

Deaf Culture: Part I

Grade	4 th
Duration	30 minute lesson
Standards	AASL 2.3.1: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. Consider diverse and global perspectives in drawing conclusions.
Materials	<ul style="list-style-type: none">• KWL worksheets and pencils• Whiteboard and dry erase marker• <i>El Deafo</i> by Cece Bell• document camera turned on• Deaf video: https://www.youtube.com/watch?v=CCZkQ_s-Bdk
Objective	Activities and resources will help hearing students relate to their deaf peers as children with the same interests and issues as themselves (i.e., deaf children are not victims and are just as complicated, ambitious, talented, and clued-up as other children.)
Hook	<ol style="list-style-type: none">1. Introduce video and sign language. Ask them if they can figure out a sign for a word. Play video. As video plays, quietly hand out KWL worksheets and pencils.2. Ask for: Thoughts? How did you feel watching this video?
Main Lesson	<ol style="list-style-type: none">1. There are lots of different cultures around the world – we know this. (Examples). But there are also a lot of cultures right next door. One of these is the Deaf Culture. Does anybody know a deaf person? (Discuss)2. In the sheet in front of you, fill out K section – what do you already KNOW about hearing loss?<ol style="list-style-type: none">a. Share answers with class.3. What do you WANT to know about hearing loss?<ol style="list-style-type: none">a. What are some things you have questions about? Students write on worksheet. Then students share questions. (Write these answers on the whiteboard. This will guide next lesson.)4. Introduce <i>El Deafo</i>, a graphic novel memoir.<ol style="list-style-type: none">a. Briefly the terms “graphic novel” and “memoir.”

	<p>5. Pause to talk about Deaf Culture: Hit the following main points:</p> <ul style="list-style-type: none"> a. Range in hearing levels; not completely deaf versus completely hearing b. Terms: “deaf”, “hearing”, “hard of hearing”, “hearing aid” and “cochlear implant” c. Answer questions raised previously, if you know them. <p>6. Open and read <i>El Deafo</i> excerpt, showing pages on document camera. Discuss.</p> <p>7. Turn back to you worksheet. What have you LEARNED about Deaf Culture? Fill this out in the third box.</p>
Conclusion	<ul style="list-style-type: none"> 1. Book-Talk <i>El Deafo</i> until every student in class is itching to read it. Re-explain waiting list process. 2. Point out similar books and the sign language section of the library. 3. Dismiss to check out books.

Name: _____
Teacher: _____

KWL - Deaf Culture

KNOW What do you already know?	WANT What do you want to know?	LEARN What have you learned?

Name: _____
Teacher: _____

KWL - Deaf Culture

KNOW What do you already know?	WANT What do you want to know?	LEARN What have you learned?