Museum of Me: discovering the "Me" in deaf identity exploration through museum's perspective

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Museum of Me:
Discovering the “Me” in Deaf Identity Exploration Through
a Museum’s Perspective

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

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2012
This thesis of Trisha Jane Houston is approved and it is acceptable in quality and form for publication on microfilm and electronically:

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Chair

University of California, San Diego
2012
DEDICATION

This thesis is dedicated to Museums all over the world for their attempt to show and preserve our culture, identities, introducing new perspectives and saving what our future needs to know.
EPIGRAPH

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire- Pedagogy of the Oppressed

Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways.

Tenzin Gyasto- Dalai Lama XIV
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And lastly, thank you to Jane, my mother, Chris, my father and Kit, my brother for their time in discussing ideas, giving feedback on my thesis—curriculum and exploring moments—memories in defining Deaf culture.
The major goal in constructing a culturally aware classroom was to enable students to make their own image without the deficit label.
The curriculum centers on the exploration of the students’ own ideas of culture and identity in American Sign Language and English through several projects cumulatively representing the “Museum of Me.” At the same time, the curriculum attempts to avoid the common misconceptions about Deaf people and its history. Based on the evidence from anecdotal notes, rubrics, checklists and student generated artifacts; the students gained the empowerment and academic security in identifying their cultural identity through sharing and linking.
I. Introduction & Overview of Curriculum

Often, children and adolescents go through identity affirming stages, and with the help of academic environment, the youngsters are able to discover some aspects about their selves. Now, a question remains and that is how a minority group\(^1\) such as Deaf people affirms their own identity. Culture theorists' states that minority groups go through certain stages and Deaf students do go through the similar stages as ethnic groups do\(^2\). Therefore, in academic situations, deaf students do not often have the chance to explore their identity because of the specific constraints by curriculums, standards, and educational time. The support of integrating the exploration into Deaf culture for students has grown in years. "Such curricula increase deaf students’ knowledge and understanding of the Deaf community as well as improving their understanding of themselves as Deaf people and their self-esteem and confidence in working with the hearing world”

\(^1\)"Another term for these "ethnic groups" is "minority groups." Minority groups are often stigmatized. There are four characteristics associated with this statues: (1) observable ascribed traits by which most minority group members can be recognized; (2) differential treatment of individuals by society on the basis of possessing these traits; (3) organization of self-image around this identification; and (4) an awareness of shared identity with others in the same group (Hess, Markson, & Stein, 1991). As we shall see, these apply very clearly to Deaf people in the Deaf community” (Emerton, 1998).

\(^2\)"...Phinney's model is made up of three stages: (1) unexamined ethnic identity, when race or ethnicity is not particularly salient for the individual; (2) ethnic identity search, when individuals are actively engaged in defining for themselves what it means to be a member of their own racial or ethnic group; and (3) achieved ethnic identity, when individuals are able to assert a clear, positive sense of their racial or ethnic identity” (Tatum, 1997).
(Power & Leigh, 2003). This further encourages my project to seek novel ways to build support within the existing curriculum, meeting the state standards, and developing the confidence of students through activities that will build on their perception of "self".

Considering those issues of identity, I have designed my curriculum with two focal content areas, social studies and language arts. However, minor aspects of it will address other across-curriculum topics such as mathematics and science in data collection. I have three priorities in my curriculum and those goals will address acquiring a perspective other than the students' own, developing a basic concept about a museum and building academic skill in applying specific strategies, and structuring a cultural identity that focuses entirely on each student in the now.

1: Encourage students to notice aspects of culture and work collaboratively in learning and linking cultures.

The first goal is to use a museum perspective to encourage the students to see their culture through other (cultures) and other people's eyes. The students will explore how they can present their culture in a way that it addresses the community and self. The curriculum focuses on the need to foster students' exploration of self and what/why being Deaf can contribute to their own unique self. Things that would have to
be discussed with the students are, "What is Deaf Culture," "Where do you come from?" and learning how to link those two cultural aspects. The key idea of this project is to encourage acceptance and curiosity through discovering one's own cultural identity in the Deaf sphere. Then model strategies where I can help guide students' experience in analyzing their and others' cultures.

Secondly, a "museum of me" aspect in which the students will develop academic skills from language arts and social studies in collecting, archiving and presenting their data as an exhibit encompassing their cultural identity. The students use the given strategies to apply and experiment with, helping them find specific styles that work for them. Some strategies for example, can be learning how to use research to build and present knowledge, engage in collaborative discussions, discerning the text types and its purposes, and exploring key ideas and details in reading.

Hence, the importance is in giving the students a chance to test strategies that will conform to them the best. Students then choose their preferred strategy, which will help me in designing student groups for the cumulative project. The groups need to be diverse and balanced, and through ethnographic observations, activities and questions, I will
be able to apply jigsaw groups for students based on multiple intelligences approach and collaborative learning.

2: **Scaffold the students' concept on what is a "museum" through critical questioning and analysis.**

However, the purpose of using the "museum" is to introduce the students to how a museum decides their collection, why they chose to show it, how they show/represent artifacts, and how does a museum represents culture. Guided discussions will build upon students' knowledge of museums and cover the reasons why museums are important to preservation of culture. Working on one main question, is how and why we can learn from museums about cultures. Not only that, discussions will show examples to students why museums do represent an individual or minorities as a way of understanding their culture. As the title goes "museum of me" hints at one thing, giving students empowerment in understanding their identity, or the ability to explore identity issues in an academic setting with the support of Deaf individuals such as educators, professionals, family and community members. As a result, the students will take over the "museum of me" by empowering their selves through a museum's perspective.

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3 According to Oxford College dictionary (2007), "museum: a building in which objects of historical, scientific, artistic, or cultural interest are stored and exhibited." Now, according to Merriam-Webster dictionary (2011), "museum: an institution devoted to the procurement, care, study, and display of objects of lasting interest or value; also: a place where objects are exhibited."
3: Distinguish and introduce "museum perspective" to students, and build confidence in cultural identity.

Finally, the primary part of the project is to work with the students to develop their senses of a cultural identity through a museum perspective⁴ from the past to modern times. The designed curriculum gives a method to use perspective in a way that it offers students a snapshot in their own world. The views will model how they live as a Deaf individual and encourage them to develop a discerning eye for their own culture. Coincidentally, supporting the students to develop the sense of a museum and introducing what goes into a museum's collection/exhibition to the students. The idea is to integrate some historical figures and current Deaf figures with variants of ASL stories, artifacts and literature (also in English, such as articles, biographies, media and so forth on) and importantly, in how a museum sets up their collection. The cumulating product of the curricula would be a student-generated exhibition of their own culture in our classroom museum, shared with the school/or class only depending on their comfort levels.

Now, the innovative idea of "Museum of me" becomes the students’ given chance to explore the Deaf culture in a new way of

⁴"...this means that the preferences of the audience should determine the exhibition programme and activities at the museum. To a certain extent it would be good, as long as the word audience is given a wide meaning, covering both visitors, but just as much the community, the state and the tribes presented in the museum. At the same time, museums have a social responsibility of presenting the heritage..." (Mork, 2006).
seeing things, learning about museums and creating their own museum that represents "me" for their selves. This is not just a curriculum that focuses solely on Deaf history, but also a curriculum that explores identity across content areas. The curriculum gives students the chance to ruminate critically about their identity, develop pride in where they come from, focus on where they are now and build on what they will be in the future. The greatest weigh of the identity is confidence, and the curriculum gives some semblance to selfhood to Deaf students.
II. Rationales for Bilingual and Multicultural Approach

Language is a system of signs that express ideas, and is therefore comparable to a system of writing, the alphabet of deaf-mutes, symbolic rites, polite formulas, military signals, etc. but it is the most important of all these systems.

-Ferdinand De Saussure

Philosophies change throughout time, as well as languages. It is critical to realize and explicate the bilingual approach for my curriculum because it endorses the language Deaf children can have, especially, ASL and English. Bilingual ideology influences how I design and plan the curriculum. It is imperative that students get the same access to two languages, ASL and English in order to succeed. "Because 92-97% of deaf children are born into normally hearing families which are not familiar with any sign language, most deaf signers learn sign language outside their home, frequently at an age beyond that at which language acquisition usually occurs" (Hamers, 1998). Language is important, and even more critical for Deaf students to develop from early years to present to avoid the language delay.

Using a bilingual approach will help Deaf students avoid language delays by giving them equitable access to two languages for comprehension, application and social realm. In addition, bilingual teaching methods give the students another entry into language accessibility in academic situations. There are three domains to expand
on and explain to support my justification for bilingual approach. The sections will quickly cover some language acquisition theories, then the socio-cultural aspect of bilinguals and lastly, influence of bilingual concept in pedagogy.

Often these two theories appear in bilingual debates and they are interdependence hypothesis and comprehensible input. Both cognitive theories give some tangible description in how bilingual (especially Deaf) students learn and put languages to use. Once a student becomes fluent in one language, the second language becomes easier to learn. Hamers (1997) made a statement about interdependence hypothesis based on Cummins's model, “...competence in a second language is a function of competence in the mother tongue, at least at the beginning of exposure to the second language.” This applies to how students learn to be fluent in ASL and that will translate to their competency in English. Throughout the students’ school years, the continued exposure to ASL helps them build skills in English that will last for years beyond primary and secondary schools.

As for comprehensible input, this theory signifies the transference of second language that slightly is beyond the understanding level in the first language. Krashen discussed this as \((i + 1)\) and was cited by
James Crawford (2004) in his discussion about bilinguals and language acquisition. The key discussion about comprehensible input: "What counts the most is the quality of second-language exposure, not the quantity. As tourists thrown among strangers speaking a strange tongue, we get plenty of input but absorb little of what we hear. On the other hand, when our foreign hosts take the trouble to make themselves intelligible through gestures, context, or simplified speech, we can pick up survival levels of their language" (Crawford, 2004). It is akin to a Deaf or hard of hearing individual among hearing students, their voices overlap creating a mass cacophony preventing the aforementioned student from acquiring the information. Alternatively, everyone signing at the same time also can overwhelm a recently transferred oral student to a Deaf classroom/school. The input needs to be of quality and within a degree of comprehension to develop acquisition in languages, and in the case of ASL—English, the continuum varies in where the Deaf student is located, from mainstream to Deaf schools.

Nonetheless, the exposure to ASL and English models exposes a bidirectional method additional to the hypothesis discussed above. Hamers (1998) discusses about this concept of bidirectional in interdependence theory, although the discussion is based on empirical
data. Two languages benefit each other in process of learning and acquisition. "This then suggests that the interdependence hypothesis works in both directions and that language training in one language might be helpful for attaining a higher level of competence in the other language" (Hamers, 1998). What does this mean for a bilingual approach? The curriculum design is influenced by hypotheses that language needs to be of quality, which can be apparent in environments such as active discussions, higher-order questioning and collaborative learning.

Next thing to consider is the social environment of the students at school and their homes. The socio-cultural aspect of bilingual approach supports the critical areas in parts of my curriculum design. Issues that will be addressed are identity development, self-esteem, function between two cultures, and acceptance of self/family. Hamers (1998) makes a strong statement after reviewing some studies, "...pupils obtain better academic results when their low-status L1 is valorized and fully used than when L1 is neglected in the home; school results and language proficiency in both languages improve also when the mother tongue is valorized and used in the school system" (p. 63). The support given to students through validation of their language and their culture will create a place where students can determine their own identity.
This best occurs when ASL usage is natural and supported with equal use of English, in which instance students discuss storytelling, ABC stories and through several other devices like media.

The social network acquired through the school gives Deaf child the advantage of using two languages, especially in the growing media technology of present, e.g. Facebook, MySpace, twitter, texting and Skype/videophone. Those technologies put ASL and English to use in common areas and if incorporated in teaching, the connection between real world and academics improves, and catches the students’ interests. "Deafness is not regarded as a barrier to linguistic development, educational achievement or social integration. Society should value the inherent richness of linguistic and cultural pluralism" (Pickersgill, 1998). The cultural pluralism is essential to keeping a socio-cultural bilingual philosophy within my curriculum.

As for the pedagogical perspective, I rather to explicate a statement made by Livingston (1997) in this passage:

This rich learning environment would include interrelated activities in math, science, social studies, and language arts, where children would naturally encounter information worth talking about; where learning experiences would be activity-based; where children would be presented with authentic problems to solve and opportunities to hear each other’s thinking about possible solutions; and where selected activities would respect the developmental stage of individual learners. With
understandings rather than language at the core of this new curriculum, children would make and share their new discoveries in language—learning language as a byproduct rather than a discipline unto itself. (p. 25)

Pedagogy should focus on making the learning language natural as much as possible. ASL and English should not be contrived towards students especially when in academic environments. Comprehensible input reminds us that the sign environment needs to be of quality, and teaching ASL only would cross over to quantity. Finding the right balance between the two languages is ideal, and requires educators to rethink what they say and teach in the classroom. My curriculum depends greatly on trying to keep the balance between two languages and at the same times two cultures or multicultural. Humphries (2004) creates a distinction in his statement, “The cultural in a bilingual, bicultural approach to educating Deaf children rests in the details of the language interaction of teacher and student, not just in the enrichment of curriculum with Deaf history, Deaf literature, and ASL storytelling.” (p. 44). This agrees with what I envision with my curriculum and the idea of creating “museum of me” within the students.
III. The Need for Deaf Identity Exploration

*Oppressors produce and maintain by the force the evils which, in their eyes, render the oppressed more and more like what he should be to deserve his fate.*

- Jean-Paul Sartre

Establishing the need for a historical representation of Deaf culture in a museum's perspective requires us to take a step back and observe the comments/researches made by cultural theorists, researchers, psychologists and professionals in several publications, not only that, my own personal experience as a student teacher in observing diverse deaf classrooms. As a student teacher I had the opportunity to converse with several teachers and professionals about various issues and one thing appeared often in our discussions was the deaf students' awareness of self and their own identity. Some of them were concerned because not all school programs address it equally and even harder to address it when in a public mainstreamed environment. Constructing a culturally aware classroom will need to include several approaches, one from the perspective as a Deaf individual and one as a fundamentally aware educator.

Several things to consider about the representation of Deaf culture, of which culture in general has often been pushed aside in order to meet the standardized curricula. Disabled-labeled students are
groomed to live in a world where people set up expectations that they supposedly need to deserve. Bic Ngo stated something that I consider relevant in establishing the problem of identity construction. "Identity construction involves a double movement, where we are identified by a history of discourses—ideas and images of who we are—and identify ourselves by responding to the representations that have already identified us (Hall, 1996). The ways we respond may repeat, resist, or contradict how we have been identified" (Ngo, 2008). Therefore, in this case, deaf students have this myth perpetrated by various people and they now have to confront it in order to understand their identity and place in Deaf culture. The students need to be able to learn how to stand apart from history and focus on creating their own history. Students need to explore in various ways especially academically so they can make their own image without the deficit label.

Consequently, the concept of Deaf identity is increasingly difficult due to the frequency of school districts keeping the deaf students in their area, thus reducing the total environment exposure experienced in Deaf residential schools. "In 1950, almost 85 percent of all deaf children attended schools for the deaf, but by 1988, the number had dropped by more than half to 40 percent. By 2002, the number showed more decline, with only 27 percent of all deaf and hard-of-hearing
children attending "special schools or centers." The rest attend public schools in "mainstreamed programs," where they are educated with hearing children" (Padden & Humphries, 2005). Now, within 7-8 years of the cited research above, the new data reports 24 percent of deaf and hard-of-hearing students attending "special or center schools" compared to 57 percent attending mainstreamed programs (Gallaudet Research Institute , April 2011). The number shows the growing effect of IDEA legislation, and less students being educated in Deaf schools.

Regarding IDEA, one author made a point about the issue of least restrictive environment, commonly known as LRE, and the law's impact on a deaf child (Siegel, 2008). As Siegel stated, "One consequence of the LRE mandate is to increase rather than decrease isolation for many deaf and hard of hearing children, an irony in light of Brown v. Board of Education." If a student transferred to a Deaf school from a mainstream program, she or he possibly can already have some preconceived ideas about identity and Deaf culture. Therefore, it increases the need for students of same ilk to have academic activities that center around exploration of their identity in a Deaf culture.

In order to remedy this situation, we will need to look at the criteria, what makes things most important to deaf people. Harlan Lane
(1992) mentioned five things: their dignity, their language, their history, their social organizations and more, and their political agenda. I consider those critical towards the need of understanding a cultural identity. To explicate this further, a full reading of Lane's passage:

*Their dignity* as deaf people, who, more fully than hearing people, operate in a visual-spatial world—their unique identity. Otologists and audiologists affirm that identity to be an illness and conduct heroic surgery on deaf children in a futile effort to change it.

*Their language.* Hearing educators mangle it, attempting to make it express English on the hands, or they refuse to use it at all; they deny its standing as a natural language.

*Their history,* which hearing people stole from them. Much as Abraham Lincoln was long presented as the leading figure in African-American history, such mention of history as occasionally occurred in textbooks for teachers of deaf students extolled hearing teachers of deaf children, such as Thomas Gallaudet. But deaf history is almost never taught to deaf children, for that would be a step toward legitimating a cultural model of the deaf way of being; deaf adults learn their cultural history today with surprise and delight.

*Their social organization and mores,* which education and medicine declare inappropriate and obsolete.

*Their political agenda.* But hearing experts continue to disempower deaf leaders in many of the areas most important to them.

The students need to be taught awareness of the five areas that makes Deaf culture so distinctive and at risk by being the "Other". The art of othering, influences how students will view their selves, especially
when they have to face the hearing society for the perceived notions of what is expected of them. Some parents might see being deaf as a medical condition, but students can be given the chance to think otherwise which will help them preserve their dignity. In language use, students need to know models of ASL from past to present, as well as various other sign languages in the world, showing them that there are no limitations to sign language.

Deaf history needs to be incorporated alongside regular curricular materials as to show the importance of minority cultures. Examples of social organizations can be expanded on, giving students information about worldwide Deaf people, such as Deaflympics, and World Federation of the Deaf. As for political agendas, students can be made aware of various fights that Deaf has been making throughout time, and it can be discussed alongside various points in history, encouraging the students to make connections between historic events (Gallaudet Protest vs. Cesar Chavez's UFW strike). The intensity of information shows the necessity integrating various perspectives in order for students to grasp a feeling of where they come from, and the essential possibilities of creating their own future within those realms.

This shows how students will need support and scaffolding through their acceptance and knowledge of Deaf culture, alongside
with their own analysis of what actually would be important to them for
the long-term goal. "Not only are these students culturally set apart by
being deaf, they also come from ethnically diverse families. These
students face the challenge of coping with at least three different
cultures—their own ethnic or racial groups, the Deaf community, and
the mainstream, which is still predominantly white, middle-class, and
hearing" (Cerney, 2007). The need is further compounded due to the
diverse cultures besides the Deaf community. If a curriculum can be
designed to address issues of cultures and identities, the more we can
help Deaf students succeed and reach their own goals, comfort levels
and preparedness in dealing with the transitions between hearing and
Deaf worlds.
IV. Review of Existing Curricula

Who or what is a person without an identity? What good is an education if a person has no cultural identity, no cultural values, no sense of belonging?

-Dr. Jack Gannon

There are several curriculum covering Deaf studies, however in this situation; the museum perspective approach is unique. You will find other curricula that relates to museum, because they discuss about objects IN the museum, but not fully embracing the cultural identity. Museums are a place of exploration and discovery. Now, to move that environment into the classroom, solely for the intentions of questioning the students' thoughts about being Deaf and what their culture has to offer. Various searches were done and I came across curricular materials developed by museums and schools to support the subject discussed such as art history, arts, history/social studies, science, and language arts. As for the rarity of culturally centered Deaf museums, there are scarce few devoted to the Deaf minority group\(^1\).

Now, the search for any similar curriculum started out in the area of Deaf studies. It progressively grew to cover other areas that I considered possible of having materials and lessons relating to cultural identity. I found myself struggling to find comparable materials and

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\(^1\) Gallaudet University has a list that shows what Deaf museums we do have in the United States and internationally. Refer to Appendix A for the list.
something I could explore in how sets of courses would address my envisioned image. I even went to the Smithsonian Educators web page at http://www.smithsonianeducation.org/educators/, did a search by subject "Deaf" and I received no results, so then I went with the stereotypical label, "disability," and received seven results, however they were either related to history of polio or civil rights. Thinking about the foremost institution of museums that permeate the museum field, tragically, Smithsonian does not even have subjects that touch upon Deaf people.

The curriculum I developed addresses cultural identity across content areas and this uniquely stands out because the curriculums that I researched did not show any similarities to my concept. Sources were explored from various information gathering techniques: online through specific databases such as ERIC, SAGE, Education Full Text (Wilson), and U.S. Department of Education, museums' own web pages, from libraries, and specific places such as Clerc Center in Gallaudet, students' theses from UCSD and specific state schools. I noticed one common thread about the information perused; they did not address cultural identity as interwoven. I was not able to find many curriculum, but found one similar to my idea because it did discuss aspects of cultural identity however as a separate unit. Many of the curriculums
often focus on one subject to an extent and not weave the subject through content areas. This is what makes my curriculum different because it is interwoven through content areas with section focuses, for the perspective on cultural identity through museum needs to be all-present and not educated separately. It is what perpetrates the disparity towards students if Deaf Culture is taught independently, and it creates a feeling of difference and misconceptions, which we would want to avoid. No culture is superior, and the vision in my curriculum is for an egalitarian classroom.

One curriculum that exists, which does discuss and confront notions of deaf culture, is "Deaf Studies Curriculum Guide" (DSCG for short) by Kendall Demonstration Elementary School, created in 1993 by Melvia Miller-Nomeland and Sara Gillespie. However, as the date suggests, it may be antiquated since it is almost two decades now. Many changes occur in Deaf culture, as researches and information are rapidly growing. There are minute details that can be used in support with my curricula, but the purpose of a museum perspective is to address a new way of looking at things, a lens filter. Upon seeking through the table of contents in DSCG, you will see units comprising of those areas, identity, American Deaf culture, American Sign Language, communication, history, and social change.
Considering those units, a fracture appears, portioned parts of Deaf culture are taught through several stages/age groups and points of entry. I understand the need to break down and teach aspects of culture individually, but it gives students the idea that culture can be split under a microscope. To develop their confidence, the students need to be given the power to examine culture by their selves. DSCG had the right idea as said, "The developers are proud to present the KDES Deaf Studies Curriculum Guide as a starting place for sharing the rich heritage of Deaf people with students in today's classrooms" (Miller-Nomeland & Gillespie, 1993). The starting place is correct, but with the question of progressive turn through time, from 1993 to present. I question what adaptations have been done, any new ideas and additions with this DSCG.

As we move into the future, the lists of museums that centers around Deaf history are a scarce few, as well as curriculums that bring in new viewpoints regarding culture. If possibilities and accessibility becomes wide open, Deaf exhibits would begin to be curated more, teaching other people about the diversity within Deaf culture and to avoid common labels of Deaf as only a medical condition. Newer curriculums can be developed in accordance with Deaf exhibits in any subject areas, such as history, art, film, and science to teach students
and help bridge relationships between the museum and communities. Not only that, my curriculum could also one day actually encourage and support students working with museums to open their own exhibit. The ideas are endless, but for this to happen, more curriculums are needed in addressing cross content areas and meeting museums' goals.
V. The Foundation of the Curriculum

Everything is simpler than you think and at the same time more complex than you imagine.

-Johann Wolfgang von Goethe

The learning theories that I applied towards my planning are Multiple Intelligences, Collaborative Learning and Funds of Knowledge. The curriculum focuses on sharing perspectives and to achieve that, several group activities will need to be supported by various skills of the students. Therefore, my learning theories maintain the diverse population of the class and helps spread the individual perception of each student to be shared with others. In order to do that, those three learning theories I chose to support the curriculum will help me analyze the students' needs and adjust the curriculum accordingly to them. What makes those frameworks important is the given evidence of how students truly differ and by using their differences; I can create a tailored approach that pulls together the students and their prior knowledge. Funds of Knowledge play a main role in this curriculum development and meeting the needs of students in the classroom, so I will begin with this theory first and proceed with the rest.

Funds of Knowledge are when background information of the students is brought together to develop resources that create culturally responsive lessons. It includes several stages of information retrieval,
from students to their families and requires the teacher to engage in an ethnographic role. The general description for this theory, "Funds of Knowledge" refers to a body of scholarship and practice in the anthropology of education that for two decades has engaged with the knowledge and skill sets available in the households of students" (Gonzalez, Wyman, & O'Connor, 2011). Then there is one more definition, "To refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Lopez, 2006). This applies towards students who come from a Deaf or culturally rich family. Students have a chance to delve deeper into their lives and expand on what affects them the most. For example, where did they acquire their skills, from whom and why did they learn it.

Now, to expand on this theory, consider the ideas about Deaf culture and its roles in each family. Families can have several factors in which, they all are hearing or all Deaf, they can come either from other countries or from America, and families can be a typical nuclear unit, come from extended household or group homes. Therefore, to grasp the understanding of students in the classroom, this applied theory becomes integrated in the curriculum to unite their perspectives into a unique situation where students are made to think critically and
interpret what other students say or discuss. Funds of Knowledge helps the curriculum to move away from deficit thinking and focus on additive approach by using critical information students bring in the classroom about their own family history and their Deaf identity. Using Funds of Knowledge encourages students to take an active approach as researchers learning about her or his self and their peers. After understanding more about the cultures that students brought forth in the classroom, they are asked to address situations in groups and apply their newly acquired knowledge.

Thus, this leads me to the next theory that I incorporated in the curriculum, Collaborative Learning. There are several descriptions of collaborative learning but this one seems to summarize many others, "Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it" (Smith & MacGregor, 1992). The student oriented learning environment puts more weight on their higher-order thinking and social skills. Collaborative learning requires the students to employ various skills and search what suits them the best, and by doing so, they fit pieces like a puzzle into the
group dynamics. Of course, the teacher monitors the students and frequently develops rubrics, questions, discussions and several other activities to analyze if the students are progressing along.

One more thing we need to consider about this theory, "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs" (Srinivas, 2011). A vital aspect about Deaf culture is the discourse among students to validate their identity and that will help them develop ideas about how a museum functions and approaches their subjects/exhibitions through collaborative discussions.

On a final note about collaborative learning, "...for collaboration to be meaningful, well-motivated individuals need to participate in teamwork underpinned by trust. The learning community revolves around active participation and engagement in a shared task, negotiated pragmatically, which in turn depends upon peer-groups having access to the necessary learning resources" (Hall, 2003). Through the discussions and social learning, teachers and students can learn about each other in a holistic approach and the teacher becomes able to apply new information towards the ongoing lesson sequence. The collaborative learning environment supports my idea of a museum perspective, because the students need to view items and
backgrounds of cultures (Deaf and their own personal culture) together in order to explore what they can contribute collectively towards their "Museum of Me" project. The theory of collaborative learning and funds of knowledge leads me to one more framework that is essential in supporting those two and the rest of curriculum, which is Multiple Intelligences by Howard Gardner.

Because of the combined two theories, Multiple Intelligences comes into play with meeting the unique needs of each individual in the classroom and developing the curriculum. On the spur adaptations will be needed for any changes and discoveries made during discussions. To explain Multiple Intelligence Theory is complex since there are several parts to address in different realms, such as psychology and education. The focus is on educational aspect for the curriculum. I will attempt to narrow the focus on the current description of Multiple Intelligence theory in the educational field as one of three rationales chosen for my project.

However, what is intelligence? Gardner (1999) defines it as this, "...intelligence as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture." Intelligence does not mean IQ. It is a human condition, something that explicitly sets apart each
student in her or his learning method. This theory has implications in how Multiple Intelligences is applied in the educational realm. Gardner rebutted the generalizations people made towards this theory with this statement, "MI theory is in no way an educational prescription. There is always a gulf between scientific claims about how the mind works and actual classroom practices. Educators are in the best position to determine whether and to what extent MI theory should guide their practice." Thus, my purpose in selecting this theory supports my curriculum planning as it involves lessons that touch upon different areas instead of focusing solely on language arts. Multiple Intelligences remind us that students may have various areas of intelligences that are not activated in normal academic settings with the emphasis on standards (reading, writing and math). The theory demonstrates variety of intelligences in approximately eight different areas.

Consider the previous theories chosen for this project, a lot of the focus is on group building and exploring the individuality.

Based on this, I have incorporated aggregate grouping as one of indicators in the Multiple Intelligences theory. "The theory stimulates teachers and students to be imaginative in selecting curricula, deciding how the curricula are to be taught or "delivered," and determining how student knowledge is to be demonstrated" (Gardner, 1999).

1 Refer to Appendix A for the listing of eight areas of intelligence.
Encouraging diverse students to work together is in my best interest for developing the "museum of me" curriculum. By doing this, I hope to facilitate a cultural exchange of ideas and help the students develop a new perspective.

The theories so far has developed into a curriculum that is group-centered and depends greatly on collaboration, knowledge of history/background and appealing to various areas of intelligence. Theories used in this curriculum also builds upon the one common thread that students have amongst their selves, and that is their Deaf culture. The curriculum processes through stages that show the mixture of ideas drawn from diversity, Deaf culture and museums. Funds of knowledge represent what we have in museums, and in order to develop a perspective, multiple intelligences work at giving students their own domain to absorb and lastly, collaborative learning will be the strategy and become a product of our cumulative project, a museum exhibition, "museum of me."
VI. The Curriculum Design

Being busy does not always mean real work. The object of all work is production or accomplishment and to either of these ends there must be forethought, system, planning, intelligence, and honest purpose, as well as perspiration. Seeming to do is not doing.

-Thomas Edison

The curriculum design that I chose rather focuses on how the information is delivered to the reader. Initially, my inspiration was from an English textbook because I liked the organization of those units/lesson plans. Each section had a descriptive heading in the beginning of units. After reviewing a teacher's textbook by McDougal-Littel, I decided I would like my curriculum to be approximately derived from the literature textbook that I have been working with lately in my student teaching placement. I still will have my own concepts by how I unite my units together. My aim is to scaffold lesson plans in stages where knowledge is built upon previous knowledge and made anew. The drive is to develop an academically secure environment where teachers can give students the power to explore their cultures.

In the beginning of each activity, an overview is given which will include those: the goal of corresponding unit, the main idea behind those activity sequences, strategies used (i.e., introducing a Socratic seminar...), assessments and a resource list. The purpose of the overview is to introduce the readers about the upcoming lesson plans.
and to give access to specific resources that teachers can use to support the lessons; and lastly, to determine which lessons can be done to enhance the strategy through assessments. Therefore, the overview section is a tool itself that teachers can use to guide their planning.

Now, in the lesson plan, I chose to follow a structure due to specific strategies that I want to be addressed. The following framework begins with state standards, which is essential in pulling the rest of lesson together. There are two objectives, one performance and the other language objective, which will include the critical bilingual component of the whole unit. The materials will be set-aside in a box, which helps the teacher to peruse what will be needed and what needs to be prepared before the lesson. Some materials in this curriculum are work samples that become models in advance for the students. My purpose in separating the materials section because it may require some time to acquire certain objects, create models and add last minute planning (such as field trip to a museum, guest speakers and so forth on).

The next part, formative assessment, which I renamed as "feeling the pulse" because this creates, a set criterion that teachers can use to follow and see if the students are progressing along, if modifications are needed, or extra support. With the sections that have been discussed so far, the lesson plan can go on to the main part of the event,
introduction, warm up and the game plan. Using prior knowledge is imperative in each lesson plan because the students need primers/warm-ups to participate in Socratic seminars and other activities. The game plan will guide the lesson systematically in order to reach the exciting realm of cultural discovery with students. Now to the last things in my lesson plan structure, wrap-up, assessments and modifications, which seems not so important but in this, it has a purpose to be placed at the end of lesson plans, so the teacher can write in their independent changes, and will have some suggested ideas that relate to differentiation/ SDAIE instructions. The suggestions only are a guideline as each classroom is unique.
VII. The Evaluation Plan

Let the future tell the truth, and evaluate each one according to his work and accomplishments. The present is theirs; the future for which I have really worked hard, is mine.

-Nikola Tesla

The evaluation plan for the curriculum includes several kinds of evidence collection and relies on daily journal reflection for appropriate ethnographic information. The following methods are reflective journal, rubrics, assessments, checklists, photo journal, and feedbacks from several stages (self, students, cooperating teacher, and any other adults such as aides). Those are the main ways for how I gauged my curriculum's success. The process of collecting evidence that supported the success of the curriculum depended on how students reacted to activities, lessons and the Socratic seminars. The rubrics and assessments helps the students gauge their own performance and at the same time, giving me the essential information if the students felt connected by what they learned in the activity.

For example, Socratic seminars have a specific rubric and feedback form that students use to measure how other students respond to questions and give equally complete answers leading to deeper discussions. The feedback form for the seminars gives students a way to keep track of who participated and when they exchange roles.
from outer circle to inner circle, new set of students evaluate the
discussion through feedback, and after students experience both
circles, the whole group meets together exchanging the feedback. In
this stage, I have my own checklist, and after checking off items of
students’ performance, I have vital information of the process towards
the primary goal. I am able to measure the depth of understanding
from the students and this measurement gave support to the
curriculum. This keeps my concept of collaborative learning in play and
gives evidence of how goals were met from the curriculum.

The evaluation information from the seminars supports the other
evidence from various types of assessments, especially the reflective
journals. Journals cite the specific statements made by students and
match them up with certain evaluations such as the seminars. When
students made statements in middle of the discussion and I found the
information to be revealing, showing how the students thought, I made
a note of that, and described the events that led to the moment of
revelation. That evidence became one of the indicators that students
were able to grasp some concepts about the discussed topic.

As for other activities, reflective journals still play a role as a map
or preferably, a timeline of specific events that occurred during the
curriculum implementation. It is a tool that I used to map out stages of
comprehension or preferably, scaffolded clarity. The reflective journal also helped me find critical moments that modeled either understanding or the struggle to understand in several lesson activity.

However, not all my evidence depends on the journal, but the visual aspect, photo journal. One of the discussions was about how the class could "define culture" in their own terms, we had a poster where the students worked on their own idea and definition then they added to the poster. The photo shows the poster and the map of culture defined by the class. This is a good tool to capture the students' product on collaborative thinking and activity.

Not only that, the photo evidence becomes a future reference tool for me during evaluation phase of my curriculum. I am able to analyze some details from the photo, and successfully matching it up with events in my reflective journal, assessments and checklists. The progressive evidence was important in how I determined the curriculum to be successful. Some evidence plays as a reference point to events that occurred in the classroom and I am able to match them up with appropriate assessments that were done.

Therefore, the ways of gathering evidence through various tools, are specific to my curriculum because it shows the interrelated information that crosses several content areas and skills. I was able to
keep track of the evidence, which supports my curriculum's success because of the information received and being able to relate it to different areas of evidence such as anecdotal notes, checklists, feedback forms, rubrics, writing samples and work samples. The diversified evidence gave me a clearer picture of students' performance and conceptual understanding.
VIII. The Curriculum Implementation

*Experience is the teacher of all things.*
- *Julius Caesar*

The curriculum began its life on March 20, 2012. Along the road, there were many events appearing which stalled or rushed the curriculum’s progress. I will discuss the context surrounding the classroom and various events. However, the focus will be on the classroom, the students chosen and then the implementation.

Thus, this teaching assignment found me at a residential school in the middle school department with the seventh and eighth grade students for reading and writing. The classroom was your typical language arts environment, stacked with books of various genres and grade levels. Students’ classwork were displayed on walls alongside with educational and informative posters. Desks were lined up in U-shape for eye contact and clear communications. The classroom had a smart board and document camera, which I used frequently during my internship. The middle school had twenty MacBook for use through signing up on the department coordinated excel worksheet. The school had resources that were readily accessible and easily gathered.

As for myself, I worked with average of six to eight students daily, keeping in mind, that my classes were all rotated on a block schedule
and by periods. My cooperating teacher is the Lead Writing teacher and had extended prep times. Often those hours would be spent with her discussing the plans for the week, students’ needs, backgrounds and issues, feedbacks, and getting to know each other. I was fortunate to have a teacher who came from the same university as I did; she understood the philosophy and the work that went into field-testing the curriculum. She is a hearing teacher and a fluent ASL signer, and expertly manages her students with a strict but playful candor. During my student teaching, she had to take over several assessments for other students from a teacher who was on maternity leave, which made her schedule very busy amidst some time conflicts. That gave me a wide-open field in taking over the class right from the beginning.

**Reason For Choosing This Group**

I teach four different groups of students, and the group I chose is the only seventh graders that I teach and see daily. The other three groups are all in eighth grade and I see them only on reading days. This influenced my decision in choosing the seventh grade class to attempt an implementation of my curriculum. However, this was not the only reason, this class had reading levels on grade-level or close to it, and their access to communication and language made me choose them.
I was unsure of how concepts would develop with my curriculum and did not want to overwhelm some of my other students who were not on grade-level reading or writing.

I gathered some student demographics and compiled their information. For confidentiality issues, the students will be assigned a letter from the alphabet for their names.

Student A: Comes from all Deaf family, has siblings at the same school in elementary, access to technology at school and home, carries iPhone 4, joined residential school when he was in 5th grade and he is confident in Deaf culture. This student professes a love for sports. He is also an advanced ASL user according to Hergiz’s ASL scale of development.

Student B: Comes from all hearing family, she do have siblings but she is the only person who is Deaf in her family, one of her parents work at the residential school, has cellphone and access to technology at school and home, she grew up with most of her classmates at the residential school and she proclaimed her confidence in Deaf culture with “Yes! Of course.” She is also an advanced ASL user according to Hergiz’s ASL scale of development.

Student C: She has a diverse family, both Deaf and hearing parents and siblings, her siblings also go to the same school, and one of
her parents works at the school, has cellphone, access to technology at school and home, she recently came to the residential school at 6th grade, and displays confidence in Deaf culture. She is immersed in reading and exhibited advanced ASL according to Hergiz's ASL scale of development. Not only that, she has a third language, which she is fluent in, LSM (Lenguaje de Signos Mexicano or Mexican Sign Language).

Student D: All of his family is Deaf, his siblings goes to mainstream school, his parents work at the residential school, he has access to technology at school and home, he grew up with many of his classmates, and his precise quote, “Of course, I’m with fully 100% with Deaf culture.” This student is also an avid sports fan and tends to discuss sports in the classroom. He is an advanced ASL user according to Hergiz’s ASL scale of development.

Student E: This student has all deaf family, and a sibling that attends the same school with her, her parents’ work at the residential school, carries iPhone 4 and has iMac at home, she grew up with most of her classmates and started early childhood education at this residential school. She is proud of being Deaf and being part of Deaf culture. This student is artistic and creative, and shows an advanced use of ASL according to Hergiz’s ASL scale of development.
Student F: This student has several siblings which vary from Deaf to Hard of Hearing to hearing, his siblings used to go to the same school with him but is no longer attending the residential school, he does not have any parents working at this school, he has cellphones and access to technology both at school dorms and home, and he grew up with most of his classmates. This student stood out with his response, when asked the Deaf culture question, his candid reply was 50%, even though, his ASL is at advanced stage as measured by Hergiz’s ASL scale of development. He gets along well with other students and is an avid sports fan.

Student G: This student has a Deaf family; all of his siblings attend the same residential school, one of his parents does work at the school, the student has cellphone, and access to technology at home and school. He grew up with his classmates since third grade. He states to be proud of Deaf culture because he has a Deaf family. He has advanced ASL according to Hergiz’s ASL scale of development. This student tends to join discussions with the other classmates on sports too.

Cultural Context

Students are strongly immersed in Deaf culture due to the residential school environment and several of them come from Deaf
families. Not only that, many of the students in my group grew up together since early grade years except for two of them. The community is large for this residential school, and the students have a direct access to the resources given by the school and the community. The students also have access to technology because the school supports technology as a part of their vision statement. The residential school environment and the number of Deaf people, which in turn develops a close sense of unity, hugely influence the community. This is often compounded by how people know each other well, know about how and what things happened, and lastly, privacy is always an issue in this community.

Social Development

The students are able to express their selves in various situations, and sometimes they do not have the proper filters in communicating discreet ideas. Students E and F often get in arguments that will necessitate meditation by the behavior adjustment teacher. The other issues in this group, which is prevalent, the gender separation. Students frequently stay in groups of the same gender, and will attempt to omit each other. The teacher has to intervene frequently to ensure there is an equal mixture of males and females in groups or pairs for class
activities. This affects my curriculum time to time when I am attempting collaborative learning activities/groups (such as Socratic Seminars and peer feedbacks). I continued to make sure that the students are mixed and participating in getting along with each other. The students are also talkative, chatting at any given time. One interesting problem, which kind of ties together culture and social development, which is culture limitations by the students in this group, because they have great dislike for people who are not alike them (in this case, hearing people).

**Language Development**

This are is not of severe concern. The students are aware of their progress in ASL due to focused classes on ASL itself as a part of their daily learning. However, as for the written English part, the students tend to favor specific terms to respond with, which often ends up making an answer vague and broad. Those terms would be, “awesome, amazing, wow, cool, interesting, whoa and shocked.” The teacher and I often reinforce their thinking by asking, “Why? How come? What is the evidence, where does it say that in the text?” Besides that, when encouraged, the students do give thoughtful answers and brings up interesting questions in the class discussions. Vocabulary usage is also
one of the needs the students have. Some students would comment to me that they wanted to improve their word usage.

**Academic Development**

For the selected group, there is no special needs or concerns with their development levels since most students are on grade-level or beyond for reading, and writing is almost close to grade-level. As for their prior knowledge and key skills, all of the students are devoted to sports, which motivates them to perform academically so they can attend games. Student C has advanced reading skills, but she notes that she is afraid of making mistakes or attracting attention with her answers. This influences student C’s academic performance. As for other students, they have excellent debating skills. The students enjoy questioning and asking why they should do certain things. This skill is often an opportunity for me to capitalize on their dialectic concepts. This area is where I thought Socratic seminars would benefit them. The students have expressed distaste in school subjects, especially in writing classes.
Type Of Class, Degree Of Ability Grouping Or Tracking

This group is all in seventh grade and is grouped by several assessments. They are: STAR testing, DRA reading test and MAP (Measures of Academic Progress). Standardized tests play a main role in how a student is placed in classes and currently influences my curriculum because of the actual testing periods. The class is taught in language arts content area. I see and teach this group of students everyday for reading and writing. We follow the block schedule, so I teach reading with the students on Mondays, Wednesdays and Fridays. Writing is taught on Tuesdays, Thursdays and Fridays. For the days from Monday through Thursday, each class is with me for an hour and half. On Friday, the times are shorter, approximately thirty-five minutes each class and completes early (at 1:45 PM) due to buses taking the residential students to home (which can be hours away from the school).

Factors Influencing My Curriculum's Implementation

In this situation, I will briefly list what were the factors.

- CST/STAR testing
- School-wide assemblies
- 6+1 trait writing and ASL tests
• MAP testing
• Sporting events
• Student absences
• Library hours (Wednesdays for 40-50 minutes)
• Pep rally events
• One week off (Spring break)
• Holiday on March 30 (Cesar Chavez day)
• Battle of books scheduling
• Student motivation levels
• Pre-existing curricula (Inside textbook)
• CT’s days off

Changes And Revisions Made To The Curriculum

The main revision happened when I tried out my first activity. I found it to be excessive and a bit too long. The activity would end up spanning almost an entire week and few days. After seeing that happen, I went ahead and chunked out the main activities and concepts. This was difficult because I had to make the choice and “assumptions” on which sections were of value and applied to my student group. Then, one day, I looked at the curriculum as a whole, and I saw some issues with sequencing and overall cohesiveness. Once
again, I explored the plans closely and ended up developing a fourth unit that consisted of two lessons that were taken from the third unit and I added in one more activity (a mini-lesson) to make unit 4 complete. This developed a slightly more ordered curriculum for me to follow, but added on woes of actually having the time to try and test all of the activities. The temptation was terrible because I wanted to see the students complete the final project, but as time progressed, a main factor, testing took away the much-needed time for implementation.

Not only that, one of other factors in implementing the curriculum were the sporting events since more than half of my class would be dismissed early to go to their games. My classes were in the afternoons, and on game days, students were not as focused on classroom learning. I ended up having second thoughts about my curriculum and being able to succeed some type of final product that would reflect the bigger picture of what I wanted the students to learn. Finally, one more revision was added was the Socratic seminars. I ended up adding an activity that devoted to understanding about participating and developing Socratic dialogue. Socratic seminars was a new idea for my group, as I learned from my cooperating teacher (CT) that the students were not as used to having a question/dialogue based discussion amongst their selves without teacher participation/reinforcement. The
students liked to debate and I did not want that type of discussion associated with my activities. This necessitated the addition of teaching the students how to participate in a discussion without thinking about being right or wrong, or who was winning.

Finally, one more factor in my adjusting the curriculum also was influenced by the in class textbook called, “Inside”. I used the textbook as a part for the Socratic seminar (using the story, Indian Summer Sun). The topic seemed to fit right in along the ideas already that already have been worked on in the class. Coincidentally, it helped me save some time since both materials worked together which meant I could get in a curriculum-testing day along with teaching what is already in place for this chosen class.

For my implementation, I will be taking on a narrative style for week by week since the schedule were diverse and complicated due to testing, holidays, sports and school-wide events.
The Implementation:

Week One: March 19-23,

Introduction to Activity 1.1: Getting to Know Each Other

As I arrived at my classroom, I already knew which class I would be implementing my curriculum with since I already discussed with my CT about type of class, reading levels, and willingness to participate. She reviewed my curriculum and agreed that it would suit the class I chose the best. The activity was a great way for me to learn about the students better on my own terms and for them to learn about who I am. Not only that, a good way to start off the curriculum.

Before I started with the first activity, I had previously assembled my own sample of the autobiography squares for the students to observe and for myself to use as a model. It was a good starting place for helping me to learn about my students quickly than expected. The students were curious the project and about me. I began on this activity by introducing myself and explaining to the class that I would be testing my curriculum with them. My CT interjected that she went through the very same thing I did and that we were from the same teacher preparation program/masters study. The students were inquisitive and they asked her many questions. After this, I briefly stated what my curriculum would include, explaining to them about the
“Museum of Me” concept. The students asked me why “Museum of Me”, I told them that I wanted students to explore ideas in different views, and in different ways.

I asked the students, “Want to know more about me?” I took out the prepared model. I went over each square under the document camera, and paused after each section for students’ questions. One student asked me why did I add “flaws” in my part as a human being. I told the students it is because I believe that flaws are what makes us human. As we progressed through my autobiography squares, the students asked if they would make their own. I replied yes and they were thrilled. However, before we moved on to the project, I asked the students to review what the word meant, “autobiography.” Student C replied, “It is a story about myself written by myself.” After restating what student C said, I asked the rest of class if they agreed with the answer student C gave. They replied yes.

The next thing was setting up a rough draft. I told students that they would need to brainstorm before picking out materials and deciding what to write under each heading. My CT helped pass out blank papers to the students as I instructed them to fold the papers in one-fourths then unfold them. I had my own blank paper and did exactly the same as what I explained to students, and under the
document camera, I wrote the headings for each square, “Yourself as a student, Yourself as a Deaf person, Yourself as a human being, Who are you? (Name, Age, anything else you want to add).” The students copied down the headings. Together, we discussed one category at a time.

I noticed the hardest category for the students were both ‘yourself as a human being and yourself as a Deaf person’. I went back to my model (see Figure 8.1) and brought it under the document camera once again.

![Figure 8.1: My model](image)

Slowly, we went through what I wrote and how I divided the category of ‘human being’. I asked the students to pick out categories that they noticed. Student A replied, “Descent, I know that I could put down where I came from.” Student E replied, “Interests, I like fashion
and sports.” I told them those are what make you a human being, which comes from your interests, your descent, your unique traits and characteristics. I suggested they could ask the CT, their classmates, family and friends to describe them to get an idea about their selves.

Then we listed what we could put under the category of being a Deaf person. I told them they could put down what they thought about being Deaf, being part of Deaf Culture, going to a residential school, if they came from Deaf family and their love for ASL. Student C said, “I come from a big Deaf family, yet I have a cochlear implant. Isn’t that weird?” I found that interesting to see this student say and wonder about identity issues as a Deaf person, and how they could define their selves. I assured her that she could put what she just said under the Deaf person category. (See Figure 8.2) This type of thinking was exactly what I wanted to see and it helped me learn a bit more about her.
After this, the students seemed to have ideas and went to work on their rough drafts. Their rough drafts were done over several days and continued onto the second week due to their previous assignment before I arrived. The students would spend ten to fifteen minutes on some days completing their rough drafts and reviewing it with the CT and me. I spent the week observing the students and making small notes about how they behaved with each other for my future activities. Not much happened in the first week besides the unit and first activity introduced.
Week Two: March 26-29,

Activity 1.1: Getting to Know Each Other continued.

This week, we had a holiday on Friday for Cesar Chavez, so it meant only four days of teaching. I hoped that we could finish the activity and try to start a new one before the spring break comes. Not only that, this week the students in the class were dismissed early for their volleyball game and track meet. That meant I had to maneuver some creative ways around the time frame I had, so the students could start some work and finish it at home or independently. On the other hand, I needed to finish teaching the story they were reading at the time, “Zlata’s Diary”, and when the story was completed, the students finally began the work on creating their own squares.

Before I allowed the students to start their work on the autobiography squares, I reviewed the rubric (see Appendix B) with them, and let them know what I expected with their projects. I explained to the students that I would grade their projects following the 4-3-2-1 rubrics and grade them on their participation. I asked the students if they have planned out what type of design and colors they want. The students replied, “Yes!” I said, “Let’s go,” as we all lined out of the classroom.
The students and I all walked to the media center, and students picked out their colored papers. The media center had supplies such as glue, scissors and papers already there. Before proceeding to pick and prepare materials, I reminded them of the media room rules and that they had to clean up after we are done. The students hurriedly picked their colors because in fifteen minutes the boys would be leaving for their track game and during this, I noticed a divide between gender groups. The boys were blocking use to the paper cutters and some other materials, and the girls were pleading with them to move over. I stepped in to intervene and asked them to be gracious with each other even if they had a game to go to shortly. The students apologized to each other and began to focus on choosing colors.

In the process, the students designed their own approach to the autobiography squares. I realized this activity seemed to just take more time for the students to prepare the squares for their next step. I made a note in this for my adjustment to the curriculum, to include precut squares of various colors, but I wondered if this would take away from the students’ own creativity. I had the opportunity to watch some kids be innovative in their design and observe their conversation. The boys would choose colors according to their favorite sports teams. Student E proclaimed that she must have black and would decorate it
fashionably. Student B quietly worked on her project and was absorbed in her poster. After the students were completed with choosing the papers and shaping it into their projects, I asked them to clean up and return to the classroom. I reminded the students to put their projects in a safe place so we could return to it next day.

Next day, the kids started to put down their information in each category. Occasionally, I asked the students to recall what we discussed about expectations, like images, neatness and several other things according to the rubric. All of the students decided to write down the information instead of typing on word processing program and printing out the passages. It was important for me to let the students feel comfortable with what they wanted to convey because it was all about them. This class period were focused on putting together the project, so I encouraged the students to work independently and quietly. After progressing through the project, it was time for a gallery walk. It fit in with the schedule since on Thursday it was Friday’s block schedule, in which we had only thirty-five minutes to complete any unfinished parts of the project and do the gallery walk.

I asked the students to put their projects on their desk so the class can see what they have created and leave feedback. I distributed small post-it notes to each student. I made sure they had seven each
because I wanted them to leave feedback for each of their classmates. After noticing some type of comments being left by the students, I asked my CT for a quick review of what students said. My CT pulled me aside and warned me that the students tended to give superficial feedback. In this moment, I was concerned and wished that I had prepared the students a bit more in giving appropriate feedback (see Figure 8.3). Some replies I saw, for example, “nice!” naturally, this was a bit too late. I interrupted the students and announced that they should not leave one word replies. However, after reminding the students, they slightly improved their feedback with more details (see Figure 8.4).

Figure 8.3: Student F’s project and feedback
After finishing the gallery walk, I asked the students to think about what we would discuss for the next activity, “culture”. I gave them a small quickwrite/exit question, “What is your opinion about culture? Give two opinions.” This tool helped me to assess what their position was for culture. I gathered their papers and saved it for the next activity. I also gathered the posters and went through them slowly with the rubric in hand. I could see some students gave much effort and some did not.

In this situation, I checked for student satisfaction before projects were turned in. For example, student F had written on black paper with a marker, so I warned him that it was not easy to read. He shrugged and said, “When you tilt it you can see the writing.” I said, “ok, are you
sure that you are satisfied with your project?" He replied yes. I went ahead and gathered his project for grading. In other case, student G had written his last square on the third page’s backing, instead of making a new page. I told him he could take it home and add fourth page instead of doing that. He replied, “I don’t care, it looks good.” I had to concede since it was their work and their choice. The CT agreed with me and told me to grade students regardless on what they did. (See Appendix C: for Student Artifacts and graded rubric).
Week Three: April 2-6,

Activity 1.2: Defining Culture and Setting up Identity

This week found to be challenging due to the assessments taking place and one school event. On Tuesday, we had students vs. staff dodge ball for students who reached the 1,500 pages read in Accelerated Reading logs in the first semester. It was fun watching the game and seeing my CT participate, running around with other staff and throwing balls at their students. On Wednesday and Thursday, there were two assessments being started/done, MAP (Measure of Academic Progress) and six plus one writing traits assessment. With this busy week planned ahead, I had only Monday and Friday to complete my second activity before the spring break. I had volunteered to give up my week off from UCSD’s break to take this school’s week off. Regardless, after the first activity was done, I knew that I had to take out some elements that extended the time a bit too much. Simplification was the to-go word for this week.

Therefore, when I initiated the second lesson, I was prepared and aware but I was still learning about my students and their tendencies. I created a PowerPoint that would break down the sequence in developing an identity web and searched for an article that would cause some thoughtful discussion. It was difficult finding an article for
middle school level readers. I made copies of the article and passed it out to the class. The students were curious immediately with the headline, “Tween’s pierced nose gets her suspended.” The article addressed issues about identity and culture. Before I let the students read the article, we reviewed the opinions they made in the previous week (See Table 8.1). It helped the students realize that identity and culture is entwined.

**TABLE 8.1: Culture Opinion Quickwrite**

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>We should respect their culture. Culture should be different that way we learn new things.</td>
</tr>
<tr>
<td>B</td>
<td>I think people need to more care about their cultures. If I identity my culture, it would good.</td>
</tr>
<tr>
<td>C</td>
<td>My first opinion about culture is that all people love and respect their culture. My second opinion about cultures is that they are cool to learn about.</td>
</tr>
<tr>
<td>D</td>
<td>I don’t have any strong religions but I do have culture only Mexican and Deaf Culture. I never disagree about others culture.</td>
</tr>
<tr>
<td>E</td>
<td>I think my culture should not have 8 gifts in each days until Christmas. I think people HAVE TO accept another people’s culture and LEAVE THAT WAY.</td>
</tr>
<tr>
<td>F</td>
<td>Different cultures are good because the same culture will be boring. Once you have a culture keep it, don’t give it up for some little reasons.</td>
</tr>
<tr>
<td>G</td>
<td>ABSENT</td>
</tr>
</tbody>
</table>

After working though the discussion about culture and identity, I saw many difficult things to approach. I realized my curriculum from this point was doomed in some sense if I didn’t do anything to change this. It was frustrating already from this point seeing what I needed to really
change in order to gain some viable learning outcomes. I decided to wrap up the discussion about culture by having students put down one thing they think about culture on a poster. The students took turns putting down something they thought is applicable to culture (See Figure 8.5).

Figure 8.5: Culture poster by the class.

So, I tried to change up the discussion by moving it to a new direction, and asked students what they thought about identity. Most of them shrugged, so I proceeded with my PowerPoint. Working slide by slide, I started to explain to the students what I considered possible categories that would define us as an individual (See Figure 8.6).
After reviewing this slide, students debated with me how they could actually categorize their identity. I explained that it was not the importance behind a defined category but how they could explain parts of their self without being biased. It was important for me to see the students find ways to describe their selves, and at the same time avoiding types of bias that would be associated with being Deaf. This was a difficult and dangerous move, because in this stage Deaf identity can be questioned and shaken from usual expectations. By usual expectations I mean, when students immediately associate their selves with Deaf culture and say I am part of that etc. without realizing they
are actual individuals that garner some interest. I would reinforce my questions with them.

When asked about Internet presence, I would say, “Do you behave the same at school, at home and online?” I had a student (student E) reply, “After school I am not the same because I hate school and I prefer to hang out with my friends, but I am not the same online too.” The essential moment was in how she thought about her presence, and how she represented herself. Student B said, “I am much different when I play sports, I don’t think the same when I am in school.” Student C agreed and she said, “On Facebook I post pictures and say things that I usually wouldn’t say in school.” I learned from her a term, “Planking.” I asked what the word meant, students E and C replied quickly, its something that we lie straight with stomach down on anywhere and we take pictures on cellphone and post it on Facebook. I learned something about them over a simple word, but then nothing is ever simple. The multiple views would serve us to see how a museum’s perspective could change our common thinking about ‘self’.

This is a critical turn of events. I was able to obtain students’ imagined vision of their own identity according to how students thought about their behavior in different parts of life and areas. I had the students do a rough draft of the identity web after observing the one I
created. The students worked on this briefly then paused this activity until the testing was done. We returned to the project on Friday, and most students completed it except for two (students B and D). I assigned the activity as homework and the students e-mailed me their finished webs. Those two students made me think about how distracting the class can be sometimes (See Appendix C: Student Artifacts).

I had the students respond to a question before leaving class, “Roles are different, and so is your identity. How come?” The students’ responses were interesting (See Figure 8.7 below).

![Figure 8.7: Students’ replies to exit question.](image)

Each student’s reply made me appreciate how varied this class was and I knew they had a lot to offer in different perspectives. I could notice one student was not sure with the question I asked by saying, “Right, I agree.” The statements made me wonder if I need to clarify my
question, or reword it. I also liked the student D’s response, because in his case, his surname has connections with the deaf community. By connections, I mean, many people will immediately know his parents, relatives and so forth on by just hearing his last name. I think it ties in well with how he replied to the exit question. It helps that I know some background about the students to understand the simple responses to the exit question. It also informs me of how the kids perceive the identity/culture.

However, the challenge now lies in how I can wrap up the first unit and move on to the second unit after the spring break. I had one more activity to start and that was postponed until week five. The next activity was introducing the students to a Socratic Seminar. I also had the revisions to think about since I was not satisfied with the long activity plans.
Week Four: April 9-13,

Spring Break

Hard to believe it’s the fourth week into the internship already. This week was the school’s spring break. I took this time to visit with my parents and to go through my curriculum for some revisions. The majority of revisions happened this week after experiencing several situations in with limited time past few weeks. I made revisions with this in mind: how much I actually could field-test the activities with a short frame of time.
Week Five: April 16-20,

Activity 1.3 & 2.1

In this week, I was able to wrap up the first unit and get started on the second unit. On Monday, the CT informed me that she would have two days off for the sixth week. After confirming with the principal, I was going to substitute teach for her, and as the CT said, I already have been teaching full time with her classes. It was a good step in faith and trust. I planned two weeks of lesson plans in advance and reviewed with my CT for anything she thought I needed to address or add. With this in mind, it made me a bit nervous in concentrating on my curriculum because introducing a Socratic seminar properly was my first and foremost concern. I will discuss activity 1.3 then 2.1.

Activity 1.3: The do’s and don’ts of a Socratic Seminar

Prior to starting the activity 1.3, I distributed the selected poem by Willard J. Madsen, “You Have to be Deaf to Understand,” (see Appendix B: The Curriculum for copy of the actual poem) to the class as reading assignment. The purpose behind the activity was to introduce the general rules and expectations for participating in a Socratic Seminar. I progressed with a PowerPoint first, doing a warm-up activity, then explaining several things such as who was Socrates, the
difference between dialogue and debate, and what I expected from them during seminars. I reviewed the type of questions that they can use to help them start thinking about any of the assigned reading. I explained the desired choice and type of questions needed to be “authentic.” I quickly covered the definition of authentic in this situation, finding or creating questions that they genuinely want to be answered, interested in finding the answer, and truly did not know the answer to. One of the students asked me if a seminar was same as a literature circle. I replied, it could be slightly similar but the Socratic Seminar is structured differently with different expected results. I also stressed the difference between dialogue and debate.

In the warm-up, I used a picture from the Deaf President Now movement (See Figure 8.8) and asked students to think about the statement made by the picture. I got some interesting replies, as student E said, “Why honk, we are Deaf we can’t hear!” Student G said, “I know that picture is from Deaf President at Gallaudet University.” I suggested that honking was a way to get the hearing community to notice the escalated situation. I asked the students to look in the background and state what they saw. Student A said, “There’s police line behind the person.” Student G said, “I see more protesters by the person.” The picture analysis was a good warm-up idea for these
students, and it touched upon familiar realms of Deaf Culture and pride. The students were able to give replies and discuss calmly, however, this did not predict how they would end up behaving in the actual seminar.

Figure 8.8: Slide #3 Warm-up image for Socratic Seminar

When the students began reading the article, the CT and I sat back and watched the students. She also read the poem and we discussed some ideas about the poem. Since the seminar style was novel, I still needed to guide them into discussion and encourage the students to participate. One immediate problem quickly appeared, was turn-taking, the students would overlap chatter and did not respect whoever was speaking at the time. I had to intervene
occasionally to get the students talking one at a time. I realized in this I should have made the students restate the norms for class discussion behavior before proceeding.

The other observation I made, students were shy in joining the discussion and had to be encouraged or prompted along by with my and the CT’s questions. The CT and I would occasionally throw out questions and see if students replied. It was a learning experience for everyone involved. In one of the questions I asked, the students suddenly took that opportunity to escalate an issue. The question I asked was for the students to think back in the times when they experienced something similar to this situation stated in the fifth stanza (See Figure 8.9) where a person shouted at them or some situations they had with hearing friends.

What is it like to be shouted at
When one thinks that will help you to hear;
Or misunderstand the words of a friend
Who is trying to make a joke clear,
And you don't get the point because he's failed?
You have to be deaf to understand.

Figure 8.9: Fifth stanza of Madsen’s poem.

At a point, two students turned the discussion into a debate, regarding how they would communicate to the hearing people that they were Deaf. The main argument was “Signing I’m Deaf” versus
“Using both fingers to make a X on the ear.” At the beginning, it was progressing along as a dialogue, then the students would start adding derogatory terms at the end of their replies or questions i.e.: stupid, idiot, I’m better than you etc. I had to intervene, and state that I would not accept any negative nor derogatory terms, as well as one being superior to other. I reminded the students that when we are in a Socratic seminar, it is regarded as “Safe Zone.” The space is reserved only for discussion in freedom, with respect for each other and close analysis of text.

After this spiel by me, class time was almost over, so I had the students do a self-evaluation of what they experienced and learned in the Socratic seminar, and if they would do it again. Subsequently, I reviewed some evaluations and noticed that students made some statements, which displayed the style of discussion, did work in small doses (See Table 8.2: Students Opinion/Evaluations). However, through the evaluations, I noticed a wide range of opinions. Some students were indifferent, and some seemed to feel proud of being Deaf even more after the reading and discussion of the poem. I also liked how student F tried to see from hearing people’s perspective.
<table>
<thead>
<tr>
<th>Student</th>
<th>Opinion/Evaluation (Actual written and unedited comments, transcribed due to hard to read handwriting).</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I think this poem that I read is lousy. Because this poem has no point. I don’t feel this poem do impact me. We discussed about this poem and I understand some of it. This poem is not the best.</td>
</tr>
<tr>
<td>B</td>
<td>In poem, it talk about deaf have to be understand. Also, talk what deaf people are sad to deaf person. I think it should be good life for deaf people if it have phone, VP, and other thing that help us more better to communicate. Also, to be deaf person is great thing because it can’t bother me of nosie things.</td>
</tr>
<tr>
<td>C</td>
<td>The poem by Willard J Madsen is inspiring and fascinating. The poem tells the story of a deaf person and I had that same experience when I was younger. But the 8th paragraph is wrong because there is always a helping hand and we always have songs singing in our heads.</td>
</tr>
<tr>
<td>D</td>
<td>I think that poem really inspired me. Because all message it feel make me more pride about deaf power. I discuss with my deaf classmate and they feel more inspired. Because we discuss good things about deaf. First paragraph make me inspired already because I’m feel power in that way.</td>
</tr>
<tr>
<td>E</td>
<td>Hearing people should treat deaf people like they treat to everyone. Not like laughing at deaf people, mocking them, and harm them. They should respect them. I want to stop that like hearing people always “off sale” to deaf people because they think deaf people are POOR which its NOT true! I think our dissicusion going pretty well.</td>
</tr>
<tr>
<td>F</td>
<td>The poem was kind of insulting to hearing people in my opinion. Because it said you have to be deaf to understand, plus its not their fault their parents made them. They should be treated evenly. The discussion was good very wiseful and nice.</td>
</tr>
<tr>
<td>G</td>
<td>I read one poem by deaf man. It talks about deaf people. Like language or etc. Mostly hearing people wouldn’t understand deaf people and culture. I think it is good poem. The discussion was good by their talks. We should do that again.</td>
</tr>
</tbody>
</table>
Activity 2.1: What is a Museum?

Activity 2.1 started quickly and took approximately 2-3 days to be completed due to several stages of the activity itself and on Wednesday, there was a school-wide pep rally. It was enjoyable and fun to watch the gym be filled with all students from all grades. The pep rally was loud and exciting. However, the pep rally meant I lost a day of teaching for this group. Therefore, I had to be quicker and get materials ready in advance even if it would be done two or three days later. For example, I made sure to download a list of museums in California, and printed the all of the necessary handouts.

Now, I started the activity with a warm-up question, “What does “Museum” mean to you?” I asked students to create a mind map, with museum in the center, add five things they think they know about museums. Students seem to have the basic concepts about museums through from what I see on their work samples, however they had some stereotypes about museums (See Figures 8.10, 8.11, 8.12 for examples).
Figure 8.10: Student D’s mind map.

Figure 8.11: Student C’s mind map.
Thus, what I mean by stereotypes—"old," I noticed this on most of the mind maps. The word ‘old’ is noted on all in some form. I wanted the students to realize that museums are not always about old things but things happening in the present. I made a comment to the students about my experience where I realized that museums were not always about things in the past. I explained to the students when I visited the United States Holocaust Memorial Museum in Washington, D.C. in 1994, I saw a complete exhibition being dedicated to the genocide of Bosnia-Herzegovina and Yugoslavia conflict, which was happening at the very moment when I visited. I told them that museums are there to educate you of your present, past and future.
The next step was to pass out a graphic organizer with the three W’s: What I thought, What I see, What we thought (See Appendix B: The curriculum for an example and see Appendix C: Student Artifacts). On the front page, I had two headings, name of museum and purpose, and the three W’s on the next page. I modeled the first row, and showing them what I expected from them. I reviewed the purpose of this activity with the students, explaining to them that they should observe and see what type of museums California has, also to see if they can learn something new. The class was divided in three groups. I distributed the museum list (See Appendix B: The Curriculum for the list), had the groups choose five from the list, and work together at finding those museum’s websites. We all strolled to the media room and the students went to work quickly. I had a checklist prepared and observed the students during this activity (See Figure 8.13).

Activity 2.1 Checklist:

Student Name:

☐ Did the student come to the computer lab prepared?
☐ Did the student engage in a discussion with their partners?
☐ The student showed critical analysis of a museum’s website.
☐ The graphic organizer is filled out and shows proof of effort.
☐ Did the students develop new questions and thoughts in which she or he shared with their partners?
☐ Did the student participate in exchanging information with the class?
☐ Yes or No Did the student paraphrase information instead of copying?

Figure 8.13: Activity checklist
I recorded information on this slip and noted details if I saw a student say or write something that would meet the standards, or if I saw them working diligently towards the activity instead of chatting. While observing, I became concerned about the range of word usage by one group (See Figure 8.14, 8.15, 8.16). The students were spending more time chatting and not doing complete work. I had to ask them to focus on the task and if they could add more to their comments.

Figure 8.14: Student E

Figure 8.15: Student B
The second concern was the same responses from the group. Regardless of being in the same group, the students needed to give their own opinions and learn how to work together collaboratively. For the other two groups, I was able to observe them discussing about what information they found interesting or not on the museum’s websites. After all of the three groups completed the graphic organizer, we returned to the classroom.

Originally, the plan was to discuss the findings with all the class, however; the building had some issue with the heating and every room was balmy and uncomfortable. I decided to consult my CT for permission to conduct the discussion outside in a shaded area. We
agreed so I proceeded to take the students out and we sat under the trees. The students started to share what they found during investigation; still I had to slow the students down so everyone had a turn in sharing and discussing. The three groups discussed what they found strange and interesting. One of the students stated that he didn’t realize that museums could be devoted to just one thing. So far, that was what I wanted, introducing the museum and varied perspectives.

The next step was to distribute a new set of questions and give the students a specific website to observe, explore and write a summary about the website. My purpose in doing this was to show students how to narrow down information and analyze it from sharing perspectives. We did this the next day, (See Appendix B: The Curriculum for the second set of questions) I reviewed the questions with the students, and this time, asked them to work independently. I wanted the students to explore this specific website and wonder about why the museum labeled those categories as culture.

After responding to the questions, I had the students write a summary with two paragraphs. In this part, students participated in peer feedback, in where students read each other’s summary and wrote down feedback according to the form (See Figure 8.17). After the feedback was completed, I sat down with each student and reviewed
the feedback with him or her. Knowing about the time limitations, I assigned three other students to my CT and she reviewed with them. Next, the students went and rewrote their summaries. Student G was absent so he was not able to get feedback, however; I sat down with him and got him caught up on what he missed out when he came back.
After evaluating all of the students’ summaries, all of them had something to say, from negative to positive opinions on the certain site that I had them explore. One thing that stood out, the website had barbeque as a category, and I had the opportunity to ask students about that. Some students found it weird, and some did not think it fit in the ‘culture’ category. We had a good discussion about this. Student A felt it was possible part of culture since his family does do barbeque quite frequently. It was an opportunity for the students to share what their daily values were, besides the cultural heritage or origins (such as nationality, race, religion). I liked the great start to the second unit, journey through a museum.
Week Six: April 23-27,

Activity 2.2 & 2.3

This week was filled with trepidation, since I was going to sub for two days. Naturally, I was nervous because it was a new experience and classroom for me. Nonetheless, I dove in headfirst and progressed through the week, and completed the unit two in this week. The two activities did not require as much time as previous lessons. I think that was due to my revisions that I made during the spring break. The 2.2 activity centered on how students would choose their own artifacts for the museum of me final project and the 2.3 Socratic seminar focused on a story that I got from their current textbook, 'Inside'. The week went by quickly, as the CT was not here for total of three days, since on Wednesday, she would be gone with all of the 8th graders on a science field trip. Then later on, part of the students left early for their away game.

Activity 2.2: A Museum’s Perspective

In the beginning of the activity, I gave the students a question to warm up, “How does the location affect the way you live?” The students started discussing about this. Student F said that he doesn’t live near the school so he has to live at the cottage, and that makes things
different. Student G mentioned that people who lived in Alaska would be different from people who lived in California. Student C said the type of neighborhood that they live in affects them. I told the students how they thought about different places are great, because often people don’t realize how places can influence people’s lives. We moved on to the next part, which was me asking them what they thought about the word, “Artifact” and what it could be.

In this, I started on a PowerPoint. I asked the students to think about how museums develop their collections, and how a museum’s location will influence it. As I moved on to the next slide, I had some important questions that I asked the students to consider (See Figure 8.18). I knew the students would have inquiries as they asked me what did I mean by the questions. I revealed and explained to the students my chosen artifacts.

Thus, the particular items made the students become puzzled, which was what I wanted (See Figure 8.19). Students were motivated and curious, which was reflected through their questioning and specific comments such as when I presented the picture of “wooden spoon”, the students replied that I, the teacher, love cooking, was a previous chef, liked making cookies and I used it to chase my kids out of the kitchen. When I told them their answers were great, but that was not
the reason why I chose the wooden spoon to represent me. I explained
to the students that I chose it because it represented my matriarchal
Italian heritage; the years of being spoon smacked if I behaved wrong,
or stole some tidbits from the kitchen while my mom was cooking. I also
explained that it was something that my grandmother, great
grandmother, and great-great grandmother did.

Museum of Me?

- What would YOU choose for your own museum?
- Explain why those are important to you.
- Why would those items, symbols, moments and places represent you?

Figure 8.18: PowerPoint slide #2—specific questions

1) My three sons
2) Gallaudet
3) A concert ticket
4) Wooden spoon
5) UCLA
6) Red hair
7) Piano

Figure 8.19: My artifact list
All of the students created their own artifact list, and I had to ask them if the items represented them correctly. The students had to be encouraged to think more critically about how items would be chosen. I also asked them to think about the items that would represent them without bias, and be given in a museum situation/exhibition. The students picked their items/symbols and gave brief explanations for each (See Appendix C: Student Artifacts for comprehensive lists). However, I will briefly list few students’ artifacts (Table 8.3: Students artifact list).

<table>
<thead>
<tr>
<th>Student</th>
<th>Chosen Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Football, Basketball, Power Balance, Under Armour, Snowboard</td>
</tr>
<tr>
<td>B</td>
<td>Softball, my hearing family, technology, school, books by J. K. Rowling and Julia DeVillers</td>
</tr>
<tr>
<td>C</td>
<td>Dramatic clothes, shoe size 9, photo with Arnold Schwarzenegger, brown and curly hair, basketball ball</td>
</tr>
<tr>
<td>D</td>
<td>Basketball, football, Nike, paintball, snowboard</td>
</tr>
</tbody>
</table>

The frequency of sports as an artifact shows how important it is to the students. They appreciate the opportunity to participate and play in team sports and it counts as part of their culture and identity. Much even so, when they are able to play in a complete Deaf team versus hearing students. Many of the students have a drive for sports dream. I liked that students recognized their desire and thought about what
would represent them. After finishing the lists, I gathered them and told the students that we will save them for the next unit. The lists will be used to create a brochure, and an exhibition map. This activity went quickly, so I assigned the reading to the students for the Socratic seminar. After seeing the current textbook that we were using, I liked the story and it seemed to tie in the culture and identity issue. The students needed to read the story in advance to create questions and be prepared for the seminar.

**Activity 2.3: Socratic Seminar, “Indian Summer Sun”**

This activity went quickly and it was interesting to evaluate the students acquiring new skills. Similar issues still remained, as students had to be led by me. If I had more time, I would test one more seminar, and assign a seminar leader to keep track of turn-taking and time limits for people who are talking. In this, I had students do a personal feedback form for each other, and I evaluated them according to the Socratic rubric. Students were reminded to bring five questions to the discussion, and use the question frames from the handout, which they did (See Appendix C: Student Artifacts). The students discussed the story progressively, and I interjected time to time, to encourage them in making personal connections to the story itself. Student C was able to
make a strong statement, since she just moved to U.S.A. two years ago from Mexico.

As the Socratic seminar was completed, I made sure the students work on the peer feedback form and shared with each other. I made my own notes according to the rubric, which I will list shortly (See Table 8.4). The three levels, below, target, above, follows certain behavior, participation and readiness criteria. Two students were having some difficulties due to personal situations. After the seminar was completed, I pulled those two students aside to ask if things were fine. I found out that there was some incident that happened over lunch period, so I sent them to the behavior adjustment teacher for meditation.

**Table 8.4: Scored Rubric for Socratic Seminar**

<table>
<thead>
<tr>
<th>Student ID:</th>
<th>Read the text</th>
<th>Engaged in the discussion</th>
<th>Supported ideas with references from the text</th>
<th>Uses sound reasoning in questioning</th>
<th>Accepts more than one point of view</th>
<th>Listens and respects others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Above target</td>
<td>Target</td>
<td>Above target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
</tr>
<tr>
<td>B</td>
<td>Above target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Above target</td>
</tr>
<tr>
<td>C</td>
<td>Above target</td>
<td>Target</td>
<td>Above target</td>
<td>Target</td>
<td>Target</td>
<td>Above target</td>
</tr>
<tr>
<td>D</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Below target</td>
</tr>
<tr>
<td>E</td>
<td>Target</td>
<td>Below target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Below target</td>
</tr>
<tr>
<td>F</td>
<td>Target</td>
<td>Below target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
<td>Below target</td>
</tr>
<tr>
<td>G</td>
<td>Target</td>
<td>Target</td>
<td>Above target</td>
<td>Target</td>
<td>Target</td>
<td>Target</td>
</tr>
</tbody>
</table>
For those students who performed above target, they were able to participate in the dialogue, bring up questioning in a respectful manner and were able to read the text in depth. The seminar concluded the end of unit two.
Week Seven: April 30-May 4, start of CST testing

Activity 3.1: Be a Designer: Exhibition Room

This week was the official start of standardized testing, so I only was able to do one activity this week and stopped until week nine for one more activity. Between those weeks, a lot of events occurred and time progressed quickly as the normal schedule was changed for the testing.

Since the students already created their own artifact list, it was easy to go into this activity. The first thing was a quickwrite, prompt was, “My museum will be about...” The purpose was to get the students to think about ownership of their artifacts and the museum exhibition. The main question asked was for them to imagine if their artifacts would be established at a museum, and the curator gives them an assigned space (in this I gave the students six feet by six feet space).

The students worked quickly on this and some made designs that reflected how they would imagine it (See Figure 8.20 and the Appendix C: Student Artifacts). Student D displayed sincerity and as he drew this, he told me, “I want a marquee with my name on it and stage lights around it.” I could see that visualization on his design. As students progressed through designing their own museum exhibition map, time
ran out before I could wrap up with an exit question. I feel this is one of problems I had with the field-testing, the actual time management.

Figure 8.20: Student D's exhibition map
Week Eight: May 7-11, CST week continued

Activity 3.2: Public Relations—Making a Brochure

I became a floater for the teachers who were administering the tests for both weeks. I would come in and ask teachers if they needed few minutes break or to do some things they needed to do. This week was spent mostly preparing the students for the testing and giving them time to de-stress. An opportunity opened up, so I was able to try one more activity before student teaching was completed.

I started the activity with a warm up discussion. The main question was where would we find brochures, and what were their reasons for using them. The students had many ideas and all of it was summed up on a T-chart (See Figure 8.21). I liked how some students thought about locations and how they could use the brochures. I noticed how students used their creative thinking and actually identifying where they would come in contact with the brochures and its purposes. After the T-chart was done, I modeled an example of what I wanted them to make. The example was a brochure I created especially for this activity. I printed it out and passed it around so students could peruse it.
Next, I explained to the students that it was okay for them to be focusing on their selves, because student D said, “This is ego!” I precisely said, “It is ok to be ‘ego’ since, this is all about yourself and no one else.” The students went ahead and made rough drafts (See Figure 8.22 and 8.23). All the students had different ideas and designs. I liked how it reflected the individuality of each and it helped the students prepare for the next step, making one on the computer. I assisted them in finding which program to use for their brochure creation and gave them examples of what templates they could use. We used the media room for this and I had a checklist for the students to evaluate their own
products before turning in (See Appendix B: The Curriculum for the checklist form, and Appendix C: Student Artifacts for examples of how students filled out their checklists). Student B asked me, “What do you call that type list in book or near cover beginning?” I asked her if she meant “Table of Content,” she replied yes! I noticed when I just sit back and let students work; they would chat and wander, then ask me questions. I tried to be laid back but still observe at the same time. This laid-back option functioned in a way because the students were independent workers.

Figure 8.22: Student F’s rough draft
As we progressed through the brochure project, students began to understand why I had them do artifact list, planning and so forth on. Student G mentioned that it was easy to jump in the brochure since he already had the list and ideas planned out. While the students were completing their brochures, I double-checked their work and the checklist.

At this point, a situation arose with a student because of an incident during lunchtime, she missed a lot of class time, and so I made sure she got caught up but it influenced her work. Even after giving her extended deadline, she did not meet the checklist and requirements for the brochure. This made me understand the one challenge with middle school students, was that they had wide spectrum of moods, one day cheerful and the next despondent or uncaring (See Figure 8.24)}
and 8.25 for students’ brochure samples). However, most of the class completed their brochures in time before the last week of my student teaching.

Figure 8.24: Student B’s finished brochure.

Figure 8.25: Student D's finished brochure
Week Nine: May 14-18,

Last week, wrap up and catching up on work

Battle of the books were a big event, some students was not in the class due to that. They would rotate, leave and come back to class with forty five to fifteen minutes left. Also, my CT was one of the coaches for the battle of books teams; this further complicated my plans of transitioning teaching responsibilities over to her. However, most of the time in this week were about wrapping up any leftover activities and getting two students caught up with their projects. No curriculum implementation was done in this week. I was actually afraid if I tried one more activity, it would end up being incomplete because of the complicated schedule. On the last day, I gave all of my students an ice cream party, and reviewed any pending assignments with them. It was a bittersweet day as students gave me cards and we discussed about goals, theirs and mine.
IX. Report on the Results of my Evaluation Plan

*Testing leads to failure, and failure leads to understanding.*

-Burt Rutan

The curriculum goals were:

Goal 1: Encourage students to notice aspects of culture and work collaboratively in learning and linking cultures.

Goal 2: Scaffold the students' concept on what is a "museum" through critical questioning and analysis.

Goal 3: Distinguish and introduce "museum perspective" to students, and build confidence in cultural identity.

The goals of the curriculum gain validity through the evidence gathered during the field-testing phase, and fortunately, every goal had enough support to succeed. The aggregate of information assembled for each goal included student artifacts, photo journals, and field notes / observations, checklists, student responses and rubrics. Some evaluation method works well for specific goals and will not work as well on others. Please do review the Appendix C: Student Artifacts for all items referenced under each activity. Hence, this section will begin to review what helped me to analyze if those goals were met or not.
The curriculum’s first goal was for students to be encouraged to notice aspects of culture and work collaboratively in learning and linking cultures. This goal was met. For example, the first activity practiced the skill of noticing aspects. When I gave the students this prompt, “Yourself as a Deaf person” to the students, several interesting answers came up.

- Student A: I am fully Deaf.
- Student G: I am Hard of Hearing but I call myself Deaf. ASL is my first language.
- Student B: I think it is cool that something loud can’t bother me.
- Student F: Hard of Hearing person, lucky to have both.
- Student E: Who signing ALL TIME! I did want to hear VERY WELL.
- Student C: I come from a big Deaf family, yet I have a cochlear implant. Isn’t that weird?

After observing the students’ answers, I found that they had noticed some ideas, which shows they are starting to develop skills of exploring parts of their own identity. Why did student C consider her having a cochlear implant weird? That was a good moment to expand on. Students had scrutinized their selves based on the general knowledge of Deaf culture stigma. This confirmed that I was going in the right direction with my curriculum.
I can determine that students worked collaboratively by creating this map of culture (see Figure 8.5: culture poster), each student put down their idea, but they discussed together to reach the general picture of what they saw culture as. Due to its size, I put the poster into the photo journal that was developed during the field-testing. The preliminary opinions of students reflected their current views on what culture consisted of. Sample of actual responses:

- Student C: People needs to learn to leave that way not disrespect it. I think culture are awesome.
- Student A: learn something new from different culture
- Student G: Culture is different none same
- Student D: A proudly traditionally from family’s generations

Those statements do show one student expanded on other’s comment. However, the views on culture were vague at the beginning so after group discussions with the cooperating teacher and me, new ideas seemed to appear, and students were able to expand on their original comments. I will use three students’ quickwrites as evidence of learning new ideas and linking their cultures.

Student D: I don’t have any strong religions but I do have culture only Mexican and Deaf Culture. I never disagree about others culture.
Student E: I think my culture should not have 8 gifts in each days until Christmas. I think people HAVE TO accept another people’s culture and LEAVE THAT WAY.

Student F: Different cultures are good because the same cultures will be boring. Once you have a culture, keep it, don’t give it up for some little reasons.

After addressing the quickwrites of the class, I noticed student D started to discuss about his idea of culture by associating between Mexican culture and Deaf culture for his family, which helped me, determine that it reflected parts of the goal. Student D was able to link his views on what culture could be. As for collaborative work, the Socratic Seminar does show the students developed skills in dialogue instead of debating and learning to work together on developing more than one point of view. I felt this first goal was met successfully with minimal issues that can be improved later on.

In the other part of the Activity 2.1, I noticed students chose things that they felt personally linked to from the museum’s website, and why it was categorized under culture. In first part of the activity, the students worked in three teams, and investigated the variety of museums in California.
Using the checklist, I reviewed each student during the activity; the list helped me recognize if students are working together and prepared to work (See Figures 8.13-8.16). It was difficult to decide which student work was collaborative or decided by individuals. In some sense, the team museum search did show some united work by the students in detecting parts of culture.

Minimal issues: Learning to work together collaboratively and linking cultures. The rubric result from the first Socratic Seminar displayed students had difficulty on accepting other points of view (which is the above target rubric), as evidenced by all students performing on target—Target: acknowledge other parts of view, but does not use them to expand meaning (Table 8.4 again shows stable growth but not any changes in this area). Students were confrontational, especially on the issue about how we would identify ourselves as a Deaf person. Instead of accepting each other’s views, the students began arguing and even adding in insults at end of their statements. As we progressed to the second seminar, I noticed the students improved and attempted to work together collaboratively.

The curriculum’s second goal was to scaffold the students’ concept on what is a "museum" through critical questioning and analysis. The data collected shows the students were able to achieve
academic skills to meet this goal as shown in activity 2.1 with their cooperative work on the three W’s graphic organizer. However, for the students C/B/E, they did demonstrate collaborative work but not critical analysis and questioning. Their group answers were written in this, “Amazing, Wow, it’s awesome, It’s cool,” as shown by student work samples (See Figures 8.14-16). The students also analyzed the websites given, and condensed the information through the group discussion they had which meets the goal of critical questioning and analysis as demonstrated by field notes. Then the next step was to work individually on an assigned website by me. I wanted the students to think critically why that museum categorized various things as culture. Students’ responded to this question, “Why does this site have ‘culture’ as its category? What was in it?”

Student B: Culture is important for museum. It have hand-on activities, online exhibits, articles, videos, and more!

Student D: That site can explain to me more about many culture come from and learning their culture.

Student F: Because they have so much to show about cultures that people don’t know about. Ancient paintings, evidence, exploring paper and lots of stuffs.
This activity was the longest out of all lesson plans, and I realize it was because I tried to introduce various roles of a museum, and at the same time, inserting various stages to build concepts on. The goal was successfully met besides the challenge to pry the information out from the students and encourage them to think in alternating viewpoints. Nonetheless, as I moved on to next part of the lesson, 2.3 Socratic Seminar, I liked how the students varied their own questions from reading the assigned story. One student’s question was striking and displayed his curious analysis of the “Indian Summer Sun” story, student G said, “What puzzle me is on page 302 and it says “Wind felt like a sharp knife on my legs” I don’t understand.” That gave me some ideas about how student G attempted to think about a metaphor and used it in the discussion. Also, I had to consider student F’s comment during the discussion, “I think it means by the trees were dressed like they were going to the carnival which means it’s have/its own beautiful colors.” As the seminar progressed, I was able to see improvements on the students’ analytic skills.

On the other hand, students’ artifacts do present some interesting conclusions about the goal being met, especially in activity 3.2, where they worked through steps gradually in creating their brochure and developing their own concept of museum. Students planned their own
lists of artifacts (of which many included sports), created a design of exhibition room then made brochures to reflect that. Refer to table 8.3 for students’ artifact list, but I will list a few since the common element that each student shared was sports among various other items.

Student A chose football, basketball and snowboard, student B chose softball, student C chose basketball ball, student D chose basketball, football, paintball, and snowboard, student E chose volleyball, basketball and cheerleading, student F chose football (with the stress on color pink to support women in breast cancer), and student G chose skiing.

The students displayed to me their deep interest in sports and it was a big part of their lives. This is an interesting fact for many residential school environments, and helped me to notice that students did think about their selves a bit more in a critical way.

The curriculum’s last goal was to distinguish and introduce "museum perspective" to students, and build confidence in cultural identity. The goal would have been met with a flourish but since the curriculum did not get to be fully implemented due to time restrictions, I had to do with what I have done from activity 1.1 up to activity 3.2.

However, for the main part, several collected information does show this goal was met. In addition, in activity 2.1, students were able to
discern minute details about their own culture such as where they came from, and if they had no connections, they made one through the current school culture. This was also difficult as in how certain student mentioned, “I have no culture.” This shows lack of confidence on the student’s part and gaps in my curriculum that needs to be strengthened in supporting that student to succeed.

When students chose their artifacts, I had them reply to a quickwrite later on in activity 3.1, this showed improvement in how they thought and prepared for the upcoming museum project. I had the smart board display the prompt in big words, “My museum will be about....” and discussed briefly about this prompt. The students shared their ideas to whoever was next to them. After students were encouraged to write down their ideas, I appreciated the diversity of cultures, perspectives and recognition of self that came out in this. I selected a few for the reader to contemplate:

Student B: My museum will be about my favorite sport, softball; who is with me in my life, my hearing family, and important things to me like technology, school and books.

Student C: My museum will be about my artifacts that shows myself in the past. I will use glass display for all of my things except my photos which I will put in 99k frames.
Student G: My museum will be about ... ME! I would bring ski, ski boots, and ski poles. Germany flag. Sports balls, my sports jersey, my Olympic medals. And my sports stickers, VANS shoes, and family pictures.

As for the data, it does show that students were developing some concept about the museum perspective as measured by their brochures in activity 3.2 (See Appendix C: Student Artifacts). The brochures will take up so much space of this, but here is an example of student A’s brochure and his influence on his classmates (Figure 9.1).

Figure 9.1: Student A’s finished brochure.
During one of my observations, the students clearly show love for sports, so when student A used a personal image of himself in sporting events, the other students followed suit. They knew that they can find from the school's physical education website and that displayed their confidence in using a personal image to represent their love for sports. The shared classroom community instantly appeared among them through sports. This is what I wanted students to notice, through a museum's perspective to glean something about their selves, and the place they were a part of. As for confidence, I had students do self-evaluations of their brochures. One of my prompt asked students to note what was their favorite thing and why, and that helped me to measure their confidence level. I was not able to receive two more from students B and E due to their absences, but as for others:

Student A: my favorite part is explain sports

Student C: my favorite part is when I put in my images of myself on the brochure.

Student D: explain about Nike I always feel inspired about Nike

Student F: all of it because I made it

Student G: put up the picture. I felt good cuz I love ski.

The students’ responses displayed levels of confidence and directness as noted by student F. After evaluating, I had them double-
check for errors and some of them found small details to change. Student E was visibly upset due to a personal situation and did not complete the brochure according to the rubric/requirements. For this situation, I had allowed her to do what she could within the time limit.

In this case, I feel that all goals were miraculously met due to circumstances surrounding the implementation and my decision to reorganize the curriculum. Still, I did not get to proceed with the final project, which would have helped me reinforce all of the three goals.

Thus, the two things that did not work well in my opinion were the second Socratic seminar and the identity maps. Due to the pressure of planning, I felt that I messed up my chance with bridging the Deaf culture with the mainstream culture in the selected story. I think I could have picked a better story to scrutinize deeply. As for the identity maps, I feel that the activity was a bit out of place since it did not seem relevant as a whole sequence. I would change the maps to possibly two categories to work on and tie it in with how the students thought about Deaf culture and their own self in mainstream culture. The last change would be to reduce and shorten the time allotted for the activities. Some days proved to be challenging as it stretched past the complete class time (which I think you can notice especially in activity 2.1). I think one of my faults was being too ambitious, and it was
challenging to attempt the implementation with several situations going on such as state testing, sporting events, school testing and other type of events/occurrences.

My only regret was not being able to finish the final project because I know the students would have loved it. They were proud of their work, and creativity. The last goal works in tandem with the all other goals. I felt humbled when I progressed through the goals, analyzed students’ work samples, and my own reflections, then suddenly realized my goals supported each other throughout the curriculum.

The personal growth as a teacher during this curriculum-testing phase has helped me understand more about my own methods and pinpoint areas that needed self-improvement.

One: Preparation- I understood that I could always prepare in advance, but I cannot predict nor prepare for the sudden changes, only just to follow through and try to piece out what I can do each day.

Two: Constructing a curriculum- this has made me confident that I can develop new ones as I teach in the future. The skill set gained from this experience has helped me understand textbooks and general lesson plans work.
Three: The biggest insight—this experience also was daunting because the group I taught was adamant about hearing people. I found it challenging and offensive at the same time, because I had hearing children, and people within Deaf sphere were hearing such as interpreters, CODAs, teachers, employers and services. After encountering this, it made me think hard about how I would address this issue and integrate it into a social justice activity in my classroom for the future. Not only that, I realized that it was one of the risks associated with residential schools, so I had to explore what degrees of confidence should be towards Deaf community and towards the public sphere. The irony of this situation was... I had to push myself beyond just noticing this issue and actually approach this situation as an educator and member of the Deaf community. It reminded me that I would always encounter this issue as a teacher in residential schools and to successfully facilitate a bridge between the classrooms to the real world.

Four: One last reflection to address— is the practice of ignoring the fears of being wrong and being right. Things can go smoothly or roughly, but situations cannot be always manipulated. It is up to me to make adjustments as necessary and work through problems, mistakes and experiences. People do learn from mistakes and even more, as a teacher, I show the students it is okay to make mistakes, and show them
how to learn from it. I learned that showing them being right and wrong does hold equal importance in learning. Through this experience, I was able to get one student to open up a bit more and try new ideas. Adopting multiple perspectives is a wonderful tool to have as a teacher, and even better, when I can share this skill with students in my classroom.
X. Conclusion

*I'm not afraid of storms, for I'm learning how to sail my ship.*

-Louisa May Alcott

The hardest part about field-testing my curriculum was discovering and coming to face with flaws. Many questions were created and not enough answers to them all. The trepidation of actually testing out my curriculum distracted me from important things, like focusing on the learning outcomes instead of trying to attain a perfect lesson plan.

Conversely, through several stages, I was able to see how my curriculum made a difference in the classroom, and seeing other students other than my own sample group become interested. I worked with a small group of students during DEAR time (Drop Everything And Read) for the battle of books. Students in that group would often explore what I was grading or organizing for the curriculum, they asked questions and exclaimed over the posters that my sample group made. After shooing away the students, I realized that my curriculum had some positive things. I saw those students only for twenty minutes on Monday through Thursday and the students had shown interest quickly. The students were from different classes and grades. It made me
wonder if I could ever make my curriculum into school-wide application.

Besides that, the chosen group for my implementation presented some challenges for me and they were quite secured intrinsically towards Deaf Culture but not towards their own identity. Now, the new question posed at me, do I wear a teacher’s cap and focus on the learning experience or borrow various hats from different areas of behaviorism, psychology and management and create an experience that embodied what I wanted them to learn and recognize, even on a small scale.

That very concept of multiple roles/modes made me develop anguish over the exacting details of my curriculum, how I taught ideas, tried to transfer the power to students in running discussions instead of me and get students fascinated with the project. Some days the students would be enthusiastic to work, and some days they just wanted to focus on their upcoming sporting event. My students were athletically inclined and I attempted to take ideas from that, and created examples from sports that would pull them in the project. Small steps, I thought, if I could apply anything to my curriculum, it was a success in meeting one of my goals.
The hardest realization was that I wanted to keep on adding and adjusting details in the curriculum. New ideas kept on appearing and I wondered if I should change the curriculum to be malleable in acquiring new lesson plans. Then I understood, for a moment, I saw the curriculum as more of a yearlong project. Time dedicated to the project was essential and be woven along the content areas. Spacing out discussions about identity, culture and being Deaf, will pose less of a threat than when they are done in consecutive days. The students shows resistance about looking inwards and exploring why they have a residential school culture as opposed to a mainstream school student’s culture. One of the hardest things to explain to this group was that what they experience in residential schools are not the same as any other Deaf individual outside of that sphere, since the group all grew up in residential schools since pre-kindergarten/early childhood education.

However, the thesis has given me a new introspective look at myself as a teacher. It has shown me the desire to introduce various perspectives, especially the museum’s to the students with research-backed evidence. Creating a curriculum takes time, thinking, sweat, agony, and sleepless nights but gives a satisfying end when students are able to approach learning in a new direction and have some inkling about their own identity. I know because even though I did not
get to complete the full curriculum in field-testing, forging ahead, I loved what I saw and did. I appreciated the diversity of students’ experiences and responses. Would I do it again? Yes, I would, however with more confidence instead of picking at faults. Eventually, the finest teacher makes mistakes, but learning and owning up to it is what creates the perpetual learner—teacher.
References.


http://learningcommons.evergreen.edu/pdf/collab.pdf

http://www.gdrc.org/kmgmt/c-learn/what-is-cl.html

Appendix A.

The Eight Areas of Multiple Intelligence Theory

Listing of Museums that focuses on Deaf History and Culture
Anne Guignon gives us a quick overview of what multiple intelligences is widely known as of 2010, "Howard Gardner first identified and introduced to us seven different kinds of intelligence in Frames of Mind.

- **Linguistic** intelligence: a sensitivity to the meaning and order of words.
- **Logical-mathematical** intelligence: ability in mathematics and other complex logical systems.
- **Musical** intelligence: the ability to understand and create music. Musicians, composers and dancers show a heightened musical intelligence.
- **Spatial** intelligence: the ability to "think in pictures," to perceive the visual world accurately, and recreate (or alter) it in the mind or on paper. Spatial intelligence is highly developed in artists, architects, designers and sculptors.
- **Bodily-kinesthetic** intelligence: the ability to use one's body in a skilled way, for self-expression or toward a goal. Mimes, dancers, basketball players, and actors are among those who display bodily-kinesthetic intelligence.
- **Interpersonal** intelligence: an ability to perceive and understand other individuals -- their moods, desires, and motivations. Political and religious leaders, skilled parents and teachers, and therapists use this intelligence.
- **Intrapersonal** intelligence: an understanding of one's own emotions. Some novelists and or counselors use their own experience to guide others.

Then, Gardner identified an eighth intelligence, the naturalist intelligence" (Guignon, 2010).
Deaf Museums and Exhibitions

Deaf Museums in the United States

• American School for the Deaf Museum
• William J. Marra Museum: Deaf Culture (Kansas Travel Website)
• The William J. Marra Museum of Deaf History
• Barr Productions
• The Kenneth Brasel Museum
• North Carolina School for the Deaf Historical Museum
• Oregon School for the Deaf Museum
• Bjorlee Museum
• Iowa School for the Deaf Museum
• Arkansas School for the Deaf

International Deaf Museums

• The Finnish Museum of the Deaf
• The Deaf Cultural Center, Toronto, Canada
• Holon Deaf Museum, Israel

Deaf Curators

• Tabitha Jacques
• Drew Robarge

Exhibition Tours for the Deaf

• Art Signs
• Penn Museum: Multimedia Tours for the Deaf
• The Jewish Museum: Sign Language Interpreted Tours
• Creation Museum: Deaf Day
• Jewish Deaf Community Center: Mini-Cake Museum Tour
• Vatican Museum Tours for the Deaf
• Whitney Museum of American Art
• Bantock House (BSL)
• The Metropolitan Museum of Art

Source by: (Gallaudet University, 2011)
Appendix B.

The following pages contains the curriculum titled, “Museum of Me: Discovering the “Me” in Deaf Identity Exploration Through a Museum’s Perspective.”
Museum of Me: Discovering the “Me” in Deaf Identity Exploration Through a Museum’s Perspective

A CURRICULUM BY TRISHA HOUSTON
MUSEUM OF ME:
DISCOVERING THE “ME” IN DEAF IDENTITY EXPLORATION THROUGH
A MUSEUM’S PERSPECTIVE

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★ Activity 4.2: Gallery Walk and Socratic Seminar
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**Introduction**

The purpose behind 'Museum of Me' is to bring a different way to view at culture, identities and the students’ own lives. In this case, when Deaf students struggle to ascertain their roles in the society they live in, the harder it is for them to decide what they can appreciate. So through this curriculum, the hope is there for the students to discover what they CAN appreciate without the pressures of society and discrimination. The curriculum encourages and creates acceptance in where students can be proud about what they have and where they come from, may it be Deaf Culture or any other ethnicities that makes up the complex puzzles of each individual.

Like one of the activities, knowing about culture and learning about it is different. Culture can be in any form.
**Curriculum Details**

The goals of the curriculum are:

**Goal 1:** Encourage students to notice aspects of culture and work collaboratively in learning and linking cultures.

**Goal 2:** Scaffold the students' concept on what is a "museum" through critical questioning and analysis.

**Goal 3:** Distinguish and introduce "museum perspective" to students, and build confidence in cultural identity.

- The *activity primer* in the beginning of each sequence gives a brief overview of the activity ahead.
- The *teacher's bag* covers what materials will be needed in the activity and is flexible to any additions by the teacher.
- The *goal* is based on the nation’s common core standards, and can be adjusted to various grade levels, as long it still addresses the content area and the specific subject such as writing, reading, listening and speaking (or signing).
- The *objectives* looks at two areas, performance and language due to the bilingual nature of the classroom (ASL-English).
- *Feeling the pulse* helps the teacher to consider what will be reviewed during the activity and as a preliminary assessment.
• The **introduction** starts off the activity with various information that students should consider before progressing further.

• The **warm-up** readies the students for the activity and helps them enter different modes of thought.

• The **game plan** is the main part, covering procedures, step by step and oversees the minor details during the activity.

• The **wrapping up** restates and reviews what occurred during the activity, and as an opportunity to assess the students' knowledge gained.

• **Assessments box**- what assessments will be used during and after the activity. Often, there will be a rubric included.

• **Modifications box**- this area is malleable for any students in your class that will need extra help, or for high performers. Keep in mind that they are just a suggestion.
Final Note

The process of this curriculum works through several stages and works better if applied in a long-term system. The time taken means the students get a chance to see the cultivation of the project through time taken in the classroom. As for modifications, those already in the curriculum are just suggested. You, the teacher can adjust them, or even add to them to address the diverse needs of your classroom. All of the activities can be modified to match your students’ grade level.

Due to some sensitive content, such as cultures, keep in mind that there may be the possibility where students do not have their actual families, or are in foster homes, or simply does not know about his or her own culture. If this does occur, give the student other ideas to make them feel comfortable, such as their own school culture, or their culture in residential dorms. Be creative as possible, so the students can have something to work on. Not only that, the teacher should set expectations and rules, such as a safe zone, where the students can discuss without any negative repercussions, and to set limits in how much information is shared as we all know, sometimes too much information can endanger the students. With this I say, the adage remains true, it takes a village to raise a child.
★Bibliography


Unit One: Culture Exploration
Unit One: Culture Exploration
Activity 1.1: Getting to know each other

Activity Primer

The First Step…

This will be a part of series of activities that will explore what students know and understand about culture. It will be a fun ride, as you, the teacher, navigate the journey with the students, learning what they know about culture, museums and various skills. This activity will focus on the beginning of cultural identity assessment. The point is to get to know the students and let the students get to know you on a different scale.

Materials

The Teacher’s Bag:

- various artistic materials (such as scrap papers, magazines, glitter, stickers and so forth on)
- four squares handout and rubric
- your own example of this project
- scissors, glue sticks, markers,
- post-it notes
- document camera

Goal: Common Core Standards – Writing Standards

(7th grade)

Text types and purposes

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Performance Objective:

Given guidelines to the four-square autobiography, the students will analyze and synthesize the four prompts in order to tell a mini-story of their selves as measured by their creative responses to the four questions.

Language Objective:

Given the four areas of the autobiography, the students will engage in ASL discussion using their own designs for the activity as measured by ASL responses and product.
**Feeling the Pulse:**

Guiding questions will be given by the teacher to the students for the four prompts to observe their responses. Initiate one on one discussion, if students are timid; assure them that they can have extra time to think about the prompts.

---

**Introduction:**

Start with informing the students about the future project and this project will be part of their "Museum of Me" exhibition. Explain to the students, "This activity is a warm up for you all to feel more comfortable about exploring your own identity." During this phase, model to students a work sample that you created following the prompts, or an actual auto-bio of yourself to the students. If time allows, read a brief passage from an autobiography, or a poem.

---

**Warm Up:**

Sign aloud the categories, and the descriptions you chose to represent in each category. Let the students make their own questions, and each of them can ask one question per person for the teacher to answer.
### The Game Plan:

1) **Set up materials in one area.** Make sure to cover them or set aside to avoid distraction. Put the four-square handout under the document camera. Pass out the handout to the students. Sign aloud each prompt. Use your own sample as a guideline.

2) **Work together with the students on making them feel comfortable about concepts of an autobiography.** Explain that for this project, they will refer to it again later on for the final project of the "Museum of Me" plan. Distribute rubrics to the students and review that with them.

3) **Ask students to take out a blank sheet of paper** (or you can distribute this to them ahead of time with the rubric to avoid taking up time). Instruct the students to fold the paper in one-fourth then open up the paper. Draw a line on each fold. Explain to them that this paper will be their basic outline to follow. Together, go over each prompt and ask students to brainstorm what their ideas will be. [The prompts are: Yourself as a student, yourself as a Deaf person, yourself as a human being, who are you?]

4) **Make sure your sample is set out in an open area so the students can look over it on their own time and refer to it for their own ideas.** Discuss ideas with the students. Expand on the prompts to help students get a feel about what to write. Guide the students if they are not sure about what to write. [Ask what matters the most to them, what do they do everyday, what do they love, what interests them, how do they act as a Deaf individual, the questions are endless and the teacher can think of more questions that will be tailored to each individual you know].

5) **Inform the students that they have two days to complete this and they can be creative as long it has the four components.** Remind them to check the rubric and explain to the students that the rubric is there to help guide them along their project.
Wrapping Up:

Ask students, "What part of your short auto-bio you liked the best, why or why not?" Distribute post-it notes to each student, and then the students go on a gallery walk and look at their classmates' work. [Remind the students of basic behavior rules, keep hands to yourself, write only positive comments, and be respectful] After the gallery walk and feedback post-its, have the students do a quickwrite, "What is your opinion about culture? Give two opinions."

<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation notes</td>
<td>• For grade-level students, you can designate the project as homework.</td>
</tr>
<tr>
<td>• Collect their post-it responses</td>
<td>• Review the rough draft and the rubric with students who are unsure how to categorize their autobiography squares.</td>
</tr>
<tr>
<td>• Rubric: 4-3-2-1 scale and feedback</td>
<td>• For some students, you can add several examples of autobiographical documents that can help them grasp concepts about telling a summary of their lives in parts.</td>
</tr>
<tr>
<td>• Quickwrite to be used in activity 1.2</td>
<td></td>
</tr>
</tbody>
</table>
Autobiography Squares Handout

Telling a story of you through four groups.

1. Yourself as a student
2. Yourself as a Deaf person
3. Yourself as a human being
4. Who are you? (Name/Age/Anything else you want to add)

Be creative.
Add what you think will make your story show better.

Quickwrite:

What is your opinion about culture?
Give two opinions.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attention to Theme</strong></td>
<td>The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.</td>
<td>The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.</td>
<td>The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.</td>
<td>The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.</td>
</tr>
<tr>
<td><strong>Titles and Text</strong></td>
<td>Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.</td>
<td>Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.</td>
<td>Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.</td>
<td>Titles and/or text are hard to read, even when the reader is close.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.</td>
<td>One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (e.g., apply the emboss filter to a drawing in Photoshop).</td>
<td>The student did not make or customize any of the items on the collage.</td>
</tr>
</tbody>
</table>
**Time and Effort**

| Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. |

Participation points can be added upon the teacher’s decision.

*Rubrics can be personalized and found on [http://rubistar.4teachers.org/](http://rubistar.4teachers.org/)*
### Unit One: Culture Exploration

#### Activity 1.2:
Defining culture and setting up identity

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why ‘Identity’</strong></td>
<td>The Teacher’s Bag:</td>
</tr>
<tr>
<td>Students need to consider that identity is mutable and has several aspects to how she/he conducts their selves in different areas. This activity also expands on students’ descriptive vocabulary by finding specific adjectives to describe their chosen traits.</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

#### Goal: Common Core Standards - Writing Standards (7th grade)

**Text types and purposes**

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### Performance Objective:
Given a question, “How do you define identity”, the students will discuss and analyze aspects of their culture and actions as measured by creating an identity web.

#### Language Objective:
Given the question, the students will discuss in ASL to analyze the parts of their culture in order to develop understanding towards parts of identity that comprises their own culture as measured by discussion and exit question.
<table>
<thead>
<tr>
<th>Feeling the Pulse:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be evaluated for their participation in discussing how they explore their roles in different areas of life. If a student struggle or is unsure about what to do, give guiding questions such as, “What do you do at home?” “Do you help your parents? How?” “How do you get ready for your sports?” “Think about how you act online, on Facebook or e-mails”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be asked to recall the previous quickwrite in activity 1.1 and expand on what they thought culture represented. Then students will be asked to think about how they act in home and school environments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Warm Up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a quick explanation of identity to students, using the dictionary definition then ask them if they think the definition should be different. Ask why? Make sure the students answer with justified examples. Have the students read a brief article regarding issues surrounding culture and identity (discovered through online, articles for middle-school students). Give a large piece of paper with the word, culture, in the middle and have students respond to the poster with their comments.</td>
</tr>
</tbody>
</table>
## The Game Plan:

1) Start up the PowerPoint and focus on the second slide, and ask students about what roles they have in life and how it contributes to their identity and culture. Expand on two specific questions, “think about how you feel and act in... [Five different categories: home, school, sports, after-school and Internet].

2) The second step is to model how you construct an identity web. Start with what is required and an example of it. Explain that they need to choose four or five main words that will describe their self, or choose the categories, and expand on it. Next, students need to pick two words or statements to describe each main word. Distribute scratch paper to students so they can sketch out the preliminary web.

3) The PowerPoint slide will have an example. In this case, model what students can do by choosing a main word that the class is most familiar with or something that they are interested in. Then give two other words to further describe the main word.

4) Model to students an actual example, preferably your own defined identity web, which gives the students a chance to get to know you and see how you developed it. Encourage students to question you and ask about how you chose specific words to expand.

5) The next thing, to further aid the students, tell them that they can use the thesaurus to find words that will support their main words. Ask them to think critically, if the similar word can be applied to what they think will represent the main word, and their own roles.

6) Send students to work on their webs in rough draft form. If there is remaining time, allow students proceed to create their webs on any of the word processing program, publisher and PowerPoint.
**Wrapping Up:**

Students share their webs with their partners. The students give feedback on how they designed their web and usage of words. Distribute post-it notes to each student and tell them that they will respond to a short prompt and it can be a simple sentence or a thoughtful note. Then an exit question is given to students before they leave the class, “Roles are different, and so is your identity. How come?” Gather the notes and save it until set-ready-go [Activity 4.1].

<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Observation notes: Check for students’ feedback</td>
<td>✓ Show students how to use thesaurus if needed.</td>
</tr>
<tr>
<td>✓ Rough draft- Check if students can develop at least four to five categories, and use proper adjectives to expand their groups.</td>
<td>✓ Create an adjective list with the class and put on word wall.</td>
</tr>
<tr>
<td>✓ Exit question</td>
<td>✓ For some students who have weaknesses in word choice, the teacher can assist them by signing out aloud visual terms and making an image/word bank.</td>
</tr>
</tbody>
</table>
Power Point Slides:

DISCOVERING IDENTITY
Creating a web of words

THINKING ABOUT ROLES
You have different roles that makes up your identity.

Think about how you feel and act in...

- At home
- At school
- After school
- On the internet
- Sports
DESCRIBING

Choose 4-5 words that describe yourself

Then for each word, choose 2 more words to describe

For example:
Snowboarder

Carver

Freestyle

Trisha

Swimmer

Endurance

Long Distance

Artist

Experimental

creative

3rd generation

Loves ASL

Curious

Teacher

Motivated

Mother

Silly
Exit Question:

Roles are different, and so is your identity. How come?

Write a response before you leave the classroom.
**Unit One: Culture Exploration**  
**Activity 1.3: Introducing Socratic Seminars**  
- the Do’s and Don’ts

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why ‘Socratic’</td>
<td>The Teacher’s Bag:</td>
</tr>
</tbody>
</table>
| A brief history on Socrates: Socrates, a philosopher, was interested in the method of questioning and dialogue. When his philosophy is applied to the discussion format in the classroom, it brings the discussion to a whole new level of understanding, as the students are the ones doing inferences instead of having the discussion become teacher-centered. The seminars look to pull the students’ analysis of texts and images into a new area of depth and perspective. Not only that, Socratic seminars address a wide range of the common core standards as well as the state standards. | ☐ Poem by Madsen  
☐ Sentence frame guide  
☐ PowerPoint  
☐ Rubric  
☐ Feedback form |

**Goal: Common Core Standards - Speaking and Listening:**  
(7th grade)

- **Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
**Performance Objective:**
Given a short article to read or an image to peruse, students will analyze the article and learn to differ between Socratic dialogue and debate as measured by the observation form, as well as learning how to participate and engage in a Socratic seminar.

**Language Objective:**
Given the sentence frames to stimulate thinking, the students will use the sentences to frame their questioning skills and work in a group by using ASL to communicate and participate in the Socratic seminar.

**Feeling the Pulse:**
The teacher’s role in Socratic seminars is to oversee the discussion and help guide the students into the desired direction (encouraging the students to avoid yes/no questions, attention, control of turn-taking, help initiate the questioning and keep track of the participation level for all students).

**Introduction:**
Students will be questioned about their experience in literature circles, and the teacher will expand on the discussion about group questioning and close reading of the text. One of the questions asked by the teacher should include behavior expectations and encourage students to expand on the set rules.

**Warm Up:**
Start with an image or a quote, ask students what they can share and think about that. Encourage students to rephrase their answers into a question, which other students can attempt to answer.
The Game Plan:

1) The teacher begins with a brief introduction to the name “Socratic” and expands on what this means in the classroom. The purpose is to give students some background behind this method. Have the students differ between debate and dialogue. Create a list that shows the differences and keep it on the classroom wall.

2) The teacher explains to the students about what material they will be analyzing (image or piece of a text). Norms are reminded and refer to the differences chart about discussions. Stress to the students that there are no wrong or right answers, and avoid using yes and no questions.

3) The students need to be reminded that Socratic seminars are dialogue-based and their dialogue are what drives the main discussion with a key question of the chosen material.

4) Pass out the sentence guide to the students and review it with them. Explain that they need to keep the guide with them until they get used to participating in Socratic seminars.

5) Discuss the rubric, cover the six categories to what is the expected roles in the seminars, and as well as the feedback form.

6) Review the first poem with the class, give them ample time to read and develop some thoughts about it. The teacher guides the discussion and helps model strategies that the students can apply towards their discussions. The purpose is to give students some feel for a Socratic seminar.
Wrapping Up:
Revisit the first image/text shown in the introductory lesson, and ask the students if they can expand on what they thought, and if they can create some questions following the guide that was passed out. Ask the students to revisit what the norms should be for Socratic seminars. Have the students write a brief paragraph about the Socratic experience and the poem used.

<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observation notes</td>
<td>☐ For slow readers, you can designate the poem as homework.</td>
</tr>
<tr>
<td>☑ Record specific student responses, both positive and negative, so you can encourage students for the next time, as in what to do and avoid</td>
<td>☐ Sentence frames to aid students in creating questions to bring in the seminars</td>
</tr>
<tr>
<td>☐ Socratic partner evaluation</td>
<td>☐ Develop examples for the vocabulary: Seminar, debate, dialogue, Socrates</td>
</tr>
<tr>
<td>-[The teacher assigns partners for evaluations to avoid bias]</td>
<td></td>
</tr>
<tr>
<td>☐ Rubric: six categories and three levels of performance (above target, target, below target)</td>
<td></td>
</tr>
</tbody>
</table>
Socratic Seminar Power Point Slides:

**SAVING SOMETHING**
- What do you think about the person?
- How do you feel when you see that?
- What is the big idea of this poem?
- What is the final sol?

**WHO IS SOCRATES?**
- Born to the family of the famous politician.
- Developed a way of questioning to get at the root of knowledge.
- This heuristic "Socratic method" has been used ever since in the classroom.

**SOCRATICS SEMINARS**
- Learning and teaching methods in the classroom.
- "Honk if you like this".
Handout #1

Sentences to guide thinking:

Choose five and complete those with evidence from your text/image. Please keep this in your binder or folder.

What puzzles me is …
I’m confused about …
The big ide seem to be …
Another point of view is …
This is similar to what I know about …
I’d like to talk with people about …
Do you agree that the big ideas seem to be …
What does it mean when the author says …
One way to use this idea might be …
I have questions about …
I’ve got it. It means …
Do you think …
I think it means …
Do you agree that …
# Socratic Circle Rubric

<table>
<thead>
<tr>
<th>Socratic Circle Rubric</th>
<th>Read the text</th>
<th>Engaged in discussion</th>
<th>Supports ideas with references from text</th>
<th>Uses sound reasoning in questioning</th>
<th>Accepts more than one point of view</th>
<th>Listens and respects others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Target</strong></td>
<td>Remarks reveal a critical reading of the text with preparation.</td>
<td>Demonstrates active participation throughout circle time.</td>
<td>Makes specific references to text and defends ideas regularly.</td>
<td>Questions to others are thoughtful, logical, and contribute to the group’s discussion.</td>
<td>Accepts other points of view.</td>
<td>Comments reflect active listening and respect of others.</td>
</tr>
<tr>
<td><strong>Target</strong></td>
<td>Remarks reveal a reading of the text, but ideas seem incomplete.</td>
<td>Demonstrates active participation in at least 50% of the circle time.</td>
<td>Makes references to text and defends ideas only when challenged.</td>
<td>Questions and comments are logical, but lack momentum to move group forward.</td>
<td>Acknowledges other points of view, but does not use them to expand meaning.</td>
<td>Generally listens, but is not attentive to details.</td>
</tr>
<tr>
<td><strong>Below Target</strong></td>
<td>Remarks suggest text was not read.</td>
<td>Some participation, but off-task a majority of circle time.</td>
<td>Makes no references to text or does not defend ideas.</td>
<td>Remarks are difficult to understand or no remarks are made.</td>
<td>Does not accept other points of view.</td>
<td>Inattentive.</td>
</tr>
</tbody>
</table>

Socratic Seminar Evaluation (You can change this format):

Student Handout

Name of person you are observing ____________________________

Your name ________________________________________________

Seminar Topic _____________________________________________ Date __________________________

1) Record a check for each time your partner contributed in a meaningful way: □ □ □ □ □

2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

□□□□□ Analysis and Reasoning
Did your partner:
Cite reasons and evidence for his/her statements with support from the text?
Demonstrate that they had given thoughtful consideration to the topic?
Provide relevant and insightful comments?
Demonstrate organized thinking?
Move the discussion to a deeper level?
Notes/Comments:

□□□□□ Discussion Skills
Did your partner:
Speak loudly and clearly?
Stay on topic?
Talk directly to other students rather than the teacher?
Stay focused on the discussion?
Invite other people into the discussion?
Share air time equally with others (didn’t talk more than was fair to others)?
Notes/Comments:

□□□□□ Civility
Did your partner:
Listen to others respectfully?
Enter the discussion in a polite manner?
Avoid inappropriate language (slang, swearing)?
Avoid hostile exchanges?
Question others in a civil manner?
Notes/Comments:
You Have to be Deaf to Understand by Willard J. Madsen, 1972 poem:

What is it like to “hear” a hand?
You have to be deaf to understand!
What is it like to be a small child,
In a school, in a room void of sound --
With a teacher who talks and talks and talks;
And then when she does come around to you,
She expects you to know what she’s said?
You have to be deaf to understand.

Or the teacher who thinks that to make you smart
You must first learn how to talk with your voice;
So mumbo-jumbo with hands on your face
For hours and hours without patience or end,
Until out comes a faint resembling sound?
You have to be deaf to understand.

What is it like to be curious,
To thirst for knowledge you can call your own,
With an inner desire that’s set on fire --
And you ask a brother, sister, or friend
Who looks in answer and says, “Never mind!”?
You have to be deaf to understand.

What is it like in a corner to stand,
Though there’s nothing you’ve done really wrong
Other than try to make use of your hands
To a silent peer to communicate
A thought that comes to your mind all at once?
You have to be deaf to understand.

What is it like to be shouted at
When one thinks that will help you to hear;
Or misunderstand the words of a friend
Who is trying to make a joke clear,
And you don’t get the point because he’s failed?
You have to be deaf to understand.

What is it like to be laughed in the face
When you try to repeat what is said;
Just to make sure that you’ve understood,
And you find that the words were misread --
And you want to cry out, “Please help me, friend!”?
You have to be deaf to understand.

What is it like to have to depend
Upon one who can hear to phone a friend;
Or place a call to a business firm
And be forced to share what’s personal, and
Then find that your message wasn’t made clear?
You have to be deaf to understand.
What is it like to be deaf and alone
In the company of those who can hear --
And you only guess as you go along,
For no one's there with a helping hand,
As you try to keep up with words and song?
You have to be deaf to understand.

What is it like on the road of life
To meet with a stranger who opens his mouth --
And speaks out a line at a rapid pace;
And you can't understand the look in his face
Because it is new and you're lost in the race?
You have to be deaf to understand.

What is it like to comprehend
Some nimble fingers that paint the scene,
And make you smile and feel serene
With the "spoken word" of the moving hand
That makes you part of the world at large?
You have to be deaf to understand.

What is it like to "hear" a hand?
Yes, you have to be deaf to understand!
Unit Two: Journey Through a Museum
## Activity Primer

**Why ‘Museums’**

Museums give students a new way of looking at their cultures. Sometimes students need to be given an environment, preferably, a “safe zone” to explore their identity without the pressure of their own culture influencing their journey. This activity is to let the students warm up and familiarize their selves to the idea of museums, which in turn will help them develop a bigger picture, ‘Museum of Me’.

### Materials

**The Teacher’s Bag:**

- Comprehensive list of museum websites [divided in three groups depending on class size and avoid duplication]
- Graphic organizers (3 W’s and question guide)
- Papers for drawings
- Laptops or computer lab
- Document camera

## Goal: Common Core Standards - Writing Standards (7th grade)

**Research to build and present knowledge**

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
**Performance Objective:**

Given a list of museum websites, the students will analyze the purposes of each museum in order to discern what a museum does for the specified collection, type, culture and design in order to develop concepts of the museums as measured by filling out the graphic organizer and writing a summary paragraph about what they discovered online.

**Language Objective:**

Given the list, students will engage in small group discussions using ASL to explore what they found, thought, and saw of the websites' contents as measured by signed responses and summary.

---

**Feeling the Pulse:**

Frequent observations of the students while they are working on the computer to ensure they stay on track and to gauge intervals of time when you can pause the class to ask the groups to share what they have discovered on certain websites.

---

**Introduction:**

Have the students create a mind map with Museum in the center, then encourage students to work on adding in details of what they know about museums. Elicit responses from the students about their personal experiences at museums, and if none of the students have any experience with museums, ask them what would they imagine upon entering a museum.
**Warm Up:**

Choose a museum and model how you find that museum’s website, and make a list of what things that you and the class noticed together about the website. Focusing on those three items as criteria, [What I thought (in mind), What I see (visual evidence), What we thought (collective ideas)], discuss a website with them and guide them by giving examples of the three W’s as you observe a museum website.

**The Game Plan:**

1) Pass out the graphic organizer with the three W’s to the students along with the list of various museums that they can look up for their websites. Explain to the students that they will focus on how the museums present their latest exhibits, information, and design related items to the museum’s types [i.e. sports, automobiles, art, cultures and so forth on].

2) After the modeling part in the warm-up, split students in three groups [try to balance so the students can do the given tasks: record and searching] give students ample time to go through up to five different museums and make sure the students record the information on the graphic organizer.

3) Observe the students during their search, and give them some guiding questions if they seem stumped or unsure what to do. [Questions can be: What do you think stands out the most to you? Do you think you want to visit that museum? Explain why? What is their current exhibit? Does it interest you?]

4) Have the students reconvene after the searches and share their findings with the class. If possible, encourage discussion in an area other than the classroom itself.
The Game Plan:

5) After the first part is complete, show students one specific website, www.exploratorium.edu/explore/culture, and pass out question guide to the students. Ask students to focus on how culture can be labeled in various categories. Inform students that they are to work independently.

6) When the students complete their analysis of the website, ask students to write two paragraphs, first one as a summary and second paragraph stating their own views, opinions and feelings about culture, how it impacts them and personal connection if any to the Exploratorium website. Distribute peer feedback forms to the students and have the students pair up and exchange their summaries for peer editing.

Wrapping Up:

Ask the students to start thinking about how they can create their own museums. Pose a question for the students to ponder, if they created their own museum, where would it fit in, and which category of museums? Prehistoric, modern, art, culture and so forth on. The teacher will review the written summaries, which will help you see where the students stand about the upcoming project.
### Assessments:
- Observation notes
- Graphic organizer: The three W’s
- Checklist
- Graphic organizer: Question guide
- Peer feedback forms
- Students’ written summary

### Modifications
- Divide the museum list into specific categories for the students who may be overwhelmed by the long list to choose from.
- Museum lists can be modified to each state’s own or nationwide.
- Sentence Frames:
  - What I thought...
  - What I see...
  - What we thought...

---

**On a Note:**

Comprehensive List of Museums Available in California [Going to this website also shows all other museums in various states, you choose the state and you will get the listing. (http://www.museumlink.com/)]
The Graphic Organizer - 3W's:

Name: ____________________

<table>
<thead>
<tr>
<th>What I thought</th>
<th>What I saw</th>
<th>What we thought</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Name of Museum</td>
<td>Purpose</td>
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</tbody>
</table>
Activity Checklist for the Teacher:

Student Name:

☐ Did the student come to the computer lab prepared?
☐ Did the student engage in a discussion with their partners?
☐ The student showed critical analysis of a museum’s website.
☐ The graphic organizer is filled out and shows proof of effort.
☐ Did the students develop new questions and thoughts in which she or he shared with their partners?
☐ Did the student participate in exchanging information with the class?
☐ Yes or No. Did the student paraphrase information instead of copying?

Notes:
Second Handout- Museum Exploration Questions:

Exploring the website: www.exploratorium.edu/explore/culture

Questions to think about

1) Why does this site have “culture” as its category? What was in it?

2) What would “culture” mean to you after you have explored this site?

3) What stood out the most to you? Why?

4) How did you feel when you saw some things that does not seem to fit in the category of “culture”?

5) What did you like about this website? Why?
Peer Feedback Form for the Summary Review:

Peer Review Feedback Form

Author’s Name: __________________ Reviewer’s Name: ________________

Directions: As you conduct your peer review, remember to praise, criticize appropriately, and be specific with revision strategies.

1. Identify and describe three strengths in this draft.

2. Identify and describe three weaknesses in this draft.

3. How does this draft meet the requirements of the assignment? If not, what is it missing?

4. What should be revised in this writing? Why?

5. After reading, I was left wondering...

Adapted from Houghton Mifflin.
**Unit Two: Journey Through a Museum**

**Activity 2.2: A Museum’s Perspective**
- Choosing Your Own Artifacts

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Museum Perspective</strong></td>
<td><strong>The Teacher’s Bag:</strong></td>
</tr>
</tbody>
</table>
| Having a perspective means being able to look back in the time to make sense of the present. Once the student applies the museum knowledge to the overall aspect of life, identity, roles and culture, she/he gains insight into a world far from understanding. Not only that, cultural issues poses some tender questions about students, as some might claim they do not associate with any culture or have links to cultures in general. | □ Examples [Your own artifacts]  
□ Explanation for each artifact  
□ Document camera  
□ PowerPoint |

**Goal: Common Core Standards - Writing Standards**
(7th grade)

**Research to build and present knowledge**

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
**Performance Objective:**
Given ideas about how a museum procures its collections, students will gather and develop their own collection in order to represent their own culture as measured by setting up approximately up to eight items for their own exhibition.

**Language Objective:**
Given the personal list that the students created to represent their own culture, and then the students will discuss in ASL about why those chosen items seem to represent them as measured by constructing a plan for their artifacts through written samples and ASL discussion.

**Feeling the Pulse:**
The teacher join in the discussion when the students become unsure, or seem to discuss just the surface of issue. You want them to think critically and make connections. The goal is for the students to realize abstract notions can represent some things.

**Introduction:**
The students will read a question and discuss about the answers. The question is, “how does the location affect the way you live?” Encourage students to make connections with their current living situations and where they live.

**Warm Up:**
The teacher introduces concepts about artifacts, and how it can be abstract because it does not always represent the stated value. Expand on some items with examples and suggest that most values are often hidden until the person explains their reasons. Bring up the reason why we have the text boxes along museum artifacts.
The Game Plan:

1) Introduce the question once again from the prior knowledge section. Ask how museums would be set in places where the target culture is clearly strong, or possibly following the climate of the area. Have the students respond to this and encourage them to apply knowledge acquired from the activity 2.1.

2) Next step, start up the powerpoint and work on one slide at a time. The first section asks the students to think about how museums pick their collections. Have the students give a short list of possible reasons.

3) Now, tell the students its time for them to think about what they would choose for their own museums. The students need to explain why they chose them and why they are important to their selves. The teacher encourages the students to consider why would those items, symbols, moments, and places represent them. Let the students have few minutes to think out aloud with their classmates.

4) Before the students proceed on listing their artifacts, the teacher models her/his own example. Show the images of the chosen artifacts first, and have the students guess the meanings attached to those, because they need to see the broad possibilities of meanings that can be attached to something. Then show the list/names of the artifacts you chose.
### The Game Plan: -continued

**5)** The next phase for the students is to create a list, explain to them that they can pick approximately five to ten artifacts. The students need to give a brief explanation for each item. Tell the students that its important to think about how they would display those items in a museum. Several prompts could be this: What if a person in the museum wanted to know why that artifact represented you? How would you designate the artifact in a way that it shows who you are?

**6)** When the students are complete with their lists. Have them share with their classmates. The goal of this is to help them revise and edit their list and as well as their explanations. Make sure this step is given more time since it will help with the remaining activities.

### Wrapping Up:

Revisit the lists each student made, and ask her/him if they can visualize their things in a museum. Explain to the students that they will start to design their own exhibition room in next few days. Encourage students to think about how they would name their exhibition. Have the students write down names of their exhibition alongside with two reasons why they want that name before leaving class.
<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation notes</td>
<td>For students who are uncomfortable or not sure what artifact they can choose to</td>
</tr>
<tr>
<td>✓ Teacher inquires students</td>
<td>represent their self, give them an extra day to think about what they can find.</td>
</tr>
<tr>
<td>to expand on their reasons</td>
<td></td>
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<tr>
<td>for choosing their artifacts</td>
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<tr>
<td>Squares' artifact lists</td>
<td></td>
</tr>
<tr>
<td>Written explanations of their</td>
<td></td>
</tr>
<tr>
<td>chosen artifacts</td>
<td></td>
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<tr>
<td>For students who are</td>
<td>During warm-up, the teacher should keep notes on which students displayed</td>
</tr>
<tr>
<td>uncomfortable or not sure</td>
<td>confusion or nervousness, because of culture related issues or situations at</td>
</tr>
<tr>
<td>what artifact they can choose</td>
<td>home.</td>
</tr>
</tbody>
</table>
Power Point Slides:

Artifacts: The you in things.
Activity 2.2

Choosing Artifacts

-Think about how museums pick their collections.
-What are the possible reasons?
Museum of Me?

- What would YOU choose for your own museum?
- Explain why those are important to you.
- Why would those items, symbols, moments and places represent you?

My Museum

1) My three sons
2) Gallaudet
3) A concert ticket
4) Wooden spoon
5) UCLA
6) Red hair
7) Piano
Create...

- Create a list, pick between five to ten artifacts.
- Give a brief explanation for each.
- Imagine about how you would display those items in a museum.
- Discuss with your classmates about your artifacts.
## Unit Two: Journey Through a Museum
### Activity 2.3: Socratic Seminar

[Text choice: from the current curriculum already in place and related to concepts of culture]

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reminding about Socratic Seminar</strong></td>
<td><strong>The Teacher’s Bag:</strong></td>
</tr>
</tbody>
</table>
| The seminars look to pull the students’ analysis of texts and images into a new area of depth and perspective. Since, this is the second SS for the curriculum, this repeats the similar format given in [activity 1.3]. However, the activity looks to put in practice the actual skills acquired from participating in Socratic dialogue. The students need constant exposure to the Socratic seminars in order to develop the habit of getting ready and participating in dialogues. | □ A short article or image  
 □ Sentence frame guide (the questioning frames)  
 □ Socratic rubric and feedback form |

### Goal: Common Core Standards -Speaking and Listening (7th grade)

**Comprehension and Collaboration**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
**Goal: Common Core Standards - Speaking and Listening (7th grade)**

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

<table>
<thead>
<tr>
<th>Performance Objective:</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a short article to read or an image to peruse, students will analyze the article and learn to differ between Socratic dialogue and debate as measured by the observation form, as well as learning how to participate and engage in a Socratic seminar.</td>
<td>Given the sentence frames to stimulate thinking, the students will use the sentences to frame their questioning skills and work in a group by using ASL to communicate and participate in the Socratic seminar.</td>
</tr>
</tbody>
</table>

**Feeling the Pulse:**

The teacher’s role in Socratic seminars is to oversee the discussion and help guide the students into the desired direction (encouraging the students to avoid yes/no questions, attention, control of turn-taking, help initiate the questioning and keep track of the participation level for all students).
**Introduction:**

Students will be questioned about their experience in the Socratic seminar. The teacher will expand on the discussion about asking questions and being prepared. The teacher should remind about the behavior expectations and turn taking.

**Warm Up:**

Start with an image or a quote from the text, ask students what they can share and think about that. Encourage students to rephrase their answers into a question, which other students can attempt to answer.

**The Game Plan:**

1) The teacher reviews the observation form with the students and assigns students to each classmate for observation.

2) The teacher begins with an introduction to the chosen text. Briefly, have the students differ between debate and dialogue. Then ask the students to choose a leader who will help monitor turn taking [The teacher does keep this role but encourage a student to learn how to meditate by checking who talks next, sharing the floor, and checking if the student’s question is answered].

3) Norms are reminded and refer to the differences chart about discussions. Stress to the students that there are no wrong or right answers, and avoid using yes and no questions. The students need to be reminded that Socratic seminars are dialogue-based and their dialogue are what drives the main discussion with a key question of the chosen material.

4) Ask students to take out their five questions they made during the reading of the text, and decide who gets to go first.
The Game Plan:

5) The teacher keeps the rubric on the wall, and point to it when s/he sees the students behave below the expectations for the dialogue.

6) The teacher continues to guide the discussion and helps model strategies that the students can apply towards their discussions. The purpose is to give students support while developing habits for a Socratic seminar.

Wrapping Up:

Revisit the first quote shown in the beginning, and ask the students if they can expand on what they thought. Have the students briefly restate what they experienced in the seminar and if they would do it again.

Assessments:  Modifications

☐ Observation notes
   ★ Make note of who did or didn’t participate.
   ★ Have individual meetings with students and find out what you can improve in next seminar activity.

☐ Socratic partner evaluation
   ★ [The teacher assigns partners for evaluations to avoid bias]

☐ Rubric: six categories and three levels of performance (above target, target, below target)

☐ For slow readers, you can designate the poem as homework.

☐ Remind students about the sentence frames to aid students in creating questions to bring in the seminars

☐ Assign roles for timid students, such as taking notes about what was said in the discussion, or keep time - announce time limits if a person is taking up the floor too long in dialogue
An Important Note:

Please see activity 1.3 for the question frame guide, the expected rubric and partner feedback/evaluation forms. Do feel free to make adjustments according to the selected text. The desired goal is to find materials that will address the current topics in your classroom, and at the same time evaluating the Socratic skills necessary to move onto the final unit's activity 4.2.
Unit Three: 
Museum of Me
### Activity Primer

**Mixing Perspectives**

In this activity, math skills are applied, as students have to follow the specifications that the curator decided for them. They need to design within the limitations and be creative in designing a visual impact for their own exhibition. Teachers should encourage students to consider visitors’ perspective, museum perspective and their own perspective. The focus is on how they can coordinate all of those perspectives into a display.

### Materials

**The Teacher’s Bag:**

- Artifact list from activity 2.2
- Construction papers
- Document camera
- Sample designs.
- *Graph paper (not necessary but may be useful in applying cross content area)

### Goal: Common Core Standards - Writing Standards (7th grade)

**Text types and purposes**

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Goal: Common Core Standards - Writing Standards (7th grade)

Research to build and present knowledge

7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

<table>
<thead>
<tr>
<th>Performance Objective:</th>
<th>Language Objective:</th>
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</thead>
<tbody>
<tr>
<td>Given a prompt from the “curator”, students will list and plan their own exhibition in order to create a design that reflects their collected artifacts representing their own identity as measured by work samples [floor plans, lists, sketches].</td>
<td>Given the plans students created for their own exhibitions, students will receive and engage in peer feedback in ASL in order to edit and synthesize responses as measured by peer feedback and outline samples.</td>
</tr>
</tbody>
</table>

Feeling the Pulse:

Check for students’ comprehension levels by maintaining their work progress (designing) and if the students have a clear plan set up. Observe the plan for reasonable limits [deliverable, possible within the materials and students’ skill levels].

Introduction:

The students should have previously reviewed the website, www.exploratorium.edu/explore/culture for some basic ideas about the development of museum collections and how they center their ideas into one exhibition.
**Warm Up:**

Begin by introducing some sample idea [your own example or a Google image (which does show some actual examples from Museums) of an exhibition room]. Ask students to consider why this step is important in developing a “museum of me”. Explain to the students about “ownership” – when students have more control over their work, the more it is about them not others.

**The Game Plan:**

1) Have the students do a quickwrite. The prompt is “My museum will be about…” Inform the students before they proceed on quickwrite, that they will share their vision with their partners.

2) The quickwrite now becomes their vision statement for their show, which they will need when creating a brochure. (Explain this to the students).

3) Prepare the students for the curator statement. The teacher tells the students that a curator has given them a space to develop their own show, and they need to plan what they would do with the space according to curator’s specifications.

4) The next step is to give students a imagined museum order from the curator, “So, now I will give you one wall which is six feet long, make sure your artifacts can fit in the space and area without endangering others, or preventing visibility.”

5) Ask the students if they have any questions that they would ask the curator.
The Game Plan:

6) Encourage students to work independently, because they will get feedback when they complete their plans. Pair up the students when they are done with what they created.

7) The class should be split in half, depending on number of students you have. Tell the students; they will evaluate what their classmate designed for their exhibition. Remind the students of norms [the type of feedback given, turn-taking, and be attentive].

Wrapping Up:

Remind the students, does the their exhibition plans reflect who they are. Have them do a quickwrite before leaving the class. The prompt is: “Are you confident with your plan? Why or why not?” Now the teacher prepares the student for next step in activity 3.2, which is creating a brochure (the teacher reviews the activity 3.2 ahead of the time). Tell the students they need to brainstorm some ideas and bring it to the next class.

Assessments:

- Observation notes
  - make notes of how students give feedback to each other
  - check to see if students have met the curator’s objective

- Students’ museum maps
- Students’ quickwrites

Modifications:

- Have a prepared scale ahead of time for students to use in arranging their objects on a graph paper to meet the curator’s objective.
- If necessary, give students extra time to work on their plans, or assign it as a homework.
Quickwrite:

My museum will be about...

Sample Designs [Those are images that you can find on google, and there are many types that you, the teacher can tailor to your specific classroom]:

![Diagram of museum layout]
Unit Three: Museum of Me
Activity 3.2: Public Relations
-Making a Brochure

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>Creating a Brochure</td>
<td>The Teacher's Bag:</td>
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<tr>
<td>Brochure templates are available on several word processing programs and online. Play with creating a brochure yourself before displaying to students. This activity requires students to use writing and critical thinking in the development of some ideas that can become an attention-grabbing tool and successfully promote their exhibition. Remind students to design their brochure based on the vision statement from activity 3.1 and keep in mind the designed exhibition.</td>
<td>☐ Document camera</td>
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<td>☐ Sample brochure</td>
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<td></td>
<td>☐ Laptops or access to media room</td>
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<td></td>
<td>☐ Complied list from activity 2.2</td>
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<td></td>
<td>☐ Actual brochures from different places if possible</td>
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<tr>
<td></td>
<td>☐ Rubric and checklist</td>
</tr>
</tbody>
</table>

Goal: Common Core Standards -Writing Standards
(7th grade)

Text types and purposes

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<table>
<thead>
<tr>
<th>Performance Objective:</th>
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<tbody>
<tr>
<td>Given guidelines to the four-square autobiography, the students will analyze and synthesize the four prompts in order to tell a mini-story of their selves as measured by their creative responses to the four questions.</td>
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<tr>
<th>Language Objective:</th>
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<tbody>
<tr>
<td>Given the four areas of the autobiography, the students will engage in ASL discussion using their own designs for the activity as measured by ASL responses and product.</td>
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</table>

**Feeling the Pulse:**

Support the students as they create their own brochures, check for any technical difficulties, and let students pick which format: (Written, handcrafted, or by templates used in Microsoft Word or Mac)

**Introduction:**

Discuss what are the purposes of brochures and if they have seen any before. Bring examples from various sources to the class. Let the students explore them for few minutes then ask for their attention again as you ask few questions. [What do you notice the most about any of those brochures, which one did you like the most? Why?, what kind of images are used? What kind of design and text are used?]
**Warm Up:**

Create a poster (T-chart) with brochures as the main focus. Ask students, where would they find brochures (Label one side of the T-chart ‘places’). Then on the other side, label on the chart ‘reasons’. Ask students what would be the possible reasons people use brochures. Encourage students to engage in think-pair-share. When students share, they should come up and write on the poster their selves.

---

**The Game Plan:**

1) Explain to the students what “PR, Public Relations” means. Encourage the students to brainstorm what they would like to be displayed, discussed about their ‘Museum of me’.

2) Show the students a critical component of their brochure, which is the “hook”, in where they add something that makes them become fascinated or causes interest. Refer to previous brochures and ask students to find what stands out to them.

3) After the brainstorm, ask students to write down rough drafts of their ideas, and record which format they will use (computer or handmade). Briefly review and pass out the rubric to the students.

4) Give time for the project to progress, and possible extended time to finish depending on how much is completed by the class. During the creation period, have one on one session with students in where you monitor their progress and stress levels. (Be prepared with a checklist to see what s/he has done already and needs to do).

5) Let the students share their completed brochures with each other and have the students present them to the class.
Wrapping Up:

Gather students' brochures and set up an area in the classroom where it can be displayed for others to view. Ask students to think about how brochures can help us get our word across to others. Give students a question, “Advertising is a great tool in attracting attention, and why is this important?” Have them reply to it by writing at least 2-3 sentences.

Assessments:  

- Observation notes
- Rubric: based on four different levels
- Checklist

Modifications:

- Students can design brochures by hand if felt overwhelmed or frustrated with the computer’s graphic software
- For advanced students, they can complete brochure as homework instead, which will free up an extra day for lesson planning or progress faster to next activity

On a Note:

In the sample brochure, the teacher has an opportunity to let the students to get know her/him a bit more in this activity, and at the same time you can model some factors/influences of Deaf Culture, also other type of cultures's effects on you.
Activity 3.2 Checklist:

Did I ...

- Use images?
- Give an explanation for the artifacts?
- Make a connection to Deaf culture?
- Make a connection to myself?
- Check for spelling errors?
- Try to be creative?

What additional changes or information is needed?

What is your favorite part, why?
Sample Brochure:

Museum of Me
Trisha Houston

Museum Exhibition
May 1-31, 2012

“We don’t see things as they are. We see them as we are.”
- Anaïs Nin

Wooden spoons, wooden spoons.
It is my Italian side of the family, and it meant two things:
Either my mom was making incredible tomato gravy or,
I was in trouble.

University of California, Los Angeles (UCLA)
The picture above shows the Powell Library, where I spent hours studying inside. The building itself is beautiful.
Why UCLA?
I chose this college as one of my artifacts because it changed me. I saw my culture and made me brave of myself.
I challenged my professors, and I was the first Deaf student. My professors learned a lot from me and helped them realize Deaf students have many skills to offer.

Gallaudet College (University)
I chose Gallaudet because I would have not excited without this. My parents met at this college (back then it was not an university yet). My mom didn’t sign, and she was from New York and my dad was from Berkeley. They both met, fell in love and my mom learned ASL quickly.
When my dad left Gallaudet, my mom decided to follow him to California.
This is when my life began, because my parents have stayed in California for many years now.

My Three Sons - Lucky, Lucian, Laguna
My life is all about those two boys. They made me value the precious world we live in. They make me honored because they are CODA. They sign well and are proud of Deaf people. My sons are supportive of us and always disagree with people who talk negative about Deaf people.
Activity 3.2 Brochure Rubric:

Level 4

- **Accuracy**: All information is correct.
- **Neatness**: All writing is tidy, photos and artwork are precisely placed, and all sections are orderly.
- **Creativity**: The brochure as a whole is interesting, engaging, imaginative, and original.
- **Colorful**: The brochure is eye catching and vibrant and/or coordinated colors are used.

Level 3

- **Accuracy**: Most of the information is correct.
- **Neatness**: Most of the writing is tidy, photos and artwork are mostly placed carefully, and most of the sections are orderly.
- **Creativity**: Most of the brochure is interesting, engaging, imaginative, and original.
- **Colorful**: Most of the brochure is eye catching and bright colors and/or mostly coordinated colors are used.

Level 2

- **Accuracy**: Some of the information is correct.
- **Neatness**: Some of the writing is tidy, photos and artwork are somewhat placed carefully, and some of the sections are orderly.
- **Creativity**: Some of the brochure is interesting, engaging, imaginative, and original.
- **Colorful**: Some of the brochure is eye catching and average and/or some mismatched colors are used.

Level 1

- **Accuracy**: Very little of the information is correct.
- **Neatness**: Very little of the writing is tidy, photos and artwork are placed poorly, and the sections are disorderly.
- **Creativity**: Very little of the brochure is interesting, engaging, imaginative, and original.
- **Colorful**: Very little of the brochure is eye catching and dull and/or mismatched colors are used.
### Unit Three: Museum of Me
#### Activity 3.3: Tour Guide Academy

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenting their own self</strong></td>
<td><strong>The Teacher’s Bag:</strong></td>
</tr>
</tbody>
</table>
| Tour guide is something common in museums. The challenge in this project is the students have to learn and try talk about their selves in a third person view. The other possibility is the students each get an assigned classmate to them in where they interview the student and develop a small presentation for them. The main purpose is to help students get other type of perspective instead of just their own view. | - Index cards  
- Mixing hat for partner assignment  
- Rubrics  
- Index cards  
- Laptop for video usage/ practice ASL  
- Four assigned questions and four blank questions [Students create their own questions] |

### Goal: Common Core Standards - Speaking and Listening (7th grade)

**Presentation of Knowledge and Ideas**

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. [in this case ASL is appropriate]

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<table>
<thead>
<tr>
<th>Performance Objective:</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given assigned classmate, students will develop questions and interview their partner in order to create a tour guide presentation for their partner’s museum as measured by interview materials and transcript.</td>
<td>Given the interviews, the students will engage in ASL dialogue in order to acquire information about the individual to write a presentation as measured by rubrics, presenting and submitting written notes in advance.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling the Pulse:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor for students’ discomfort level with their partners and interviewing techniques. Reassign students if necessary and if some students feel taking notes during interview is hard, they can have the option to record their interviewee on video.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students what is a ‘tour guide’ and have they experienced seeing one before. Encourage the students to give examples of what they think a tour guide does and what s/he knows about the job. Do a mini-discussion on this briefly then progress to the main activity.</td>
</tr>
</tbody>
</table>
### Warm Up:

Ask students to interview the teacher (you), and ask why you chose the artifacts to represent yourself. Give some time for the students to come up with extra questions to ask you. Explain to the students that it is important they record information properly. Explain to the students that interviews are a rich source of information, and it is commonly known as “primary source” in where people get information.

### The Game Plan:

1) Tell the students you will be assigning the students to their interview partners. Establish norms [hands off, be attentive and respectful, take notes] and additional norms given from the students.

2) Before the interviews take place, prepare the students with questions, in which you will provide four pre-made questions, and ask the students to add at least four more questions. Give them some time to come up with the extra questions and guide them if necessary by interjecting some ideas.

3) Explain to the students that they will need to consider how they will take notes, record information, and synthesize everything into a presentation. Tell the students they have the option to record their interviewee so that they can better make notes of their replies after the interview is done.

4) Let the students proceed with interviews, and the teacher helps them schedule the times since everyone would need to be interviewed.
### The Game Plan:

**5)** After the interviews are done, have the students start writing basic information about their partners subjectively. After the information is complied, have the interviewee check and give approval of the interviewer’s summary. Then the interviewer record main details that s/he can recall on an index card.

**6)** The students start taking turns presenting their assigned partner’s museum display to the class. Make sure the student review the exhibition design, brochure and artifacts. During this phase, the students each will have several copies of presentation rubric in which they will evaluate the presenter or [In this case, tour guide].

**7)** Then the students can record the tour guide’s presentation to be shown alongside their final project.

### Wrapping Up:

Gather all the index cards, and evaluations from the students and put it aside. Ask students how did they feel about this activity. Have the students respond to this, “What did they learn about their partners?” and share with the class. Then ask one more question, “What would you improve, and why?” have the students write this response down and you collect them.
Assessments:
- Observation notes
  - note for any difficulty or discomfort along students/partners and have the ASL teacher get involved if possible for this segment.
- Presentation evaluations
- Presentation rubric
- Quickwrite prompt: “What would you improve, and why?”

Modifications:
- Modifications should be gleaned if possible with your partnership with the ASL teacher.
- You can set up a zone where students can feel comfortable signing without an audience.
- For some students, they can opt to show their video instead of presenting in person.

Quickwrite Prompt:

1. What did you learn about your classmates?
2. What would you improve and why?
### Presentation Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Sign Accuracy</th>
<th>Content</th>
<th>Collaboration with peers</th>
<th>Posture and Eye Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Signing is unclear and difficult to understand, almost correct styles are used.</td>
<td>Gaps of information or inaccurate content.</td>
<td>80% or below related to topic</td>
<td>Eye gaze does not connect with the audience and body positions lack contact with audience.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>70% of signing is clear and easily understood, correct styles are used.</td>
<td>At least five pieces of information is missing or inaccurate.</td>
<td>Shows about 1 to 2 connection with the interviewed material</td>
<td>Eye gaze does not always connect with the audience and body positions don't always face the audience all of the times.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>80% of signing is clear and easily understood, correct styles are used.</td>
<td>3-4 pieces of information is missing or inaccurate.</td>
<td>90% related to topic</td>
<td>Eye gaze is occasionally connected with the audience and body positions almost does face the audience often.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>90% of signing is clear and easily understood, correct styles are used.</td>
<td>1-2 pieces of information is missing or inaccurate.</td>
<td>95% related to topic</td>
<td>Eye gaze is clear with the audience and body positions faces the audience all of the times.</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Signing is clear and easily understood, correct styles are used.</td>
<td>All information is accurate.</td>
<td>100% related to topic</td>
<td>Eye gaze is clear with the audience and body positions faces the audience all of the times.</td>
</tr>
</tbody>
</table>
The Four Questions:

Interviewee: ___________________ Interviewer: ___________________

1. If you had to choose one artifact, what would it be and why?

2. Can you describe your design for the exhibition room?

3. What do you want the people to know about you?

4. Do you have any story or experience that you would like to share about your, “Museum of Me” project?

Presentation Evaluation:

1. What part of the presentation did you like the best? Why?

2. What suggestions would you make? Explain.

3. Name one thing you learned from the presentation.
Unit Four:

~Cumulative Project~

The showing of

“Museum of Me”
# Unit Four: Cumulative Project

**The showing of “Museum of Me”**

**Activity 4.1: Set - Ready - Go!**

## Activity Primer

<table>
<thead>
<tr>
<th>Archiving their collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students are almost complete with what they have done so far. It is important for the students to develop ownership in their project and cumulative work. However, in this students have to evaluate what they have done so far, and critique their selves, at the same time, learning to accept others’ constructive criticism. The students will transfer what they made on a poster for the upcoming gallery walk, and setting up things to coordinate with their project such as the tour guide presentation, brochures, and their very first project, the autobiography squares.</td>
</tr>
</tbody>
</table>

## Materials

<table>
<thead>
<tr>
<th>The Teacher's Bag:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students’ previous work</td>
</tr>
<tr>
<td>- Folders</td>
</tr>
<tr>
<td>- Poster paper / area</td>
</tr>
<tr>
<td>- Glue, scissors, rulers, markers and tape</td>
</tr>
</tbody>
</table>

## Goal: Common Core Standards - Speaking and Listening (7th grade)

**Comprehension and Collaboration**

- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- d. Acknowledge new information expressed by others and, when warranted, modify their own views.
**Goal:** Common Core Standards - Speaking and Listening (7th grade)

### Presentation of Knowledge and Ideas

5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

<table>
<thead>
<tr>
<th>Performance Objective:</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given previous work samples from various activities in this curriculum, the students organize and categorize their work in order to develop a collection as measured by listing and making their own checklists.</td>
<td>Given the items, the students will engage in ASL discussions about how to classify and categorize their items as measured by ASL dialogues and written work samples.</td>
</tr>
</tbody>
</table>

### Feeling the Pulse:

If students are having difficulty in organizing her/his information, the teacher can give guiding questions. “How important is that item when compared with other?” “Think about how you would enter and see a museum exhibition, what stands out first to you?”
**Introduction:**

Give students one word to think about and create a word map from this, “archive”. Students need to think about how this word applies to many things but at the same time focuses on one central meaning in the field of museums.

**Warm Up:**

Its close to the creation of their own museums, and tell the students that they are close to making a museum of me. This is the time for them to prepare so they can be ready to develop several other upcoming projects in conjunction with this archived collection.
The Game Plan:

1) Have the students gather their previous work and set aside in a safe place. The teacher also distributes any other work samples that s/he had that are relevant to the museum project.

2) The students will evaluate their works from the beginning of the project and have them take notes about what they think they can explain about the certain work they did. Ask if they would change anything, and why? The students rate their work on a scale from 1 being the best to five is good enough.

3) The students now arrange their work samples on the poster according to the rating they gave to their work.

4) Before the partner activity starts, ask the students to give you what would be the norms of positive feedback. Gather answers from the students and encourage class discussion. Then remind them that positive feedback allows them to improve without feeling stressed or be impacted negatively. The students choose a partner or two, and the partners take turns evaluating their classmates’ work and organization. Encourage students to make suggestions within reasonable limits.

5) The students write down notes from suggestions. Then the students need to talk it out and figure out how they can work in the new suggestions with their archived collections. Introduce a word, “curator” to the students. Ask them to think about what this word means. Give hints about the term if students are unsure. Expand on the role of a curator and tell the students they will be taking on the role of a curator in order to work on their upcoming museum.
Wrapping Up:
The students will develop a plan for their museum and be able to prioritize what information they want to display, and take on the role of a curator for the next upcoming activities. The students will respond to a exit question, “What one thing you would make sure it has a place in your museum, and explain why you want this one artifact.” Make sure the students hand in their responses before leaving the class. Review their answers and see if the students list their reasons clearly.

<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observation notes</td>
<td>☐ Vocabulary Terms:</td>
</tr>
<tr>
<td>☐ Checklist:</td>
<td>Archive</td>
</tr>
<tr>
<td>- check for organization</td>
<td>Curator</td>
</tr>
<tr>
<td>- clarity</td>
<td>Curate</td>
</tr>
<tr>
<td>- any revisions made</td>
<td>☐ For some students, the teacher can help them organize and give hints along the activity.</td>
</tr>
<tr>
<td>- evaluate the archive word map</td>
<td></td>
</tr>
</tbody>
</table>

Exit Question:

What one thing you would make sure it has a place in your museum, and explain why you want this one artifact.
Unit Four: Cumulative Project
The showing of “Museum of Me”
Activity 4.2: What is a museum?

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrapping up loose ends</td>
<td>The Teacher’s Bag:</td>
</tr>
<tr>
<td>This will be a part of series of activities that will explore what students know and understand about culture. It will be a fun ride, as you, the teacher, navigate the journey with the students, learning what they know about culture, museums and various skills. This activity will focus on the beginning of cultural identity assessment. The point is to get to know the students and let the students get to know you on a different scale.</td>
<td>□ Feedback forms (two types, first one for the gallery walk, and the second one for the Socratic Seminar)</td>
</tr>
<tr>
<td></td>
<td>□ Document camera</td>
</tr>
<tr>
<td></td>
<td>□ Actual camera to archive the students’ projects,</td>
</tr>
<tr>
<td></td>
<td>□ Post-it notes / index cards</td>
</tr>
<tr>
<td></td>
<td>□ The Museum of Me final product [Poster board, images, artifacts, brochures, letters, map].</td>
</tr>
</tbody>
</table>

Goal: Common Core Standards -Speaking and Listening
(7th grade)

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
<table>
<thead>
<tr>
<th>Performance Objective:</th>
<th>Language Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given the final product, the students will set up and participate in Museum of Me gallery walk in order to analyze concepts about the conditions surrounding culture and learning about their classmates as measured by filling out the feedback form and participating in the Socratic Seminar.</td>
<td>Given the gallery walk, the students will engage in ASL questioning and exploration with their classmates in order to synthesize information as measured by Socratic Seminar and the seminar's feedback form.</td>
</tr>
</tbody>
</table>

**Feeling the Pulse:**

Observe the students frequently during their set-up of the museum project, gallery walk and their feedback. If you see a student using one word or a general feedback, ask the students to define why they made that comment or thought in that way.

**Introduction:**

Start with asking the students what were the norms for the gallery walks and giving positive feedback. Ask the students what are the differences about giving feedback with “good job, awesome, amazing, I like it”. Ask them what is the problem with that type of feedback.

**Warm Up:**

Explain to the students that they will have a SS at the end of gallery walk and ask the students to make sure they put down complete replies and any questions they have.
The Game Plan:

1) Have the students prepare their poster, brochure and tour guide presentations in order to establish a ‘museum’ (from Activity 4.1).

2) The teacher helps students with establishing their posters and presentations. Then the teacher reviews the feedback form with the class, pointing out the important details that the students need to record.

3) The students proceed to observe each “exhibition” and give feedback according to the form. The teacher occasionally checks the students’ feedback form, if there are simple words or one word comment, have the students add more details [why? What was fascinating? What is the reason? What stood out? What did you think needed more work?] While the students are doing the gallery walk, the teacher can take photos of the students’ work, recording them for the next activity (4.3: Almost a time capsule).

4) After the students are completed with the gallery walk, have the students sit down and review their feedback forms, and create questions according to the SS question frame handout.

5) The students come to the seminar prepared with the questions. The teacher starts the SS and gradually backs out. During the discussion/dialogue, the teacher observes students and rates them on their participation and behaviors for the final grade. Give feedback to the students about how they can improve their roles in the seminar through one on one meeting.
Wrapping Up:

Congratulate the students on coming this far with the project and completing it. Ask the students this question, “Have your mind changed about what is culture and identity?” Student generated responses are acceptable either signed or written.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation notes</td>
<td>Use the question handouts with starting ideas from activity 1.3.</td>
</tr>
<tr>
<td>Feedback forms</td>
<td>Support students who need ideas in creating proper feedback</td>
</tr>
<tr>
<td>Questions by the students</td>
<td></td>
</tr>
</tbody>
</table>

On a Note:

Use the Socratic Seminar feedback form from Activity 1.3. You can adjust it accordingly to the students’ grade level and reading/comprehension skills.
Feedback Form for Gallery Walk:

Activity 4.2

Record your classmate’s name in the top column, then leave comments in each box according to the feedback questions.

<table>
<thead>
<tr>
<th>Classmate’s name</th>
<th>Does the display show interesting appearance?</th>
<th>What part of the display do you think needs improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit Four: Cumulative Project

The showing of “Museum of Me”

#### Mini-Activity 4.3: Almost a Time Capsule

<table>
<thead>
<tr>
<th>Activity Primer</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Almost a Time Capsule...</strong></td>
<td><strong>The Teacher’s Bag:</strong></td>
</tr>
<tr>
<td>It will be fun for students to realize the growth and change over time. When students write a letter or create a v-log, they are putting something they believe in at that time frozen and into a time capsule. Hopefully some day, years later when the students graduate, you can show to them again the letters/v-log. The students can get a new perspective by seeing the information they built and gathered through the project. That item now becomes another artifact for them.</td>
<td>□ Various notes from the projects done so far</td>
</tr>
<tr>
<td></td>
<td>□ Laptops/media room</td>
</tr>
<tr>
<td></td>
<td>□ Papers</td>
</tr>
<tr>
<td></td>
<td>□ Photos from activity 4.2</td>
</tr>
</tbody>
</table>

### Goal: Common Core Standards -Writing Standards (7th grade)

#### Text types and purposes

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
<table>
<thead>
<tr>
<th><strong>Performance Objective:</strong></th>
<th><strong>Language Objective:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Given the cumulative project sequence, the student writes a short essay (or letter) in order to reflect their learning about perspectives, culture and identity as measured by written letter sample.</td>
<td>Given the short essay (or letter), the students will use ASL in order to express their ideas, feelings and experience throughout the project as measured by their letters and v-log.</td>
</tr>
</tbody>
</table>

**Feeling the Pulse:**
Observe the students' progress with short essay/letters and the v-log. Make sure the students follow proper ASL etiquette, writing correct letter formats, and essay structures are fluid.

**Introduction:**
The discussion activity focuses on the students if they have experienced an activity like time capsule before? Ask when and where did they do that if their replies are yes.

**Warm Up:**
Give the students a quickwrite prompt, "What do you want your older self to know when reading the letter," and ask the students to list 2 to 3 things and not to write a formal letter just yet.
The Game Plan:

1) Make sure the students have their materials ready, from the first project (autobiography squares) to the last project (Gallery walk and actual showing of ‘Museum of Me’). Set up laptops and discuss with students which medium they would like to use in creating a letter to their selves. [Either ASL v-log or written letter]

2) Set up three questions for the students to think, answer and include in their letters. [The questions are 1) what did you learn about yourself and your classmates during this project, 2) What would be the most important information that you will want your future self to know, 3) What would you predict about Deaf culture in the future?]

3) Have the students pick their mediums, and transcribe a rough draft of what they will say. The purpose is to have support in both languages ASL and English.

4) After the students are finished with their preliminary drafts, have them start practicing or reading their letter with a partner.

5) The students proceed to create their letters in either medium and the teacher transfers it on a dvd to save for the students’ future and portfolio with the images taken during the ‘Museum of Me’ showing. (Both the letter can be saved on dvd as well the v-log)

Wrapping Up:

The students can share their letters with each other and the teacher asks the students what year the students think they will look at their letters again. The teacher distributes exit slips with two questions, 1) what did you like the most about this project and explain why, and 2) what did you did not like, and how would you change it for the next time?
<table>
<thead>
<tr>
<th>Assessments:</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observation notes</td>
<td>☐ Give students extra time to feel comfortable with v-logs and classroom audience.</td>
</tr>
<tr>
<td>☐ The three questions</td>
<td>☐ Provide a letter format for students who has not mastered the letter writing structure.</td>
</tr>
<tr>
<td>☐ Exit slips</td>
<td></td>
</tr>
</tbody>
</table>
The Three Questions:

1) What did you learn about yourself and your classmates during this project?

2) What would be the most important information that you will want your future self to know?

3) What would you predict about Deaf culture in the future?

Exit Slip Question:

1) What did you like the most about this project and explain why?

2) What did you did not like, and how would you change it for the next time?
APPENDIX C.

Student Artifacts
APPENDIX C CONTENTS

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ACTIVITY 2.3 .................................................................................................................. 280
ACTIVITY 3.1 .................................................................................................................. 284
ACTIVITY 3.2 .................................................................................................................. 292
ACTIVITY 1.1: 4-SQUARE AUTOBIOGRAPHY

Student C
Student D

I never like school and I wish school never existed. I always make some unfinished assignments. Mostly time I don’t have any time at school. I can be not very clever in some ways.

School isn’t most easy thing to do. But I always know I had no chance to drop out school.

ME

Sports

I always believe in sports are important than school. I always “Just Do It” like quote. I like play football and basketball. But both most my favorite sports.

AGE: 12
- Home town: Minneapolis, Minnesota
- Current live in:
- Birthday
- Hobby: Playing sports.
Student F

- Cool design!
- Very creative, need more
- Need more creative
- Pure & creative
- Good job, I can't see black paper.
- NICE!

- Human Being
- Love Sports
- Active
- Sports is my passion!!!
Hard Of Hearing Person

- lucky to have both
- my dad is hearing, my mom is deaf

About me

my name is [name]
I am 13, I am very loveable to sports
#2, 21
Student A

---

I don’t really love school but I had to go to school. But my favorite subject is science. I do really hate homework. And also class work. SPORTS #1! School #2!
Me a Deaf Person

I am fully Deaf. I use ASL with friends and family. All my family are Deaf.

Me as a human being

I call myself "Athletic" because I played almost all sports with ball, but my favorite is BASKETBALL. FOOTBALL is BEST too! I love Video Games too. Call of Duty Modern Warfare 3, NBA 2K11, PlayStation 3.
Who am I?

My name is Is. I was born on June 3. I am 12 years old. I was born in Anaheim, CA. My country is Mexico, Spain, Germany.
Student E

Yourself as a human being

• I always hate my freckles
• I LOVE my blue eyes
• I HATE my nose too much
• I'm second shortest kid in my class.
Yourself as a student

- Learner

- to have best future

- I hate school too much

BUT some activity is fun!

Yourself as a Deaf Person

- A person who can hear
  very little!

- who signing all time!

- who is proud of it.

- I did want to hear very well!
Who am I?

- Volleyball is **MY** passion.
- Have **MILLION** Freckles
- LOVE sports, my bed, and my cat even my FAMILY!
- I DON'T like school, I'll prefer stay home, sleep, and hang out with my friends. Also I HAVE FUN too!
Student G

- I AM CHILL GUY
- SPORTS = #1
- EASY GOING GUY
- FLEXIBLE GUY
- I LIKE TO BE SIMPLE
- HARD CORE DENVER FAN

DENVER
DEAF PERSON

- DEAF FAMILY
- ASL IS MY FIRST LANGUAGE
- I AM HARD OF HEARING BUT I CALL MYSELF DEAF

STUDENT

- I DON'T LIKE SCHOOL
- I HATE TO READ
- I ALWAYS DO MY HOMEWORK LAST MINUTE
- I LOVE TO CHAT.
- I LOVE P.E.
- I LIKE TO EOD ENOUGH
Student B
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to Theme</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Titles and Text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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Points Possible: 14/16
Participation and Feedback: 4/4
Total Points: 18/20
Possible: 90% A

Clean and organized. Your choice of colors showed planning and design. You participated well and gave feedback to classmates. Did not waste class time!
<table>
<thead>
<tr>
<th>CATEGORY</th>
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<th>2</th>
<th>1</th>
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Points Possible: 15/16
Participation and Feedback: 4/4
Total Points Possible: 19/20

The layout is very interesting. I liked how you planned your project. You spent time working on this and it shows.
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Points Possible: 15/16 Participation and Feedback: 4/4 Total Points Possible: 19/20

Your handwriting is clean and easy to read. You have a cute drawing in the middle. You participated well and gave positive feedback.
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Points Possible: 13/16

Participation and Feedback: 4/4

Total Points Possible: 17/20

85% B

Your poster is the biggest of all and it attracts attention! Good eye-catching colors. Neat handwriting. I would like to see some more images added to the poster.
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**Points Possible:** 13/16
**Participation and Feedback:** 4/4
**Total Points Possible:** 17/20

Your design showed creativity. It would be nice to see you add images to your squares. You gave nice feedback and participated in the activity.
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Points Possible: 10/16
Participation and Feedback: 4/4
Total Points: 14/20
Possible: 10/16

STUDENT F

Your effort showed when you spent time doing the cover page. The handwriting can be more clear and writing on a black background was tough to read.
### Autobiography Squares Rubric

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**Points possible:** 13/16

**Participation and Feedback:**

- Participation: 4/4
- Feedback: I liked how you designed your project with the three colors. You gave your classmates direct and specific feedback. It would have been nice to see a fourth page!

**Total Points:** 17/20 possible

**Grade:** 85% B
ACTIVITY 1.2: CULTURE AND IDENTITY MAPS

Student D:
I don't have any strong religious beliefs, but I do have culture. I can only name and describe cultures, not agree about others' cultures.

Student E:
I think my culture should not have 8 gifts for each day of Christmas until...

-I think people have to accept another people's culture and LEAVE THAT WAY.

Student F:
I think people need to care more about their cultures. Once you have a culture, keep it! Don't give it up for some little reasons.

Student B:
We should respect other culture. Culture should be different that way we learn new things.

Student A:
My first opinion about cultures is that all people love and respect their cultures. My second opinion about cultures is that they are cool to learn about.

Student C:

Student A

Freestyle
Snowboard
Air

Quarterback
Passer

Basketball
Center
Aggressive

Stay home Chill
Hate school
Student A

- Freestyle
- Snowboarder
- Air
- Passer
- Quarterback
- Power forward
- Basketball
- Agressive
- Chill at home
- Hate school
- Life easy without school
Student B

Wild
Always
Fighting
Siblings

Want at
sports now

Nothing to do

Quiet

Love Softball

Athlete

Favor not
hurry up

Student

Love math

Reader
Student C

- Sweetheart
- Helpful
- Romantic
- Reader
- 7 Mysterious
- Athlete
- Talented
- Hardworking
- Determined
- Respected
- Student
- Sibling
Student C

- Hard Worker
- Athlete
- Talented
- Romantic
- Reader
- Mysterious
- Supportive
- Sweetheart
- Determined
- Student
Student E

- home chilling
- school focus
- after school chilling
- sport focus

- Internet - politico

[Diagram with mind map:
- Summer lover
- active
- love
- hang out
- chilling w/friends
- fashion
- costumes
- creative
- love play
- love active]
Student E

- LOVE costumes
- LOVE creative

Sport Lover
- Love Play
- Very Athletic

Fashions

Hanging Out

Summer Lover
- Active
- Hang out

Having FUN
- chilling w/friends
Student F

Facebook
екс-additive
less time

Hate
Homework
worthless

going to friends house
ageasive
fun

love
Sports

Biker

passion
maniac

far
enjoy
ACTIVITY 1.3: SOCRATIC SEMINAR REPLIES

Student A:
I think the poem that I enjoyed the most was by Robert Frost. The title was "The Road Not Taken." The speaker in the poem discusses a choice made at a crossroads and the consequences of that choice. The poem is very thought-provoking and made me realize that choices we make today can shape our future. It also made me reflect on my own life decisions and how they have led me to where I am today.

Student B:
I enjoyed the poem "Do Not Go Gentle into That Good Night" by Dylan Thomas. The speaker in the poem is a father who is dying and urges his children not to let him die without a struggle. The poem is very powerful and emotional, and it made me think about the importance of living life to the fullest and not giving up easily.

Student C:
I think the poem "The Love Song of J. Alfred Prufrock" by T.S. Eliot is quite interesting. The speaker in the poem is a middle-aged man who feels alienated and unable to connect with others. The poem is quite complex and requires multiple readings to fully understand its meaning. It made me think about the human need for connection and the struggles we face in achieving it.

Student D:
I enjoyed the poem "The Waste Land" by T.S. Eliot. The poem is quite long and difficult to comprehend, but it offers a unique perspective on the human condition. The speaker in the poem explores themes of decay, degeneration, and the search for meaning in a world that seems to have lost its way.

Student E:
I think the poem "The Love Song of J. Alfred Prufrock" is quite interesting. The speaker in the poem is a middle-aged man who feels alienated and unable to connect with others. The poem is quite complex and requires multiple readings to fully understand its meaning. It made me think about the human need for connection and the struggles we face in achieving it.

Student F:
The poem was about the importance of living life to the fullest and not giving up easily. The speaker in the poem is a father who is dying and urges his children not to let him die without a struggle. The poem is very powerful and emotional, and it made me think about the importance of living life to the fullest and not giving up easily.

Student G:
I enjoyed the poem "Do Not Go Gentle into That Good Night" by Dylan Thomas. The speaker in the poem is a father who is dying and urges his children not to let him die without a struggle. The poem is very powerful and emotional, and it made me think about the importance of living life to the fullest and not giving up easily.
**ACTIVITY 2.1: SEVERAL STAGES OF MUSEUM EXPLORATION**

<table>
<thead>
<tr>
<th>Name of Museum</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Palm Springs Art Desert Museum</td>
<td>Show modern art trends of America and traditional</td>
</tr>
<tr>
<td>Santa Monica Museum of Art (SMMA)</td>
<td>Represent history of art, non-traditional culture</td>
</tr>
<tr>
<td>De Young Art of San Francisco</td>
<td>Museum is art walk thought 6,000 years of culture</td>
</tr>
<tr>
<td>The Museum of Jurassic Technology, Culver City</td>
<td>One side of museum is adense and other side is explain by me.</td>
</tr>
<tr>
<td>The Los Angeles County Museum of Art (LACM)</td>
<td>The arts are paintings from ancient time to present</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>What I thought</th>
<th>What I see</th>
<th>What I thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walked in and lots of people</td>
<td>Very many sculptures and weird</td>
<td>Palm Springs museum is lovely</td>
</tr>
<tr>
<td>Is a big place and big, shows lots of information</td>
<td>Very nice place, shows okay information and place is big</td>
<td>Non-traditional and lots of big</td>
</tr>
<tr>
<td>Inside museum is lovely but I am wrong</td>
<td>The museum is very nice and good explain</td>
<td>I don't think it is good because it is fast</td>
</tr>
<tr>
<td>I thought the museum is not museum from LA only</td>
<td>But the art is ancient time to now</td>
<td>Ancient is a old news</td>
</tr>
<tr>
<td>I thought the museum is for kids</td>
<td>Art in museum is for all ages</td>
<td>Academic museum is not important</td>
</tr>
<tr>
<td>Scene of Museum</td>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
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<tr>
<td>The San Diego Museum of Art</td>
<td>Collect, preserve, interpret, and display the finest works of art that many people would have created through the ages.</td>
<td></td>
</tr>
<tr>
<td>The Mexican Museum</td>
<td>Mexican cultures and arts. They want to show soul and spirit of the arts and cultures of Mexico. Their hall features valuable artifacts and objects related to ancient and modern Mexican culture.</td>
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<tr>
<td>The Fresno Art Museum</td>
<td>Provides a cultural presence, education, and resources, community center and for intellectual understanding.</td>
<td></td>
</tr>
<tr>
<td>The California Museum of Photography</td>
<td>United States and those who lived and worked in America. Gold and silver items are on display, as well as paintings and photographs of the past.</td>
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<tr>
<td>The Fine Arts Museum of San Francisco</td>
<td>United States and those who lived and worked in America. Gold and silver items are on display, as well as paintings and photographs of the past.</td>
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<tr>
<td>Very Finest Arts in California</td>
<td>Beautiful arts as buildings</td>
<td>It's cool!</td>
</tr>
<tr>
<td>It has art &amp; history and unique objects</td>
<td>Very creative of arts, and cool culture</td>
<td>Wow, it's awesome!</td>
</tr>
<tr>
<td>It has art &amp; history and unique objects</td>
<td>Good design in that museum!</td>
<td>I'd love to come here!</td>
</tr>
<tr>
<td>It has cool things</td>
<td>So in museum, it has cool things and cool pictures</td>
<td>Amazing!</td>
</tr>
<tr>
<td>It has cool things</td>
<td>Something unique in that museum!</td>
<td>Fantastics!</td>
</tr>
<tr>
<td>It has cool things</td>
<td>It is very cool to see different arts that are weird, freaky, and unique!</td>
<td>Fantastics!</td>
</tr>
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### Journey Through a Museum Activity 2.1

**Student:** Student C

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<td>Collect, preserve, interpret, and display the finest works of art that men and women have created throughout time.</td>
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<td>The Mexican Museum</td>
<td>They want to show spirit, soul, and the arts and cultures of Mexico. They had a unique collection of over 22,000 spectacular items.</td>
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<tr>
<td>The Fresno Art Museum</td>
<td>Collect, preserve, and exhibit the history, culture, and art of American Indian, Hispanic, and international artists and works.</td>
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<tr>
<td>The California Museum of Photography</td>
<td>Provides a cultural presence, education resources, and opportunities for intellectual and social interaction.</td>
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<tr>
<td>The Fine Arts Museum of San Francisco</td>
<td>United States concentrating on American art, international textile arts and costumes, and art of the ancient Americans, Oceanic, and Oceania.</td>
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### Journey Through a Museum: Activity 2.1

<table>
<thead>
<tr>
<th>Name of Museum</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tech Museum of Innovation</td>
<td>To teach people how to use presents fascinating tech</td>
</tr>
<tr>
<td>- San Jose</td>
<td></td>
</tr>
<tr>
<td>Travel Tsun Museum</td>
<td>A history about old time of train</td>
</tr>
<tr>
<td>- Los Angeles</td>
<td></td>
</tr>
<tr>
<td>UCLA Fowler Museum of Cultural History - Los Angeles</td>
<td>To learning about a very rich history and culture</td>
</tr>
<tr>
<td>The UC Museum of Paleontology</td>
<td>Museum of a long time ago old fossils</td>
</tr>
<tr>
<td>- Berkeley</td>
<td></td>
</tr>
<tr>
<td>USS Hornet Museum</td>
<td>Explain army's aircraft museum and history</td>
</tr>
<tr>
<td>- Alameda</td>
<td></td>
</tr>
</tbody>
</table>

### What I thought | What I see | What we thought
---|---|---
It will make people to enjoy with tech. | Many fun tech things challenge. | Just make people enjoy in tech things.
People can imagine the old time in Los Angeles | A train lane that in old time. | Old time history and very learnable.
Learn other country's culture and rich history | Many fun activities | Very amazing with all culture.
Facts about old time curing dinosaurs, etc. | Bone fossils, dinosaur's body | Cool with dinosaurs' movement and their bone.
Army's aircraft style | Same things practiced with army | A advance army's things and history. And kids would like it.
<table>
<thead>
<tr>
<th>Name of Museum</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE SAN DIEGO MUSEUM OF ART</td>
<td>Collect, preserve, interpret and display the finest works of art that men and women have created throughout time.</td>
</tr>
<tr>
<td>THE MEXICAN MUSEUM</td>
<td>Mexican museum have cultures and arts, they want to show soul and spirit of the arts and cultures of many.</td>
</tr>
<tr>
<td>THE PREGNO ART MUSEUM</td>
<td>Collects, preserves and exhibits the public unique objects unique to arts and culture collection of Colombian ceramics and by</td>
</tr>
<tr>
<td>THE CALIFORNIA MUSEUM OF PHOTOGRAPHY</td>
<td>Provides a cultural presence, education resource, community center and intellectual.</td>
</tr>
<tr>
<td>THE FINE ARTS MUSEUM OF SAN FRANCISCO</td>
<td>United States concentrating on American art, international textiles, arts and cultures and art of the ancient Americas, Oceanic, and Africa.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I thought</th>
<th>What I see</th>
<th>What we thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>I thought that museum only displays modern art.</td>
<td>I see colorful clothes in Mexico.</td>
<td>WOW it's awesome!</td>
</tr>
<tr>
<td>I thought that museum only displays modern art.</td>
<td>I see cultural performance of nature and people in Mexico.</td>
<td>It's cool!</td>
</tr>
<tr>
<td>It talks about Fashion world.</td>
<td>Everything about culture, photography, Asia, and painting &amp; history.</td>
<td>I'll love to come here!</td>
</tr>
<tr>
<td>I thought it all about photos, photography, and histories.</td>
<td>I see many or go away, very creative!</td>
<td>AMAZING!</td>
</tr>
</tbody>
</table>
### Journey Through a Museum: Activity 2.1

<table>
<thead>
<tr>
<th>Name of Museum</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tech museum of innovation SJ</td>
<td>to teach people how to do tech things and make</td>
</tr>
<tr>
<td>Travel Town Museum LA</td>
<td>to educate the public about railroad history</td>
</tr>
<tr>
<td>UCLA Fowler Museum of Cultural History LA</td>
<td>to explain their culture, history, and artifacts</td>
</tr>
<tr>
<td>the uc museum of paleontology Berkeley</td>
<td>to show the values and how amazing art the fossils</td>
</tr>
<tr>
<td>USS Harriet museum</td>
<td>Soldier's planes, boats, and history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I thought</th>
<th>What I see</th>
<th>What I thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very cool and very creative by kids</td>
<td>A wonderful opportunity just to make people more enthusiastic</td>
<td>Very amazed at</td>
</tr>
<tr>
<td>Railroad's history might be interesting for me</td>
<td>best information for people to know the history of railroads</td>
<td>all of their cultures</td>
</tr>
<tr>
<td>Cultures will change my mind about other values</td>
<td>it will make people railroaded and be more thoughtful of other cultures</td>
<td>Very interesting and very reasonable</td>
</tr>
<tr>
<td>Might be interesting because they had large fossils</td>
<td>will be amazing for kids because they love dinosaurs</td>
<td>Very reasonable and will make the study of the division</td>
</tr>
<tr>
<td>Need to educate people maybe get a sailor one day to</td>
<td>a advance army and rich history that will make the</td>
<td></td>
</tr>
<tr>
<td>country</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Journey Through a Museum: Activity 2.1

<table>
<thead>
<tr>
<th>Name of Museum</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ASIAN ARTS OF SAN FRANCISCO</td>
<td>THIS MUSEUM TAUGHT WALK THROUGH 6,000 YEARS OF CULTURE</td>
</tr>
<tr>
<td>THE LOS ANGELES COUNTY MUSEUM OF ART</td>
<td>THE ARTS ARE PRESENTS FROM MUSEUM TOWN TO PRESENT (LACMA)</td>
</tr>
<tr>
<td>MEXICAN AMERICAN MUSEUM OF ART</td>
<td>ONE SIDE OF MUSEUM IS ADVERSE AND ITOKU SIDE IS EXPLAN EXPANSIVE OF MUSE</td>
</tr>
<tr>
<td>THE PALM SPRINGS! DESERT MUSEUM</td>
<td>SHOWN MUSEUM AM TRIBION OF AMERICA AND TRIBIONAL</td>
</tr>
<tr>
<td>SANTA MONICA MUSEUM OF ART</td>
<td>REMEMBER ASTRAY OF PARTY AND TRIBIONAL CULTURE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I thought</th>
<th>What I see</th>
<th>What we thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT TAKES THE MUSEUM TO LONG TIME TO APPRECIATE</td>
<td>MUSEUM IS VERY NICE AND GOING EXPENSIVE</td>
<td>WE THINK IT'S WORTHWHILE</td>
</tr>
<tr>
<td>I THINK THE MUSEUM IS THE MOST L.A. MUSEUM</td>
<td>THE ART IS PRESENT AND SEEM NOSE</td>
<td>WE THINK IT'S BEAUTIFUL AND WORTHWHILE</td>
</tr>
<tr>
<td>I THINK THE MUSEUM IS ONE OF THE BEST</td>
<td>BUT THE MUSEUM IS LARGE AND IS SHOWING MUSEUM</td>
<td>THE MUSEUM IS DANGEROUS AND SCARY</td>
</tr>
<tr>
<td>I THINK IT WILL BE OLD AND DULL</td>
<td>THE ART IS EVERYWHERE AND BEAUTIFUL</td>
<td>THE MUSEUM IS GOOD BECAUSE WE LIKE SCULPTURE</td>
</tr>
<tr>
<td>IT'S SO MUCH BLUE AND BEIGE SHOWS LIGHTS EXPERIENCES</td>
<td>THE ART IS EVERYWHERE AND BEAUTIFUL</td>
<td>WE THINK IT'S TOO LEARY</td>
</tr>
</tbody>
</table>
Exploring the website: www.exploratorium.edu/explore/culture

Questions to think about

1) Why does this site have “culture” as its category? What was in it?

   Culture is important for museums. It has
   hand-on activities, online exhibits, articles, videos, and
   more!

2) What would “culture” mean to you after you have explored this site?

   So important because it about past histories.
   It has something that we have now
   like clothes, foods, money, and people.

3) What stood out the most to you? Why?

   “The Giants of Summer”
   It is started to have girls to
   play baseball.

4) How did you feel when you saw some things that does not seem to fit in the
   category of “culture”?

   “Make your own pet rock glyph.”
   I think it related to art and in art,
   it can be called it is part of culture, too.

5) What did you like about this website? Why?

   In teens, it have cool things
   like “paint” with light? Why?
   It just need to use a camera
   and flashlight to beautiful paint picture!
Exploratorium Museum’s Culture

What I learned about culture in Exploratorium Museum? Culture is important for this museum. In Exploratorium, related to culture have hand-on activities, online exhibits, articles, videos, and more. I learned that culture means to me is so important because it about past histories. But not only them and have about now like clothes, foods, people, money, and businesses.

What are my opinions about this museum? “The Girls of Summer” is most fascinating because it is started to have girls play in baseball! One of my opinions is I think “Make your own Petroglyph” should move to Arts from Culture, and I suggest that it be explain that it is part of culture, too. I like about this website in teens, it have cool things like Paint with Light. It will need just a camera and flashlight to make a beautiful paint picture! I notice that museum make people had a good experience to learn, cool things.
Peer Review Feedback Form

Author's Name: Student B  Reviewer's Name: Student F

Directions: As you conduct your peer review, remember to praise, criticize appropriately, and be specific with revision strategies.

1. Identify and describe three strengths in this draft.
   The title is specific, the work sounds so cheerful, Bravo Job!

2. Identify and describe three weaknesses in this draft.
   Cheerful is a little too much, need to explain more about why, need more sentences about why.

3. How does this draft meet the requirements of the assignment? If not, what is it missing?
   Yes, because she gave 2 paragraphs about what she learned and what she thinks.

4. What should be revised in this writing? Why?
   Nothing because it was all specific

5. After reading, I was left wondering . . .
   is that all she have to say? Would suggest to write more about why!
Student B

Exploratorium Museum’s Culture

What did I learned about culture in Exploratorium Museum? Culture is important for this museum. In Exploratorium, museum is related to culture have hand-on activities, online exhibits, articles, videos, and more. I learned that culture is so important because it is about past histories. It not only has past and have about now like clothes, foods, people, money, and businesses.

What are my opinions about this museum? “The Girls of Summer” is most fascinating me because it is started to have girls play in baseball! I like to see girls play equal as boys. One of my opinions is I think “Make your own Petroglyph” should move to Arts from Culture. I suggest that it be explain that it is part of culture, too. What I like about this website is in teens. It have cool things like Paint with Light. It will need just a camera and flashlight to make a beautiful paint picture! I notice that museum make people had a good experience to learn cool things.
Exploring the website: www.exploratorium.edu/explore/culture

Questions to think about

1) Why does this site have “culture” as its category? What was in it?

   That site can explain to me more about many culture come from and leaning their culture.

2) What would “culture” mean to you after you have explored this site?

   A things that would have some tradition or do some thing to do it with different interesting.

3) What stood out the most to you? Why?

   Many things that I never seen it before. • Take the Beat back • Homind Timeline • Barbeque

4) How did you feel when you saw some things that does not seem to fit in the category of “culture”?

   I was just puzzle and I think that could have put into another category. Example: some different science stuff, like homind timeline that didn’t.

5) What did you like about this website? Why?

   There are many of interesting things that I have learn something new. Example: changing skull of monkey to human.
Student D

Culture Summary

I have look at that website about explore culture. That site has a lot of explain to culture. There are many that what I haven't seen it before, that site can be encouragement to me explore more about culture. What I has seen, culture explain about their tradition or that some thing to do.

I have seen many unknown things that which I haven't learned it, I find many culture that very different than I think. I was puzzled at many culture also I think some culture could have put into other culture, because I don't think it will fit in that category. But that was a fact that I can't change it. I have culture were Deaf and Mexican culture. Also I always live with culture and I am proud of that because I feel that very valuable and caring. I usually socialize with deaf people and tell many comedy deaf joke and Mexican I always with my family and celebrate Mexican culture. I strongly eat Mexican food and I always celebrate Day of Dead and Cinco De Mayo. I never would let to my culture destroy from oppress.
Peer Review Feedback Form

Author's Name: Student D  
Reviewer's Name: Student B

Directions: As you conduct your peer review, remember to praise, criticize appropriately, and be specific with revision strategies.

1. Identify and describe three strengths in this draft.
   - [ ] There are many that what I haven't seen [before, that site can be encouragement to me.]
   - [ ] I was puzzled at what culture also. I think some culture could have put into other culture.
   - [ ] I never would let to my culture destroy from oppression.

2. Identify and describe three weaknesses in this draft.
   - [ ] I have look at that website about explore culture.
   - [ ] I think it will fit in that category.
   - [ ] But that was a fact that I can't change it.

3. How does this draft meet the requirements of the assignment? If not, what is it missing?
   - [ ] Something was missing and in questions paper that you don't put in essay. But still it have good information.

4. What should be revised in this writing? Why?
   - [ ] Some grammar need to change and make sense.

5. After reading, I was left wondering...
   - [ ] What you think of this website?
Culture Summary

I have look at that website about explore culture/ that information site has a lot of explain to culture. There are many I haven't seen before. That site can encourage me explore to more about culture. What I have seen, culture does explain about their tradition or dance, cooking, and festival.

I have seen many unknown things that I haven't learned, I find many culture is very different than what I think. I was puzzled at many cultures. I think some culture could have been put into other category, because I don't think it will fit in change category. But that was a fact that I can't change it. I have my culture, which are Deaf and Mexican. Also I always live with culture and I am proud of that because I feel culture is very valuable and caring. I usually socialize with deaf people and tell many comedy deaf jokes. I always with my family and celebrate Mexican culture. I strongly eat Mexican food and I always celebrate Day of Dead and Cinco De Mayo. I never would let culture be destroyed from oppress.
Exploring the website: www.exploratorium.edu/explore/culture

Questions to think about:

1) Why does this site have “culture” as its category? What was in it?

   because they have so much to show about cultures that people don’t know about, ancient paintings, evidence, exploring paper, and lots of stuffs

2) What would “culture” mean to you after you have explored this site?

   culture means that it means so much to their countries and they will always precious it. Also it shows something from their ancient periods.

3) What stood out the most to you? Why?

   The crew in china worked very hard to capture a beautiful picture

4) How did you feel when you saw some things that does not seem to fit in the category of “culture”?

   Doctor Atomic, because the information doesn’t seems so valuable and precious to know about.

5) What did you like about this website? Why?

   because they have so much to show and tell. I really amazed that I know more, very interesting for me. About the intriguing cultures. Like exploring papers, evidence from the past, remembering Nagasaki, chaco canyon
Rich History In Our Brains!!!

The whole point of the website called [www.exploratorium.com](http://www.exploratorium.com), is all about very precious artifacts or history. The history they explained on the website is very learnable and in a way, it is very fun to give it a try and learn also to put some rich history in your brain. That website is for everyone, kids, and adults. Feel free to check it out if you like it.

My thoughts about the information are very general and it would be nice if the kids were able to read it. They have so much to show and I learn about it because I didn’t think that history would make me become so valuable to me. I think I will do better in class about cultures because of that website. Culture impacts me by shocked me about how rich, caring, and acknowledgeable the cultures are. If I want to know more, and have any questions, check it out yourself.
Peer Review Feedback Form

Author's Name: **Student F**  
Reviewer's Name: **Student C**

Directions: As you conduct your peer review, remember to praise, criticize appropriately, and be specific with revision strategies.

1. Identify and describe three strengths in this draft.
   1. “The whole point of the website called www.exploratorium.com is all about very precious artifacts and history.”
   2. “That website is for everyone, kids, and adults.”
   3. Culture impacts me by shocked me about how rich, caring, and acknowledge the cultures are.

2. Identify and describe three weaknesses in this draft.
   1. “Feel free to check it out.”
   2. “If you want to know more, and have any questions, check it out itself.”
   3. “My thoughts about this information are very general and it would be nice if the kids were able to read it.”

3. How does this draft meet the requirements of the assignment? If not, what is it missing?
   This draft did not meet the requirements and he did a good job expressing his opinion.

4. What should be revised in this writing? Why?
   “If you want to know more…”

5. After reading, I was left wondering...
   How can we show other people that the website is cool and awesome, so they can read articles on that website.
Rich History in Our Brains!!!

The whole point of the website called www.exploratorium.org is all about precious artifacts or history. The history they explained on the website is very fascinating and in a way it is fun to give it a try and learn. Also to put some rich history in your brain. That website is for everyone, kids, and adults. Feel to check it out if you want some rich informations.

My thoughts about the information are very general and it would be nice if the kids were able to read it daily. They have so much to show and I learnt about it because I didn’t think history would make itself become more valuable to me. I think I would do better in class about cultures because of that website. Cultures impacts me by how shocking about how rich caring and acknowledge the cultures are.

Also if you want to know more, and have any questions, feel free to ask your teachers or parents.
ACTIVITY 2.2: MUSEUM’S PERSPECTIVE

STUDENTS’ ARTIFACT LIST

- Football = love and fun to play. I was born with football. I can’t live without it.
- Basketball = My Passion. I am born with basketball. I will not be here if basketball never existed.
- Power Balance = I always use it mostly off time. Because it helps me to balance.
- Under Armour = I was grew up supporting UA. Because my dad gave me best choice.
- Snowboard = I love it more than ski; because ski is dangerous. I am freestyle.

My Artifacts

- Softball = my favorite sport and my whole family is famous of it.
- Technology = with me in my whole life, it is important part of my new life.
- Phone = communicate with my friends and family.
- School = education and sports. School had education and sports to make me and became good student and improve.
- Books = reading is important to make me study in education. I love to read books. And enjoy my time with J. K. Rowling and Julia DeVillers’s books collection.

Student A

Student B
Basketball ball because I love to play BB and most of the times I won in games. A photo of me in dramatic clothes because I used to act in front of big crowds. Brown and curly hair brought down from 3 generations. A lime-green and purple pillow because it's my favorite colors and favorite thing to sleep on. I have size 9 feet brought down from 4 generations. Hundreds of books because I love to read and most of the books inspire me to do my own thing (my favorite book is Stargirl.)

Student C

Basketball- my first sport in my life. Football- I always love to rough and physical and football always my passion. Nike- I always feel comfortable when I wear Nike things. Paintball- I always love to play in Army's style. Snowboard- I always like to feel that move.

Student D
Dear Family,

Sports/athletic

German

Bmx biker

Division I college because I want to be successful in NBA or NFL

blue eyes

eysist, and I am the only boy.

Will get pink football shoes for 8th grade football because I care about women and I need them in the future.
SPORTS (REALLY FUN KEEP YOU BUSY)

SKIS I LOVE TO PLAY WITH SNOW AND SUPER FUN

VANS BEST COMFORTABLE SHOES

FAMILY

GERMANY

MY GREAT GRANDPA WORKED FOR NAZI. MY GRANDMA BORN THERE

Student G
ACTIVITY 2.3: SOCRATIC SEMINAR – INDIAN SUMMER SUN

Student G

I don't understand. Why do you think Christina wants to leave school?

Student A

1. Do you agree that the big ideas seem to have been... make to know what girl's life from Puerto Rico to America.
2. One way to use this idea might be... that girl has been depressed and has an accent.
3. I have questions about... the girl will love school?
4. I've got it. It means... Girl got new friends and enjoyed.
5. Do you think... Girl will go back to Puerto Rico
Student C

1. What puzzles me is why Jerry wants to prove that Cristina can understand English?
2. I'm confused about what grade is Cristina in?
3. Do you agree that the story shouldn't have mathematical problems in it?
4. Do you think there should be more than 2 main characters with Cristina?
5. Do you agree that the big ideas seem unimportant?

Student D

1. I'm confused about their Spanish language. I think Si mean yes in English. I'm correct?
2. Do you agree that Cristina look so quiet?
3. I have question about Cristina. Why she will be rather to cold?
4. Do you think Cristina quiet because of depressed?
I'm confused about why did she move to PR

Do you think that she moved for a reason?

I think it means by the trees were dressed like they were going to the carnival which mean it's name it's own beautiful colors.

I got it, it means the trees are beautifully dressed by leaves.

I have questions about why did she moved to PR.

Student F

Indian Summer Sun: 5 Questions

1. Do you agree that she just move in Connecticut to with her mom?
2. Do you think Cristina will like Connecticut than Puerto Rico?
3. Another point of view is she was frustrated with weather.
4. What puzzle me is Cristina may afraid of kathy.
5. I have a question about, "Do you think she would so party?"
Indian Summer

sun questions.

1) I'm confused about why she answered in Spanish instead of answering in English language.

2) Do you agree that people should leave that way about Cristina's accents?

3) Do you think that if Cristina went to Kathy's party, she'll was like hung out in there by sit a chair?

4) I have questions about Cristina. If she don't like Puerto Rico, why not she move to somewhere that not near P.R.?

5) What puzzles me is, Jerry ask her why are you always so quiet? then they laughed. I don't understand?
ACTIVITY 3.1: YOUR OWN EXHIBITION ROOM

Student A

My museum will be about me and my sports. I will bring my sports stuff to show. I also can bring my young pictures.

My museum will be about my favorite sport, softball, and young sports. I will show myself in the past. I will use glass display for all of my things except my photos which I will put in 99K frames.

Student B

My museum will be about my artifacts that shows myself in the past. I will use glass display for all of my things except my photos which I will put in 99K frames.

Student C

My museum will be about Nike, football, basketball, Paintball, and Snowboard.

Show off bring things to display.

Student D

My museum will be about Random Life things, like about social!

Student E

My museum will be about........me and sports explaining my reason about going to civil college.

I will make paper with pictures on it.

Student F


Student G
ACTIVITY 3.2: PUBLIC RELATIONS: CREATING YOUR OWN BROCHURE

Under Armour

Under Armour is my favorite sports brand. I was given this sports kit because my dad gave me this choice.

Power Balance

I wear it almost everyday. It helps me to balance better.

Football

I love football so much and it is fun. I won first in the football serve.

Basketball

Basketball is my passion, born with basketball skills.

Snowboard

I really love snowboarding, do the features like tricks. I went to the Olympics and I won.

About me

I am a good student and I am good in all subjects. I love to play sports and I love to eat junk food.

Museum of Student A

All about me
Softball
It is my favorite sport and part of my dad's family's favorite thing to do.

Contents
- Softball
- My Hearing Family
- Technology
- School
- Books

My Hearing Family
Who is with me in my whole life and important people and pets of my life.

Technology & School
To communicate with my friends and family. School had education and sports to taught me and become good student and athlete.

Books
It is important to make me improve in education. And I love to read books to make me have fun and enjoy my time.
MUSEUM OF ME
What you will read next will inform you about me!
My motto is...
Live easy and rock hard!

I love dramatic clothes because...
I used to act in front of big crowds when I was young!
And I loved every moment of it!!!!!!!!
I am DEAF

Times
Museum Hours:
Monday to Friday
8:05 AM to 2:55 PM
May 10, 2012 to May 29, 2012
My favorite colors are lime-green and purple.

My favorite sport is basketball!
I have curly and brown hair.
My shoe size is 9, which is passed down from many generations.

I LOVE TO READ
**Museum of**

**Student D**

**My favorites sports**
1. Football, I always very like physical contact and play rough.
2. Basketball, I am well strongly to play in many skill of basketball game.

**Nike**

**Just Do It.**

Nike is my favorite clothes company. I like Nike, I can always feel cushioned and comfort. Nike can help me play better in sports. I always like their clothing design. Also my Do It.”

**My favorites extreme sports**
1. Paintball, I like to play shooting games.
2. Snowboard, I like to control with board.
Sports history

I started playing CSU sports when I was in 5th grade and my most favorite sports that I ever played, is basketball and football. I would never give up those sports ever in my life.

Division 1 college

I want to go to Division 1 college because I prove that I had worked hard to be a successful college player and it will give me a lot more chance to play pro either in basketball or football.

Student F

I decided to give respect to women because they have gone through a lot, more than I can ever think. So in the name of women that have breast cancer, I decided to use pink football cleats in football season to honor them.
All about me.
What my life looks like?

I am the boy who has named and live at California.

Basketball and ski is my most favorite sport! I love ski because I love to feel snow and I love to be at cold place and that's why I love ski. I also love basketball because I love to shoot ball into the hoop. Also it is perfect for me.

I am also proud calling myself German man. My dad's mother was born at Germany and I have around 40% blood German in my body.

I have an awesome family. I have three deaf brothers and I am the youngest one. I also have deaf parents, aunt, uncle, cousins, and grandparents.
Activity 3.2 Checklist:

**Student A**

Did I ...

- Use images?
- Give an explanation for the artifacts?
- Make a connection to Deaf culture?
- Make a connection to myself?
- Check for spelling errors?
- Try to be creative?

What additional changes or information is needed?

more changes because I am done

What is your favorite part, why?

my favorite part is explanation Sports

Activity 3.2 Checklist:

**Student C**

Did I ...

- Use images?
- Give an explanation for the artifacts?
- Make a connection to Deaf culture?
- Make a connection to myself?
- Check for spelling errors?
- Try to be creative?

What additional changes or information is needed?

None

What is your favorite part, why?

my favorite part is when I put in my images of myself on the brochure.
Activity 3.2 Checklist:

**Student D**

Did I ...

☐ Use images?
☐ Give an explanation for the artifacts?
☐ Make a connection to Deaf culture?
☐ Make a connection to myself?
☐ Check for spelling errors?
☐ Try to be creative?

What additional changes or information is needed?

I think I give a lot information.

What is your favorite part, why?

Explain about Nike I always feel inspired about Nike.

Activity 3.2 Checklist:

**Student F**

Did I ...

☐ Use images?
☐ Give an explanation for the artifacts?
☒ Make a connection to Deaf culture?
☐ Make a connection to myself?
☐ Check for spelling errors?
☑ Try to be creative?

What additional changes or information is needed?

None.

What is your favorite part, why?

all of it, because I made it.
Activity 3.2 Checklist:

**Student G**

Did I ...

- Use images? **I did**
- Give an explanation for the artifacts? **I did**
- Make a connection to Deaf culture? **I did**
- Make a connection to myself? **I did**
- Check for spelling errors?  
- Try to be creative?

What additional changes or information is needed?

I want to post more photos.

What is your favorite part, why?

Post up the photos, I felt good

I love this.