR

**Date Submitted:**

**Grade Levels:** 9-11th

**Date for Implementation:** April 2023

**Description of Group:** Whole

**ELA Standard: CCS.ELA-Literacy.RL.2.1:**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**CCSS.ELA-Literacy.W.6.1:**

Write arguments to support claims with clear reasons and relevant evidence.

**ASL Standards: Informational text:**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in signs to develop a coherent understanding of a topic or issue.

**Content Objective:** Students will use RH questions in ASL to summarize their findings in a coherent and cohesive manner.

**Language Objective:** Given the questions and answers in English, students will practice RH in ASL which embeds both question and answers as a way to summarize what they know.

**Formative Assessment:**

- What is the purpose of gathering evidence?
- Why do we need them?

**Summative Assessment:** The students will write a summary that is embedded with 5WH questions and RH questions to justify their evidence into a paragraph about a picture in their journal.

**Materials/preparation:** picture, markers, pencils, notebook, whiteboard, projector, internet

**The Lesson:** Reporters are always in the business of providing questions and answers prior to summarizing information and sharing with the audience. The students will learn how to embed their findings into ASL using Rh questions which demonstrates knowledge about the questions and the answer. How lawyers win the cases at the court? What do they do to win the case? Initiating a discussion with class for them to tap their knowledge regarding gathering data to justify their reasonings. RH questions will be shared on the whiteboard for class to see the evidence with reasonings in sentences. The students will create sentences with reasonings to explain their findings.

**Procedure:**

1. Why do we need lawyers? What are their duties? Do you want to win the case if someone sues you or you sue someone? (the questions are intended to tap their prior knowledge and allow them to discuss with their classmates about the purpose of protecting themselves with evidence.)
2. Reporters are often in the business of finding evidence to answer questions the audience would have. They must do the research and bring different perspectives into the situation. If we watch a reporter carefully, you will find that the reporter will expand on knowledge and provide a complete picture including the possible questions the audience will have.
3. In ASL we have a way to expand knowledge. We use RH questions as inserts in our regular talk. For example:
  - a. WHO- PERSON RESPONSIBLE WHO? SAN DIEGO DETECTIVE
  - b. WHAT-GAME CALLED “WHAT” KICKBALL
  - c. HOW-”WE ARE GOING TO DO IT. HOW? BY WORKING TOGETHER.”
4. Should watch one reporter ([Ruth’s video as a reporter/will add the link later](#)) and identify the RH questions. Make a list.
5. Then apply that knowledge to the Tuskegee picture from the previous lesson.

6. The RH questions will be shown on the whiteboard; I will sign each question within a sentence:

Normal questions with answers:

- a. Who are Tuskegee Airmen? They are first time African American pilots.
- b. What did they do? They were selected to fly and drop bombs in cities during WWII.
- c. Where did they go? They flew to Germany.

7. In ASL discourse, we can use both the question and answer together. Here is the RH question model TUSKEGEE AIRMEN WHO? GROUP FIRST TIME AFRICAN AMERICAN PILOTS WORLD WARD FLEW WHERE GERMANY DID WHAT? BOMBED MANY CITIES (double check the facts).

8. Have them trying using WHY-Written English Question displayed on the PPT slide: Why were the Tuskegee Airmen important people? They were the first African Americans to fight the enemy in WWII.

9. Tuskegee Airmen are important people WHY they went to the war to fight the enemies during WWII.

10. I will emphasize the yellow highlighted part functions as a topic; the orange highlighted functions as to prove; the blue highlighted functions as evidence.

11. Then I will have them create a RH question into a sentence.

12. Given the picture they have selected for their Ted Talk, the students will look at their 5WH questions and answers from the previous lesson and will translate into ASL from their 5WH questions and their answers into RH statements.

13. The students will share their work with their peers in ASL. (The goal for students to compare their work and help each other. Students are expected to help each other by correcting their questions.)

14. They are expected to recreate 5 questions into RH statements. When they are done; they will be asked to share one sentence with the class.

15. Possible RH statement by students:

- a. Where did they fight and why?
  - i. Tuskegee Airmen fought the enemies WHERE in Italy and North Africa WHY the enemies were stationed there.

Summary:

Teacher explains that for the TED talk, students will need to have all questions answered and provided as a summary in ASL using RH questions. This will show the audience that you as a reporter did not come up randomly with ideas but that you investigated the facts and are presenting them in a coherent and cohesive manner.

16. Homework-they are to summarize all WH questions and answers into one ASL text about the picture they selected.

Teacher will restate the hook questions to connect the lecture-you know how to prove your statement by justifying your reasonings with evidence. We need to remind ourselves to have facts before making statements to prove your reasonings. So we can show ourselves that we are aware of our personal thoughts and opinions about anything within discussion with friends, family or strangers. It is very important to gather data first before making a statement or you will lose your argument. The students will write a summary with RH statements they rewrote from a 5WH question about Tuskegee Airmen and their own picture.

### Modifications for Students with Special Learning Needs:

- Sentence starters:
  - Why are they important?
    - Tuskegee Airmen (They) are the first African-American to become flight fighters **WHY** (Civil Right gave them the opportunity to be involved the war in this field.)
  - What were they doing with their planes?
    - The men used their planes **WHAT** (to destory the enemies with bombs.)
  - When was the war?
    - The war happened during World War II **WHEN** (many countries wanted power).
  - Where did they fight?
    - The men fought at Italy and North America **WHERE** (the enemies were from there).
  - Who are these men?  
They are Tuskegee Airmen **WHO** (they went to military flight academy to become the first African American flight fighters.)



**EDS Lesson Plan #3**  
**Unit 1: Becoming a good reporter: gathering facts**

<b>Student:</b> Ruth Rosas <b>Lesson Title:</b> Gathering facts and summarizing perspectives in writing <b>Course:</b> 240B <b>Date Submitted:</b> <b>Date for Implementation:</b> April 2023	<b>Cooperating Teacher:</b> <b>Lesson Area:</b> Literacy <b>School Site:</b> CSDR <b>Grade Levels:</b> 9-11th <b>Description of Group:</b> Whole
<b>ELA Standard: CCS.ELA-Literacy.RL.2.1:</b> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	
<b>CCSS.ELA-Literacy.W.2.1:</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
<b>ASL Standards: Discourse and Presentation Standards (Grade 6):</b> Engage effectively in a range of collaborative discussions (e.g., one on one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on other’s ideas and expressing their own clearly.	
<b>Content Objective:</b> Students will share the different perspectives on a historical event summarizing the “facts” of the different stories available at the time to analyze the data by creating 5WH questions and gathering facts to justify their reasoning with RH questions.	
<b>Language Objective:</b> Given 5WH template and RH template, students will discuss and create questions and statements with their peers.	
<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>● What kind of questions do you use to analyze the picture?</li><li>● What kind of statements do you use to justify the reasoning?</li></ul>	
<b>Summative Assessment:</b> The students will write two perspectives of the same picture summary with their evidence after discussing their point of views with their peers.	
<b>Materials/preparation:</b> historical pictures (Civil Rights, WWII, Current Events), papers, pencils	

**The Lesson:** This summarization exercise using RH questions is important to a reporter. Now we are dealing with different perspectives. Not all the facts are the same so therefore the question is: What is the purpose of having perspective(s) when researching a topic? Is it good? Is it bad? (The students will have the opportunity to discuss perspectives with their classmates.) It is not necessarily good or bad but each person brings a different outlook to the historical event. A black person seeing this picture would have a different outlook than a white person. Their thoughts will be shared with the class. I will start a mini lecture: we will learn about different perspectives about a topic. Each of us has different ideas, thoughts, and opinions that are tied to our point of view. I will pull out abnormal pictures for class to see and share their point of views with class. They will see different points of views and learn the reason why they view things differently. I will mention that life is very interesting. We cannot have the same point of view or our life will be boring. For instance, we all like red. No other colors. Bored. Same with point of views. We need different perspectives to understand things in our lives. The students will choose a historical picture and discuss their point of views to see what is similar and what is different between their point of views in ASL.

**Procedure:**

1. Hook question: What is the purpose of having perspectives? Why do we need it? Does it benefit us?
2. Students will share their thoughts about the purpose of having perspectives for 5 minutes. Then I will give a mini lecture regarding the purpose of having perspectives in our lives.
3. I will pull out abnormal pictures of artwork from the 1800s and ask students to state what they see. I will write down their point of views on the whiteboard for them to see different perspectives.
4. I will pull out 5 different historical pictures from WWII, Civil Right or Current Events for them to choose from. The students will be in groups of 2.
5. One of them will pick a picture for them to work together.
6. They will discuss what they see in the picture. In their discussion, they will see a different perspective from their partner.
7. I will emphasize that they need to develop 5 different questions about the picture. They will work together to create 5WH questions.
8. When they are done with creating questions then I will pass out a paper with information in text that states about their picture. They will read and find details together to answer their questions.
9. The students will be reminded to create RH statements when they are done with gathering data.
10. Each group will need to write a summary that states about the picture based on their WH questions.

11. They will share the point of views from their discussion about the picture.
12. They will explain what they learned from the picture by sharing their summary to the class.
13. Each group will have turns to share perspectives and summary.

**Summary:** I will state the following: now you have learned different perspectives about the picture that you chose. You also learned more about your partner while you discussed, created questions and wrote a summary. Does it change your point of view about the picture after discussion? If yes, please explain. If not, why not? That is the whole point of analyzing something and gathering data to find the unknown information then set your point of view. Again, there is nothing wrong with having different perspectives. We all are different. We have our own names. We all have our own identities. We all are humans. It is very important to see different perspectives because it will help you to see things that you haven't seen or know.

#### **Modifications for Students with Special Learning Needs:**

- 5WH questions:
  - Who are they?
  - What are these objects?
  - When did it happen?
  - Why is it so important?
  - Where did it occur?

---

- RH statements:
  - They are \_\_\_\_\_ WHY \_\_\_\_\_.
  - These objects are \_\_\_\_\_ WHY \_\_\_\_\_.
  - It occurred in \_\_\_\_\_ WHY \_\_\_\_\_.
  - \_\_\_\_\_ is important WHY \_\_\_\_\_.
  - The event took at \_\_\_\_\_ WHY \_\_\_\_\_.

## Lesson Plan #4

### Unit 2: Becoming a good reporter: identifying and explaining perspectives

<b>Student:</b> Ruth Rosas <b>Lesson Title:</b> What is social media? <b>Course:</b> EDS 240B <b>Date Submitted:</b> <b>Date for Implementation:</b> April 2023	<b>Cooperating Teacher:</b> <b>Lesson Area:</b> Literacy <b>School Site:</b> CSDR <b>Grade Levels:</b> 9-11th <b>Description of Group:</b> Whole
<b>ASL standard: Discourse and Presentation Standards:</b> Grade 6: Engage effectively in a range of collaborative discussions (e.g., one on one, in groups, teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on other's ideas and expressing their own clearly.  <b>CCSS.ELA-Literacy.W.2.1:</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	
<b>Content Objective:</b> Students will understand the role of social media in drawing the audience to a message using their critical thinking to express their opinions, find evidence to support their opinions by using KWL strategy within discussion with their peers in order to strengthen their argument about a topic.  <b>Language Objective:</b> Students will provide statements of evidence in ASL using.	
<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• How do we attract our audience? What makes a message attractive?</li><li>• What do you know about the role of Social media in attracting the audience?</li><li>• How do you know about this topic?</li></ul>	
<b>Summative Assessment:</b> The students will describe the role of social media in drawing the audience to a message.	
<b>Materials/preparation:</b> whiteboard, markers, notebook, pencils	

**The Lesson:** What happens if social media apps don't exist; how do you feel about not having social media apps? (these questions will be asked in class before we initiate discussion. The goal is to draw students into addressing a topic and a problem to get them to research and defend the position they advocate. By using the example of social media apps: instagram, tiktok, snapchat, facebook, twitter and snapchat, students will brainstorm their ideas of what they know about the benefits and challenges of social media, research evidence and provide a stand for what they believe to be true and how they can convince clothes to take their position. The KWL chart will be on the whiteboard and give them the opportunity to discuss these apps. The students will express their personal opinions individually regarding these apps in ASL with their peers.

**Procedure:**

1. Hook question: what is social media? How can we convince the president to keep social media or continue to be shut down? (Doing it together analyzing a topic and coming up with solutions to the problem or giving a statement based on evidence)
2. I will set up the KWL chart on the whiteboard and explain the purpose of each column.
3. Brainstorm everything they **know** about social media (K) together in class.
4. The questions will be asked:
  - a. what do you know about these apps?
  - b. What is their purpose?
  - c. Why is it attractive?
5. Students will take turns to state their opinions about each app in ASL while the teacher write down their opinions under K chart for them to see their thoughts in written English.
6. When K chart is filled with opinions, I will explain the W chart to the class.
7. What do you **want to know** or learn about the apps?
8. Students will be grouped in teams of two or three students to research the different apps the class shared (snapchat, facebook, instagram, tik-tok, twitter, etc.) and they are to complete the evidence sheet, analyze the pros and cons of that app. Analyze and find how many people are using the apps. The students will share their thoughts about wanting or learning about these apps.
9. The students will share their evidence sheet. Their thoughts will be placed under the W chart.
10. After W chart is filled with evidence such as number of users, the benefits and challenges of the apps; I will explain the L chart to the class.
11. The question will be asked: What did you learn about the apps?

What are the common themes across the different apps?

Benefits of all apps and challenges of all apps.

12. The students will share what they learned from discussion about the apps.
13. When the L chart is filled; discuss how the class responds to the life without social media apps.
14. I will have the students pull out their notebook. Students will write down a couple sentences about the benefits of using social media apps with evidence as provided by the different groups for each app by using the information from each chart.
15. Sentence starters will be provided for them to start their writing.
16. The question will be asked: Which app do you know more than others? How did you find out about the app? What do you want to learn more about the app? What did you learn after using the app?

**Summary:** Teacher will state the following: What we did today is that we were faced with a problem- the president asked us to shut down social media and your responses show that you are (in favor or not in favor). You provided your opinion on the matter and you researched more information to justify your position. You collected evidence and now you came up with a statement justifying your argument. This activity will help you to use what you know, learn more about what you want to know and share what you learned with the public. The students will write down a couple sentences about the apps in English in their notebook.

**Modifications for Students with Special Learning Needs:**

- The pros-what are good things we enjoy about the app?
- The cons-what problems occur with the apps?
- Sentence starters
  - \_\_\_\_\_ app is what I use the most because...
  - \_\_\_\_\_ app is the most comfortable because...
  - \_\_\_\_\_ app is the new thing that I want to learn because...
  - \_\_\_\_\_ app is a great tool to use because....
  - \_\_\_\_\_ app is not effective because....
  - \_\_\_\_\_ app has different features that I want....

## Lesson Plan #5

### Unit 2: Becoming a good reporter: identifying and explaining perspectives

<p><b>Student:</b> Ruth Rosas <b>Lesson Title:</b> What is a good reporter? <b>Course:</b> 240B <b>Date Submitted:</b> Feb 2023 <b>Date for Implementation:</b> April 2023</p>	<p><b>Cooperating Teacher:</b> <b>Lesson Area:</b> Literacy <b>School Site:</b> CSDR <b>Grade Levels:</b> 9-11th <b>Description of Group:</b> Whole</p>
<p><b>ASL standards:</b> Discourse and Presentation Standards (grade 6): Interpret information presented in diverse media and formats (e.g., visually, quantitatively) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>ELA Standard: CCS. ELA- Literacy. RL.2.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>CCSS.ELA-Literacy.W.2.1:</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p>	
<p><b>Content Objective:</b> Students will research a topic to identify the key details by answering all 5WH questions (what, who, where, why and what) to gather data and summarizing what they found in both ASL and English.</p> <p><b>Language Objective:</b> Given 5WH questions in written English, students will identify all the key information when investigating a topic through a research performance task in ASL.</p>	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"><li>• Do you know the entire data about this incident or situation?</li></ul>	
<p><b>Summative Assessment:</b> The students will summarize key details that are embedded 5WH questions in their notebook.</p>	
<p><b>Materials/preparation:</b> videoclips, whiteboard, article(s), web browser (google), pencils</p>	

**The Lesson:** A Daily Moth

The video clip of a reporter in ASL will be shared with class for them to identify the key details. 5WH questions will be discussed in class for them to find specific information while watching a video or reading an article. They are expected to write a paragraph that is embedded with 5WH questions.

**Procedure:**

1. A video clip of me (reporter) signing information for the class to watch and express what they notice in the video. (The video clip contains missing information to emphasize that details are relevant).
2. The question will be asked: “What did you learn from the video? What information did you gather? Do you feel all of your questions are answered after watching the video?”
3. The students will develop questions about what they want to know about the information.
4. I will review the 5WH questions to the class for the next assignment when they read the article on the internet or in the textbook.
5. I will ask students to create a question for each WH in ASL.
6. I will write down their question on the board for them to see. I will ask the students if all 5 WH were included. Students ensure that all 5WH questions are on the list.
7. Show the next video and see if all of their questions were answered. The students will watch the video and identify the key details. They will compare and contrast the details they found from the first and the second video and share their findings with the class.
8. They will write a paragraph with key details in the notebook.
9. Explain that good reporting includes answering all 5 WH questions.
10. A summary about what is important in reporting is made by explaining that all 5 WH questions guide the audience to get a full picture and that they will need to do the same thing with their topic for their research project.
11. Then they will be asked to summarize what good reporting means to them after this lesson.

**Summary:** Students will have learned that for good reporting to occur. It is important to include all 5 WH questions when researching a topic and sharing details for their research project.

**Modifications for Students with Special Learning Needs:**

- Sentence starters
  - The situation is about \_\_\_\_\_ and it happened \_\_\_\_\_....
  - (The name of the person) did \_\_\_\_\_ because \_\_\_\_\_.....



## Lesson Plan #6

### Unit 2: Becoming a good reporter: identifying and explaining perspectives

<b>Student:</b> Ruth Rosas <b>Lesson Title:</b> Creating your own position <b>Course:</b> 240B <b>Date Submitted:</b> <b>Date for Implementation:</b> April 2023	<b>Cooperating Teacher:</b> <b>Lesson Area:</b> Literacy <b>School Site:</b> CSDR <b>Grade Levels:</b> 9-11th <b>Description of Group:</b> Whole
<b>ELA Standard: CCS.ELA-Literacy.RL.1.1:</b> Ask and answer questions about key details in a text.	
<b>ASL Standards: Discourse and Presentation Standards (grade 9):</b> Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
<b>Content Objective:</b> Students will develop questions to discuss their perspectives in ASL by using their critical thinking to find the solution by discussing with their peers when they are given various scenarios.	
<b>Language Objective:</b> Given 5WH questions and RH questions flashcards, students will share their point of views and discuss with their peers.	
<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• What is a convincing argument? What is a healthy debate?</li><li>• What is the purpose of having discussions?</li></ul>	
<b>Summative Assessment:</b> The students will give their final answer after discussing with their teammates.	
<b>Materials/preparation:</b> whiteboard, markers, notebook, pencils	

**The Lesson:** What happens when you get caught by a cop for stealing, however, they misunderstood you for someone else? How will you defend yourself? What do you use to defend yourselves? Why do you think cops refuse to believe you? What do they use against you? This is an example of a situation for both sides to meet with different points of views. Students will learn the concept of debate. The speaker shares a position and justifies the position with examples/facts. Then, I will show them a video of the House Oversight Committee to the class to see the concept of debate. The students will have discussion on a couple topics that ties to civil rights, WWII or current events. They will be given the opportunity to see different perspectives regarding these issues.

**Procedure:**

1. The class will be asked: what is debate? What is the purpose of having discussions?
2. Students are encouraged to state their thoughts regarding the purpose of debate.
3. The video of the House Oversight Committee will be shown in the class for them to see how Democrats and Republicans discuss certain things with concrete evidence.  
<https://www.youtube.com/watch?v=DIAh9-nluFs&t=2728s>
4. A topic will be pulled out from week's lesson (civil right/WWII/current event) for the students to think about reasons to discuss against or in favor.
5. The whiteboard will have PRO and CON charts for the students to see their perspectives on the board.
6. Before the discussion begins, a safe space environment will be discussed to the class for them to know that their perspectives will not be criticized or bullied.
7. The students will share their perspectives about a topic to the class.
8. I write down their perspectives on the board before placing them under PRO and CON charts.
9. Then the students will be asked to identify which perspective is against and which perspective is in favor.
10. Then I will place them under PRO and CON.
11. After the discussion, the students will be asked if their perspective changes or stays the same about the topic.
12. They will write down if their perspective changes or stay the same after the debate.

**Summary:** The students will write a few sentences in the notebook if their perspective changes or not in English in their notebook.

- Why are you against this topic?
- Why are you in favor of this topic?
- Does your perspective change? Why? why not?

**Modifications for Students with Special Learning Needs:**

- Sentence starters
  - I am in favor of \_\_\_\_\_ because it benefits me \_\_\_\_\_
  - I am in against of \_\_\_\_\_ because it doesn't benefit me \_\_\_\_\_

**Lesson Plan #7**

**Unit 2: Becoming a good reporter: identifying and explaining perspectives**

**Student:** Ruth Rosas

**Lesson Title:** Be an investigative reporter

**Course:** 240B

**Date Submitted:**

**Date for Implementation:** April 2023

**Cooperating Teacher:**

**Lesson Area:** Literacy

**School Site:** CSDR

**Grade Levels:** 9-11th

**Description of Group:** Whole

**ELA Standard: CCSS.ELA-Literacy.W.4.8**

Recall relevant information from experiences or gather relevant information from print and digital sources' take notes and categorize information, and provide a list of sources.

**CCSS.ELA-Literacy.WHST.9-10.9**

Draw evidence from informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.WHST.11-12.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

**Content Objective:** Students will use their critical thinking to find credible sources during their research for their topic.

**Language Objective:** Students will discuss with their peers to find credible sources on the internet or textbooks in ASL.

**Formative Assessment:**

- How do we know it is credible?
- Where do we check for their credibility?

**Summative Assessment:** The students will share their credible sources with me for their research project.

**Materials/preparation:** internet, textbooks

**The Lesson:** How do we know if the information we learn is evident? How do we know when it is fake? What do you do when you get the information? What is the first thing in your mind when you receive the information for the first time? The students will be given the opportunity to express their thoughts for these questions to draw them into conversation with their peers. The goal is for them to acknowledge that they need to filter the information before they can proceed with the information and share it with their friends, family or stranger. The students will be given time to research different sources and recognize which is credible and which is not credible.

**Procedure:**

1. How do you know the class ends at 10:45 am? Who told you? Why do you believe in the school system? Can you ignore the bell schedule? Why or why not?
2. The students will be given turns to discuss regarding following the rules and not following the rules.
3. More questions will be asked to specify the theme of discussion so students will have conversations regarding finding credible sources
  - a. How do we know if the information is true?
  - b. How do we know it is fake?
  - c. What do you do when you get the information?
  - d. What is the first thing in your mind when you receive the information for the first time?
4. I will pull out different sources on the internet for them to see that there are real and fake sources.
  - a. <https://www.nationalgeographic.com/>
    - i. Historical?
    - ii. Medical?
    - iii. Science?
  - b. Publication company
    - i. .org
    - ii. .gov
    - iii. .com
  - c. People Magazine
    - i. Reliable source to find medical information?
    - ii. Historical information?
    - iii. Science information?

- iv. Civil Right information?
- d. Date of Publication
  - i. 2000
  - ii. 2005
  - iii. 2010
  - iv. 2020

5. I will explain each category that has significant meaning when we gather credible sources for our research. The goal is to stress the importance of finding data with credible sources to strengthen our argument to win the audience.
6. I will pull out random topics such as Riverside Weather, Big Bear House prices, Disneyland tickets, Medical advertisements for practice activity for students to identify the sources.
7. Students will circle or highlight the sources they find and state if it is real or not. If they recognize the not credible sources then they will search for credible sources.
8. Students will be prompted to find credible sources for their given topic.
9. When they are done searching for credible sources; they will share with me and explain how they know which is real and which is not real.

**Summary:** Teacher will state the following: What we did today was good practice for us to see who tells the truth and who is not telling the truth. It is very important for us to be aware when we get the information and for us to analyze it before we spread the news. Now you are responsible for whatever you share with your friends, family or strangers about information that hasn't been shared in public. It will show people if you can be trusted or you cannot be trusted. This activity helps you to become aware about your surroundings. For example, when someone wants to sell you a used phone; what is the first thing you do? You will examine it before you decide whether to buy it or not. Then the students will be prompted to check their sources for their topic for homework.

**Modifications for Students with Special Learning Needs:**

**Lesson Plan #8**  
**Unit 3: Owning the message**

**Student:** Ruth Rosas  
**Lesson Title:** Identifying issues and problems  
**Course:** 240B  
**Date Submitted:**  
**Date for Implementation:** April 2023

**Cooperating Teacher:**  
**Lesson Area:** Literacy  
**School Site:** CSDR  
**Grade Levels:** 9-11th  
**Description of Group:** Whole

**ELA Standard: CCSS.ELA-Literacy.W.8.1:**

Write arguments to support claims with clear reasons and relevant evidence.

**ASL Standards: Discourse and Presentation Standards: Grade 8:**

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

**Content Objective:** Students will explore both sides of a topic and pick a side to argue their position with their peers.

**Language Objective:** Given Pro and Con charts, students will discuss with their peers about their point of view.

**Formative Assessment:**

- What is the advantage of this X topic?
- What is the disadvantage of this X topic?

**Summative Assessment:** The students write a paragraph to justify their argument with evidence.

**Materials/preparation:** whiteboard, markers, index cards, pencils, journals

**The Lesson:** What do you do when you go out to shop and find the best pair of Nikes? What is the first step to do before buying the shoes? (These questions will be asked in class before we initiate discussion. The goal is to draw students into addressing a topic and a problem to get them to analyze and think critically to defend the position they are in favor or against.) PRO and CON charts will be shared on the white board for them to state their thoughts regarding buying Nike shoes. They will pick a side and argue their position for buying Nikes with their peers. This lesson ensures that students have a place to express their personal opinions individually regarding brand shoes and quality in ASL with their peers.

**Procedure:**

1. Hook question: why do we need shoes? What are their purposes? Which brand do you prefer to buy?
2. Students will share their personal opinions on these questions with their peers.
3. Then I will set up the PRO and CON chart and ask:

- a. What do you do when you go out to shop to find the best pair of Nikes, Adidas or Converse?
  - b. What is the first thing to do before buying a pair of shoes?
4. Students are expected to discuss intensively regarding shoe shopping. It is intended to keep the discussion longer than usual.
  5. Question: what do you think about this X shoe brand?
  6. I will write down their thoughts on the white board for them to see their words in written English.
  7. Then I will ask them which thought will be placed in which column-PRO or CON. The goal is for them to see the difference within point of view.
  8. The next question will be asked: which side will you pick to support your position? Are you in favor of this brand? Are they against this brand?
  9. A small discussion will be shared with the class regarding a safe space to discuss their personal opinions. No bullying is allowed in this discussion. This whole point of discussion is to listen to their point of views without defending yourselves or you will harm someone. We all have the right to have a different opinion from others. There is no right or wrong opinion. We are all humans. We all have our own names. We are different. We need to respect each other.
  10. They will pick a partner who is in the opposite position from their position to discuss their perspective regarding the shoe brand with 3-5 pieces of evidence.
  11. After their discussion, they will be asked to write down a paragraph to state their position with 3-5 reasonings.

**Summary:** Teacher will state the following: We discussed a lot about shoes and its brands from different perspectives. We all see the advantages and disadvantages of these shoes. You all discussed with your peers about your position and why you are against this X brand or why you support this X brand. You will write a paragraph about the X shoe brand with evidence to support your argument.

**Modifications for Students with Special Learning Needs:**

- “I like this X brand because \_\_\_\_\_.”
- “ I do not like this X brand because \_\_\_\_\_.”
- “X brand is the best because \_\_\_\_\_.”
- “X brand is not the best because \_\_\_\_\_.”

**Lesson Plan #9**  
**Unit 3: Owning the message**

<b>Student:</b> Ruth Rosas <b>Lesson Title:</b> Performance task: Individual project <b>Course:</b> 240B <b>Date Submitted:</b> <b>Date for Implementation:</b> April 2023	<b>Cooperating Teacher:</b> <b>Lesson Area:</b> Literacy <b>School Site:</b> CSDR <b>Grade Levels:</b> 9-11th <b>Description of Group:</b> Whole
<b>ELA Standard: CCS. ELA-Literacy. RL.2.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
<b>CCSS.ELA-Literacy.W.8.1:</b> Write arguments to support claims with clear reasons and relevant evidence.	
<b>ASL Standards: Discourse and Presentation Standards: (Grade 9-12)</b> Initiate and participate effectively in a range of collaborative discussions (e.g., one-on-one, in groups, teacher-led with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
<b>Content Objective:</b> Students will use their critical thinking to find the reasonings for their point of view by discussing with their peers when they pick a topic regarding WWII, Civil Right or current events.	
<b>Language Objective:</b> Students will state their point of views in ASL with their peers.	
<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>● What do you want them to know X?</li><li>● Why is it important to you?</li></ul>	
<b>Summative Assessment:</b> The students take a position to argue for their reasonings in written English and give a presentation to class.	
<b>Materials/preparation:</b> whiteboard, pencils, notebooks, index cards	



**The Lesson:** If this week focuses on the WWII era then we will discuss topics regarding this timeline. Hook question: Why do you care about shoes? Why do you care about your phones? Why do you care about how you look? (The goal is to convey the message to the audience that we care about a topic for different reasons. The discussion will be provided in class for them to see different perspectives of why they care about certain things. In addition, this opportunity is for them to learn how to have discourse with their peers and how to justify their argument with evidence to make a statement.) Then they will make a decision to set their argument which is stemmed by discussion and research.

**Procedure:**

1. Hook question: Why do you care to own an iphone or android? Why do I care how I look? Why do you care about your clothes? have the students pair up to share their thoughts then share with the class.
2. Students will be given time to express their personal opinions regarding these questions and discuss the ramifications of people's preferences and how we may have different viewpoints about phones, clothes etc...
3. When reviewing history events, we also may have our own perspective on an event and it is important to reveal what we think about the event, what we know about the event and maybe take a stand on what we know about the event. I will pull out the topics from Civil Right, WWII or current events and state these topics are important in our history. Why should we care about these?
4. A picture of women's rights, a picture of the Ukraine war, a picture of Holocaust, a picture of Martin Luther King's dream speech, a picture of school segregation, and many other pictures from three different categories for students to pick one that they care about.
5. They will be prompted to create 5 WH questions about the picture they chose.
6. After creating 5 questions; they will be prompted to research for details on the internet. They will spend at least 10 minutes gathering data.
7. After gathering data; they will be prompted to do RH statements.
8. Then they will summarize their data into a paragraph to state why they care about this topic with reasonings.
9. If given enough time, they will be given the opportunity to present what they believe in.

**Summary:** Teacher will state the following: you all have your own personal opinions. You all researched for different information to support your argument. You all are the experts on finding information as evidence in different places such as going on the internet or having discussion with your peers. You made a decision to take your position to discuss your beliefs. You are familiar with WH questions and RH statements pretty well. Now, you will write a paragraph to state your argument with reasonings why you believe in this X topic. If we have enough time left, then we will do a mini presentation.

**Modifications for Students with Special Learning Needs:**

- “I strongly believe that X topic benefits us WHY \_\_\_\_\_.”
- “I strongly disagree with this X topic WHY \_\_\_\_\_.”
- “X topic is relevant for our society WHY \_\_\_\_\_.”
- “X topic is not important for our generation WHY \_\_\_\_\_.”
- Students would benefit from visual maps to help them with cause and effect, concept mapping (semantic mapping)

**Lesson Plan #10**  
**Unit 3: Owning the message**

**Student:** Ruth Rosas

**Lesson Title:** Ted Talk performance task

**Course:** 240B

**Date Submitted:**

**Date for Implementation:** May 2023

**Cooperating Teacher:**

**Lesson Area:** Literacy

**School Site:** CSDR

**Grade Levels:** 9-11th

**Description of Group:** Whole

**ASL Standards: Presentation of Knowledge and Ideas:**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that viewers can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Content Objective:** Teacher shares the guest speaker’s Ted talk and tracks students’ academic performance for 10 weeks.

**Language Objective:** Students will state their position with point of view in ASL in their videos.

**Formative Assessment:**

- Do students stay on track with the checklist?
- Do they experience any kind of challenges with any of these lessons?
- What has been done for the past X weeks?
- Teacher’s observation during lecture, independent work and homework

**Summative Assessment:** The students will share their videos in class.

**Materials/preparation:** checklist, guest speaker’s ted talk, students’ videos

**The Lesson:** Teacher will state the following: What is Ted Talk? Why do people go on the stage and share information with the audience? Then the Teacher will share the guest speaker-Isidore Niyongabo's Ted Talk video to the class before initiating the lesson regarding the Ted Talk project for 10 weeks. (The goal is to introduce the Ted Talk project with students on the first day of lesson and prepare them for a 10 weeks project.) The teacher will check students' academic progress and review lessons from the day one to the Ted Talk performance task to ensure that students are on the track or modify the lessons when needed.

**Procedure:**

1. Initiating the mini discussion with class to draw their attention to my 10 weeks project-Ted Talk. Hook questions will be asked to tap their prior knowledge: What is Ted Talk? Have you seen it before? Why do they do it?
2. Students will be given the opportunity to share their thoughts regarding these questions to become comfortable with their peers.
3. This opportunity will be given for each lesson for them to familiarize with the concept of sharing thoughts with their peers with various topics that are given by the teacher.
4. Teacher will state the following: you will have your own ted talk at the end of 10 weeks; you will give a presentation on one topic that will be chosen by you. We will watch this video-ted talk by Isidore Niyongabo;  
<https://www.youtube.com/watch?v=XLje7b52sfs>
5. Then students will be given various topics to choose from and they have 2 weeks to make the final decision to keep or change.
6. Mini lesson #2:
7. Check each lesson before you give the lecture to the class and ensure that you have all materials ready.
8. Check students' homework for their understanding before initiating the next lesson.
9. Modify lessons when needed if the students struggle with homework to review the previous homework or provide extra exercises for them to achieve the lesson goals.
10. Modify lessons by stretching one day into two or more days to finish the lesson before moving forward to the next lesson.
11. Have a checklist beforehand to remind yourself meanwhile giving the lessons as well as encourage students to complete their tasks
12. Checklist: <https://docs.google.com/document/d/1nWhFq214EyXMnNO2MUB-gmZIL07AILJlesztA4VOAp0/edit>
13. There is a Ted Talk format for students to complete on a weekly basis to complete their project within 10 weeks.
14. TED Talk format

- a. <https://docs.google.com/document/d/1QgZACq2VjecvegaTyE5jnPhrvkisFevW4BeG6SFYJo4/edit>

**Summary:**

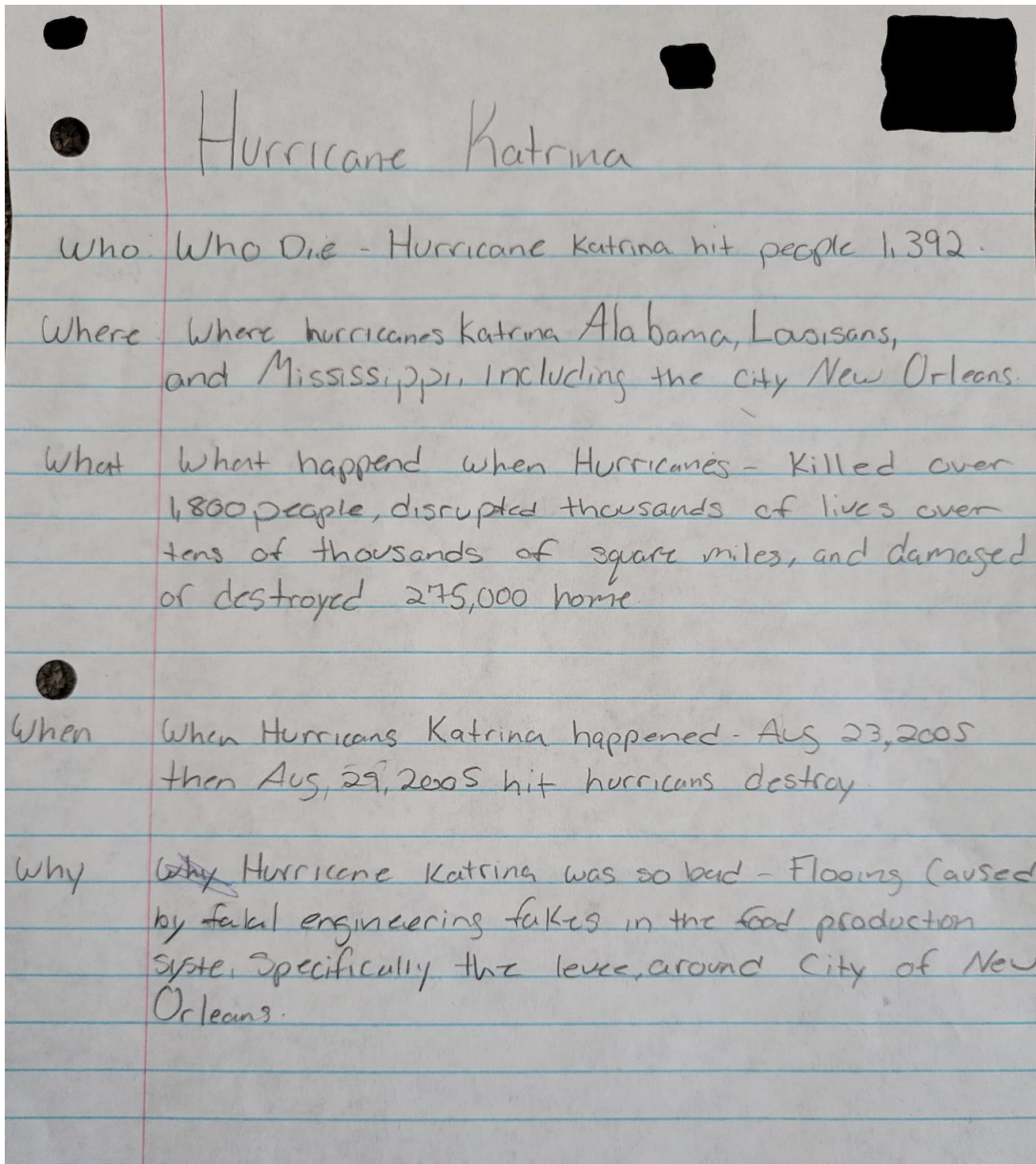
Teacher will state the following on the last day of the project: You all are done with the Ted Talk project. You have been through so much since the day you started this project. Now you have skills and knowledge of how to analyze information and how to defend yourself for the rest of your life. Be sure with yourself before sharing information or you will be targeted as bad news. We want to protect ourselves from society who may want to confuse us with truth. Let's watch the video together. Congratulations!

**Modifications for Students with Special Learning Needs:**

- Assign an aide to help students complete their project on their own.
- Provide more vocabulary in both English and ASL to support language building opportunities and self confidence skills.
- Provide visual aids and maps to assist with outlines, concept mapping etc..

## Appendix B: Evidence of Students work

### Part 1: Evidence of WH questions (Written English notes):



Janet's WH questions in written using ASL sentence structures

# Covid-19

What is Covid-19?: Coronavirus disease is an infectious disease caused by the SARS-CoV-2 virus.

Where at Covid-19?:  
Covid-19 at Wuhan, China.

When the Covid-19 start?:  
November 2019  
Covid-19 start on ~~January 10, 2020~~

Who got Covid-19?

A cluster of patients in China's Hubei Province, in the city of Wuhan

Why the people got Covid-19?

Breathing in air when close to an infected person who is exhaling small droplets and particles that contain the virus and having these droplets and particles land on the eyes, nose, or mouth so that how they got it

Lola's WH questions in written using ASL sentence structures



## 9/11 Terrorism

Who: 9/11 build in by who Al-Qaeda. Al-Qaeda hate to federal build nyc, World trade center.

where: 9/11 is where nyc build of center twin two world trade center.

what: 9/11 what? mean is called date, when happen September 11 attack.

why: why? happen Reportedly financed by Al-Qaeda terrorist organization of Saudi fugitive Osama bin Laden, they were allegedly acting in retaliation for American's support of Israel, its involvement in the Persian Gulf war and its continued military presence in the Middle East.

when 9/11 when? September 11, 2001 at 5:14 AM PDT.

**Mark's WH questions in written using ASL sentence structures**

## BLM

Who: George Floyd was an African-American man who was murdered by a police officer.

Where: George was murdered in Minneapolis, Minnesota.

What: Black Lives Matter is a decentralized political and social movement that seeks to highlight racism, discrimination, and racial inequality experienced by black people.

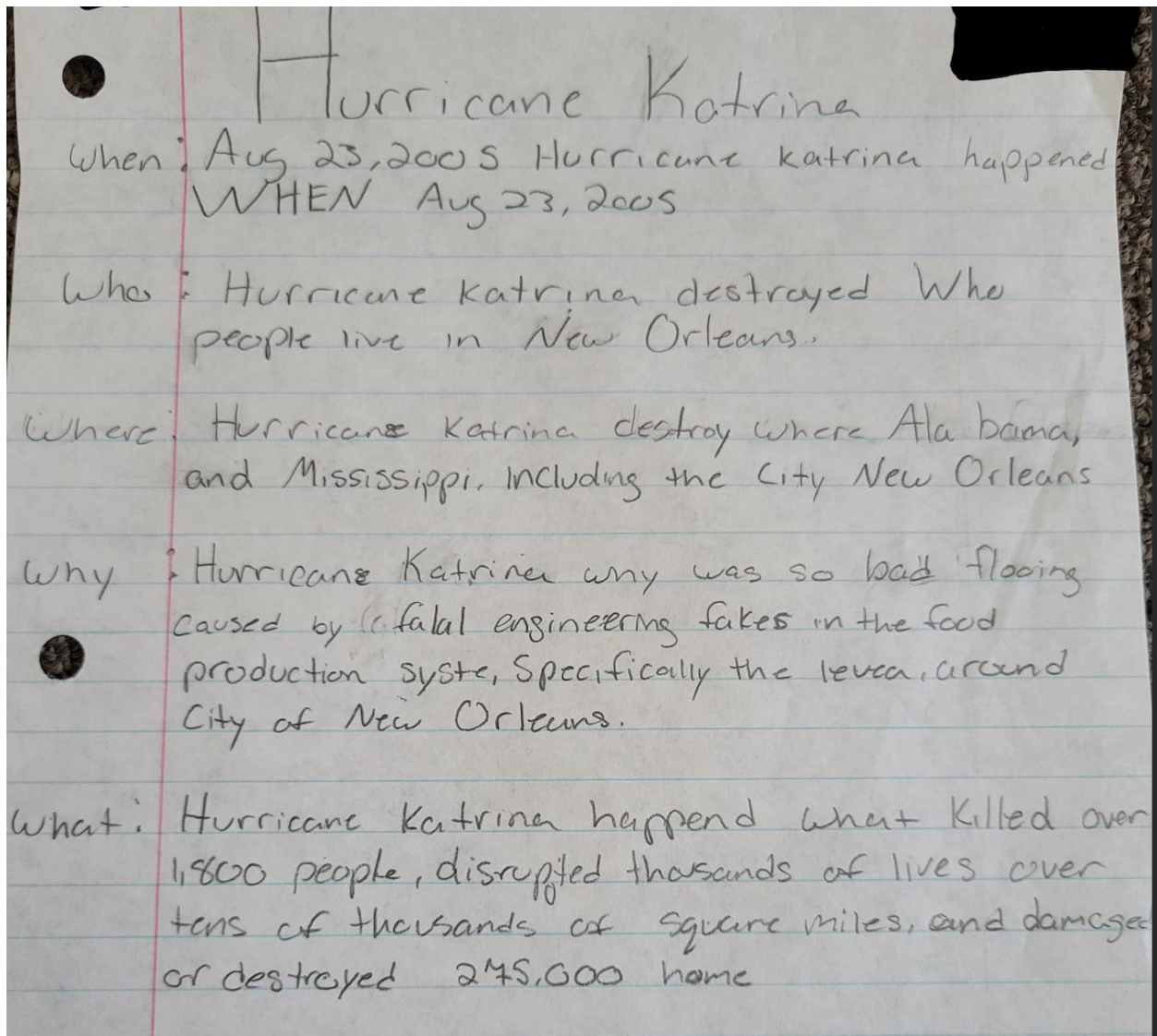
Why: Still complaining of breathing difficulties, of the knee on his neck, and of fear of imminent death.

When: George Floyd protests were a series of police. That began in Minneapolis in the United States on May 26, 2020.

Frankie's WH questions in written using ASL sentence structures



**Part 2: Evidence of RH statements:**



**Janet's RH statements in written using ASL sentence structures**

# Covid-19

Covid-19 What coronavirus disease is an infectious disease caused by the SARS-CoV-2 virus.

Covid-19 Where at Wuhan, China.

Covid-19 start when on November 2019

People got Covid-19 who a patients in China's Hubei Province, in the city of Wuhan.

People got Covid-19 why breathing in air when close to an infected person who is exhaling small droplets and particles that contain the virus and having these droplets and particles lands on the eyes, nose, or mouth so that how they got it.

Lola's RH statements in written using ASL sentence structures

9/11 Build in by who Al-Qaeda. Al-Qaeda  
Hate to federal Build nyc, world trade center.

nyc is where 9/11 Build of center twin two  
world trade center.

WTC what? mean is called world trade center,  
september 11 2001 attack.

9/11 why? happen reportedly financed by Al-Qaeda  
terrorist organization of saudi fugitive osama bin  
laden, they were allegedly acting in retaliation for  
America's support of is real, its involvement in the  
persian Gulf war and its continued military presence  
in the middle East.

9/11 happened when? september 11, 2001 at 5:14 AM PDT

**Mark's RH statements in written using ASL sentence structures**



# BLM

George Floyd who African-American man who was murdered by a police officer.

George Floyd was murdered where in Minneapolis, Minnesota.

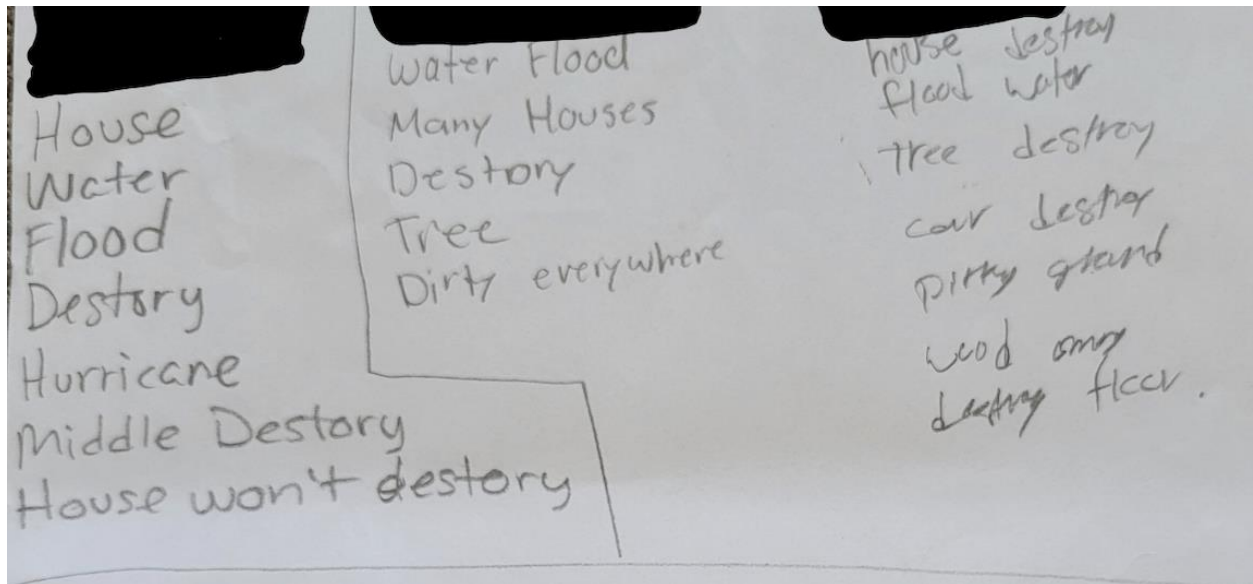
Black Lives Matter what Political and social movement to fight against racism, discrimination, and racial inequality experienced by black people.

BLM why George complained that he couldn't breathe because of knee on his neck so he died.

BLM when start on May 26, 2020.

**Frankie's RH statements in written using ASL sentence structures**

**Part 3: Evidence of Perspectives in ASL:**



**Janet's peers' perspectives in written using ASL sentence structures**

"Covid-19"  
ball gray  
curly red  
curly little orange, yellow

Covid-19 hit when 2019 some  
close storm or anywhere.  
curly red and gray and orange, yellow  
I look bad in ball covid-19.

Covid-19  
Ball  
Red  
Grey  
A little bit orange  
Curly or mess up

Lola's peers' perspectives in written using ASL sentence structures

9-11  
 fire  
 destroy  
 twins tower  
 plane crash in twins tower  
 [redacted]

smoke  
 black  
 red  
 grey  
 fire  
 bomb  
 twin tower  
 plane crash  
 city  
 New York  
 2001  
 September 11

---

9-11  
 building tall  
 black, red, orange, grey.  
 boom and destroy  
 in people.  
 New York 2001 Sep 11, 9

Mark's peers' perspectives in written using ASL sentence structures



Black Lives matter

people support black live :

Not protests people block city?

Many poeple and polke . United States on  
May 26, 2020

"B.L.M."

many people

write white, Black

people protests

people there

person one Black port can't Breathe.

Many people

Many sign "Black live Matter"

Protests

Many people weantig masks

**Frankie's peers' perspectives in written using ASL sentence structures**



**Part 4: Evidence of PRO/CON charts:**

A handwritten chart on lined paper with two columns. The left column is headed 'Con' and the right column is headed 'Pro'. The 'Con' column lists: 'people dead', 'dstrons city', 'Hurt people', and 'hurricane hit anywhere'. The 'Pro' column lists: 'NICZ city', 'help people and clean home', 'World support because people die', and 'Peolpe want Safe'.

<u>Con</u>	<u>Pro</u>
people dead	NICZ city
dstrons city	help people and clean home
Hurt people	World support because people die
hurricane hit anywhere	Peolpe want Safe

**Janet's PRO and CON chart in written using ASL sentence structures**

A handwritten chart on lined paper titled 'Covid-19'. It has two columns: 'Pro' and 'CONS'. The 'Pro' column contains one bullet point: '• Have Vaccinz to make people won't get sick but it good.' The 'CONS' column contains one bullet point: '• Many people are sick and die from covid so it very bad.' A large curly bracket is drawn between the two columns.

Covid-19

<u>Pro</u>	<u>CONS</u>
• Have Vaccinz to make people won't get sick but it good.	• Many people are sick and die from covid so it very bad.

**Lola's PRO and CON chart in written using ASL sentence structures**

9/11

con - world trade center attack twice

con - people too much died

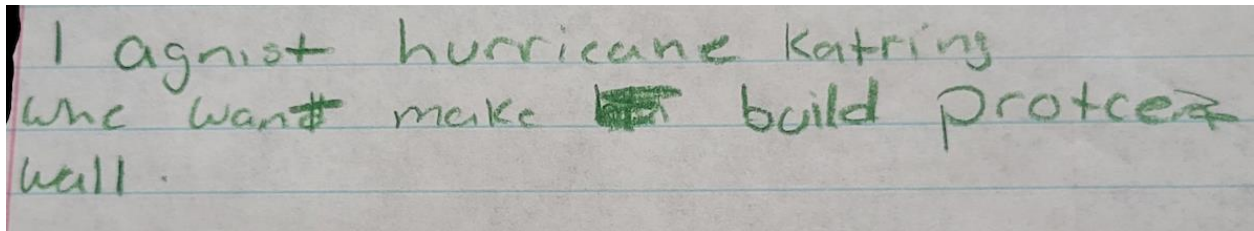
pro - federal add soft security.

Mark's PRO and CON chart in written using ASL sentence structures

<u>Pro</u>	<u>Con</u>
People are still support BLM.	Someone didn't support BLM because they disagree.
	Why? white people trauma.
	(slaves) black people won't accept their request for work in the farm

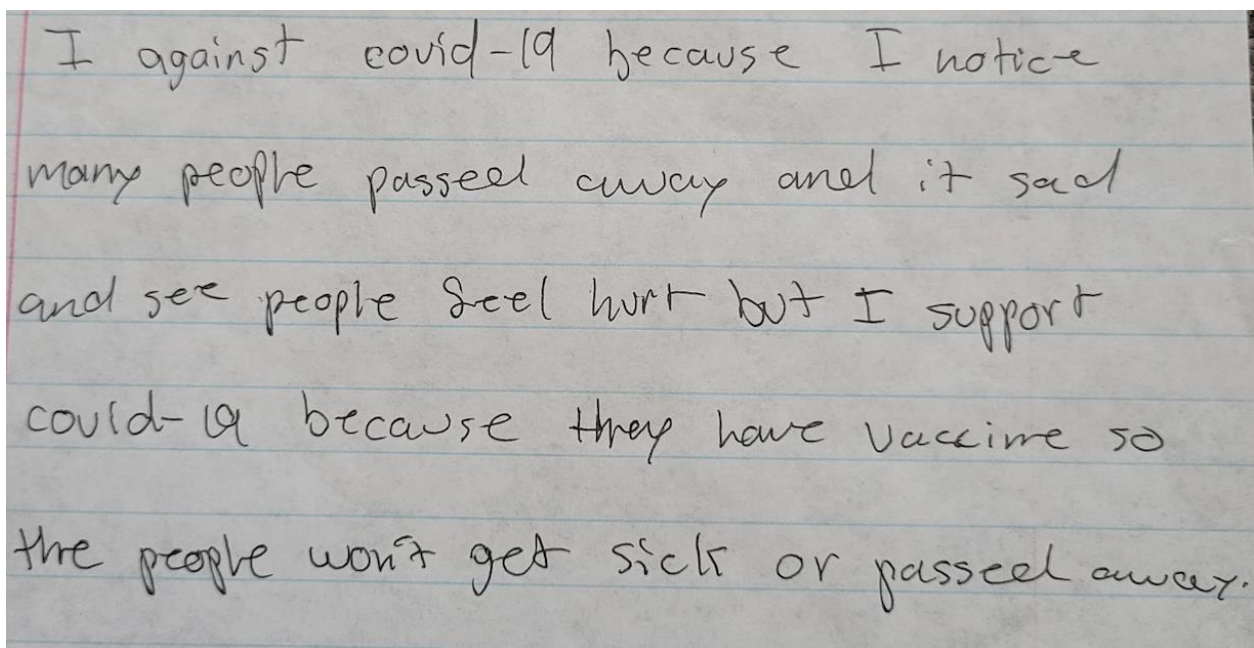
Frankie's PRO and CON chart in written using ASL sentence structures

**Part 5: Performance Task Final statements about selected topic in English (most used ASL structures):**



I agninst hurricane Katrina  
who want make ~~the~~ build protect  
wall.

**Janet's final statement in written using ASL sentence structures**



I against covid-19 because I notice  
many people passed away and it sad  
and see people feel hurt but I support  
covid-19 because they have vaccine so  
the people won't get sick or passed away.

**Lola's final statement in written using ASL sentence structures**

I'm agree federal add for airplane by stay  
for enjoy trips, airplane.

**Mark's final statement in written using ASL sentence structures**

Yes, I'm supporting BLM because  
the skins are same.

**Frankie's final statement in written using ASL sentence structures**

## Appendix C: Ted Talk Checklist and Rubric

### TED TALK CHECKLIST

Objective: You will develop a Ted Talk presentation on an interesting topic to you.

#### Step One: Pick a topic

- Historical timeline: \_\_\_\_\_
- Topic: \_\_\_\_\_

#### Step Two: Write 5 WH questions about your chosen topic

- WHO? Question: \_\_\_\_\_
- WHY? Question: \_\_\_\_\_
- WHERE? Question: \_\_\_\_\_
- WHAT? Question: \_\_\_\_\_
- WHEN? Question: \_\_\_\_\_
- Research answers to your questions
  - URL: \_\_\_\_\_
- Rewrite your questions into sentences
- Summary
  - Write a summary based on your questions and with answers.

#### Step Three: Write RH sentences

- Rewrite your summary with RH sentences.
- \_\_\_\_\_ WHO \_\_\_\_\_
- \_\_\_\_\_ WHAT \_\_\_\_\_
- \_\_\_\_\_ WHERE \_\_\_\_\_
- \_\_\_\_\_ WHY \_\_\_\_\_
- \_\_\_\_\_ WHEN \_\_\_\_\_
- Record yourself (for practice purposes only) and save it in a folder
  - Length time: 1 minute max

#### Step Four: Gathering perspectives on your topic'

- Gather at least 4 different perspectives by 4 different people by asking them same questions
- Write down their responses to your questions
  - What do you see in this picture?
  - What are your feelings about (your topic \_\_\_\_\_)?
  - Do you agree or disagree about (your topic \_\_\_\_\_)? Why?
  - Write a couple of sentences about different perspectives of your topic.

- Sample sentences:
  - Some people see \_\_\_\_\_ in my picture because \_\_\_\_\_. Some people see \_\_\_\_\_ in my picture because of \_\_\_\_\_. People feel that \_\_\_\_\_ because \_\_\_\_\_. Other people view that \_\_\_\_\_ because \_\_\_\_\_. In result of gathering information, I learned that \_\_\_\_\_ so I will \_\_\_\_\_.

Step Five: Find credible sources

- URL:
- Textbook:
- Date of publication:
- Name of publication:

Step Six: Defend your argument

- Pick logical evidence to justify your argument
  - Evidence: \_\_\_\_\_
  - Evidence: \_\_\_\_\_
  - Evidence: \_\_\_\_\_
  - Evidence: \_\_\_\_\_
  - Evidence: \_\_\_\_\_
- Create a statement with evidence from your research
  - I strongly believe that \_\_\_\_\_ based on my research \_\_\_\_\_
  - I strongly disagree with \_\_\_\_\_ because of \_\_\_\_\_
  - I don't recommend \_\_\_\_\_ WHY \_\_\_\_\_
  - I highly recommend \_\_\_\_\_ WHY \_\_\_\_\_

Step Seven: Summarize with evidence

- Create an outline of your summary
- Be sure to include
  - Summary
    - RH sentences with evidence
    - State your opinions

Step Eight: Setting up your video

- Clean background
  - No distractions in the background
- Clothes
  - Contrast from the background
  - No logos or words on clothes
  - Solid colors
    - Black, white, (dark colors are fine)

- Light
  - No lights in the background
  - Make sure you are visible
  
- Screen
  - Make sure your hands are visible
  - 2 feet from your head to the screen
  - 2 feet from your hips to the screen

Step Nine: Rehearsal

- Practice your TED Talk for 10 minutes until you are confident

Step Ten: Final presentation

- Create a final video of your presentation-10 minutes

Upload and save your presentation



TED TALK FINAL PERFORMANCE TASK RUBRIC

**TED Talk Rubric**

*Name:*

POINTS SCORED	Indicators	Excellent Achievement	Competent Achievement	Evidence of Progress Exists	Initial Stages of Achievement
<b>/35</b>  <b>/10</b>	<b>CONTENT</b>  <b>Students understand and express original, creative, and well developed ideas in a logical and creative manner</b>	<ul style="list-style-type: none"> <li>Detailed ideas are shown throughout in an engaging fashion, using specific examples from research to make point(s) clear</li> <li>Presentation is very well-focused, informative, and never gets off topic</li> </ul>	<ul style="list-style-type: none"> <li>Ideas use some specific examples from research to make point(s) clear; ideas may or may not be presented in an engaging manner</li> <li>Presentation is focused, informative, and rarely gets off topic</li> </ul>	<ul style="list-style-type: none"> <li>Ideas need more specific examples; presentation of ideas could be more complete and cohesive</li> <li>Presentation is focused but tends to stray from the topic</li> </ul>	<ul style="list-style-type: none"> <li>Ideas need to be made clearer (if they are stated at all) and/or are not presented in a cohesive fashion at all</li> <li>Presentation's lack of focus is distracting; student needs to stay on topic</li> </ul>
	<b>PRESENTATION</b>  <b>Students present with appropriate volume levels, clarity and visuals and utilize appropriate body language and eye contact with audience</b>	<ul style="list-style-type: none"> <li>Student speaks clearly, loudly, and with energy; student does not need/rely upon notes</li> <li>Student maintains excellent eye contact, uses effective body language, and dresses professionally/creatively</li> <li>Engaging visuals/multimedia are used creatively and effectively</li> </ul>	<ul style="list-style-type: none"> <li>Student speaks clearly and loudly, relying very little upon notes</li> <li>Student maintains effective eye contact, uses appropriate body language, and dresses appropriately</li> <li>Appropriate visuals/multimedia are used effectively</li> </ul>	<ul style="list-style-type: none"> <li>Student speaks clearly and loudly, but needs to rely upon notes less for presentation</li> <li>Student struggles to maintain eye contact, uses stiff/unanimated body language, and/or dresses unprofessionally</li> <li>Visuals/multimedia could be used more appropriately and/or effectively</li> </ul>	<ul style="list-style-type: none"> <li>Needs to speak more clearly &amp; loudly, and/or reliance upon notes is a distracting crutch</li> <li>Student makes poor eye contact, uses inappropriate body language and/or dresses inappropriately</li> <li>Visuals/multimedia need to be used much more in the presentation or are missing entirely</li> </ul>
<b>/25</b>	<b>LENGTH</b>  <b>Students present their subject for an appropriate length of time</b>	<ul style="list-style-type: none"> <li>Presentation is 8-10 minutes long</li> </ul> <p><b>LENGTH:</b></p>	<ul style="list-style-type: none"> <li>Presentation is off time requirement by one minute</li> </ul> <p><b>LENGTH:</b></p>	<ul style="list-style-type: none"> <li>Presentation is off time requirement by two minutes</li> </ul> <p><b>LENGTH:</b></p>	<ul style="list-style-type: none"> <li>Presentation is off time requirement by three or more minutes</li> </ul> <p><b>LENGTH:</b></p>

**/100 = Total Score**

**Comments:**