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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Reading, Writing, and Social Justice:
A Middle School Investigation of Audism

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

in

Teaching and Learning: Bilingual Education (ASL-English)

by

Sarah Shulenberger

Committee in charge:

Tom Humphries, Chair
Bobbie Allen
Carol Padden

2012

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The thesis of Sarah Shulenberger is approved, and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego

2012

DEDICATION

I would like to recognize some significant individuals and express my gratitude for their support during my thesis development, curriculum implementation, and completion:

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ABSTRACT OF THE THESIS

Reading, Writing, and Social Justice:
A Middle School Investigation of Audism

by

Sarah Shulenberger

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

University of California, San Diego 2012

Professor Tom Humphries, Chair

A major goal in secondary education is social justice. Based on Cummins' framework for the empowerment of minority students, a bilingual curriculum centered persuasive writing was designed and implemented, encouraging the analysis of literature and social justice. The curriculum provides students the opportunity to read about deaf characters, study discrimination, analyze persuasion in the news, as well as participate in Writer's Workshop and the bilingual writing process. Deaf students participated in a study of discrimination in the world with a

primary focus of Audism. The curriculum addresses Audism in multiple facets, allowing students to make associations to readings, as well as their own lives. This cross-content study promotes the advocacy by means of persuasive writing.

I. Introduction and Overview:

In today's society, education focuses on the past. Students study textbooks and literature to learn about wars, to memorize dates, and to uncover society's injustices throughout history. Teachers often say we must learn from the past in order to move forward, but I call to question how much learning is truly being accomplished when students are chronologically disconnected from the studied curriculum. To combat this reality, a method being implemented into classrooms across the nation teaches children social justice from the past to the present. Rather than students learning facts and repeating details about historical events, teaching for social justice enables children to explore these events and promotes higher order thinking through cooperative experiential exercises and role playing activities. This thesis will use social justice as one approach to learning the given content.

During the process of teaching for social justice, students will write about a topic of choice, which they will choose through exploration of social justice. Students will learn how to use the information they gather to write a persuasive newspaper article by participating in Writer's Workshop. The individual skills needed for successful writing will be taught through a series of mini-lessons. In addition to studying the writing process students will discuss and share their writing promoting academic language in American Sign Language and English.

I observed a need for this curriculum while student teaching in Deaf elementary school classrooms and as an aide for Deaf middle school students in mainstream hearing classrooms. My experience in elementary classrooms has allowed me to witness student

writing development from Pre-Kindergarten to third grade. Although students are writing, most have been limited to narratives and expository writing. While working with middle school students, I saw the same types of writing occurring, leaving students confused when required to write a research paper. In order for students to excel in writing, they need to have experiences with a variety of genres. By introducing students to persuasive writing, we are encouraging them to become engaged in writing and to think critically about the world around them.

As previously mentioned, most of students' reading for instruction consists of textbooks or fictional literature. I have seen over and over students being handed a graphic organizer and asked to document the information presented in school textbooks. Students sequence events and create timelines in order to learn about important times in history, yet are not asked to think critically about what they are doing. Rather than limiting teaching and learning to facts and dates, this thesis requires students to develop their higher order thinking skills to explore social aspects in literature, arriving at their own conclusions regarding causes of these events through literature. Teaching for social justice allows students to experience learning and move beyond the facts presented to them. It allows them to become active learners in the classroom and begin to think critically of the world around them.

I decided to use the methodology of teaching for social justice as a building block to launch students into an exploration of not only social contexts related to classroom literature, but a form of writing they rarely see in the classroom. As students read about a social injustice, they will participate in experiential exercises to promote their thought process regarding the events. Students will become critical thinkers by participating in

debates and role-playing activities. We will learn how our world has progressed by reading and sharing news articles about the social injustice over time. Students will learn not to take everything at face value, but rather analyze newspaper articles for writing style and organization to support them in their upcoming writings.

During my course of studies, I have learned of many methods to teach writing. During my examination and review of these methods, I came across Writer's Workshop, a method of teaching writing through mini-lessons, writing and sharing. Because teaching for social justice is a cooperative learning experience, I will use this method of instruction to teach persuasive writing; not only does it incorporate cooperative learning, but analyzing and sharing texts. Students will brainstorm social topics important to them and document what they know. The process of Writer's Workshop requires students to attend and participate in mini-lessons designed to guide them through their writing. After each mini-lesson, students will be asked to write; this writing time is not silent as students are allowed and encouraged to discuss their writings with peers. Before students are dismissed for the day the class comes together to share their individual progress.

In this way students are now making connections to the literature being read within the classroom, social justice and injustice within our world and communities and their writing. Students strive to publish a work that persuades and teaches society how to solve the injustices we encounter on an everyday basis. Students will be asked to present their work to the class and explain what they have learned throughout the process.

My curriculum uses the three parts explained above and is further supported by five important learning theories embedded throughout the curriculum: zone of proximal development, cooperative learning, intrinsic motivation, scaffolded instruction, and

metalinguistic awareness. I will briefly explain the relevance of these theories within this curriculum.

Teaching for social justice requires working collaboratively through enhanced social interactions with a teacher, aide or more capable peer. This concept was first proposed by Vygotsky in 1978 as the Zone of Proximal Development. This not only relates to the learning done during experiential exercise, debates and role playing but the peer discussion during Writer's Workshop. Cooperative learning is an integral part of this curriculum as students are learning how to work together. While teaching for social justice students work cooperatively during an experiential exercise and debates in order to come to a consensus about the topic being discussed. Additionally, students work cooperatively during Writer's Workshop when brainstorming and during discussions with peers when writing and sharing. Although cooperative learning is important for students' success during the activities, students must be motivated to participate. Allowing students to choose a side when debating or choosing their own topic helps to promote students intrinsic motivation and keep them participating during activities.

Writer's Workshop is supported by scaffolded instruction through the use of mini-lessons. Students are not given a complete task and asked to negotiate the information on their own. Each mini-lesson is designed with the students in mind. Where are the students currently in their writing process? What information is needed for them to continue? What needs do you witness in the students' writing all guide teachers in scaffolding the instruction of the writing process so students may have a strong complete published work. Metalinguistic awareness is the student's ability to think about language, comment on it, and manipulate it using a language's different structures (i.e. morphemes,

phonemes) (McAllister, 1989). Students will be asked to think about language structures during the revision and editing process of their writing. They will also be asked to think about languages when presenting their writing to the class in ASL.

After researching and assessing the need for teachers to teach about social justice and for students to have a different approach to writing via the Writer's Workshop, I decided to create a curriculum that would incorporate both. The goals for this curriculum are:

1. To encourage students to understand and reflect on social justice issues.
2. To increase students' participation in cooperative learning exercises.
3. To foster persuasive writing development with Writer's Workshop.
4. To promote and increase academic language use in ASL and English.

I begin by discussing a basic approach to educating deaf children in a bilingual setting.

II. The Need for Bilingual Approaches to Education:

The debate over education in the United States is filled with controversy, misleading information and political agendas. Komesaroff (2008) in her book Disabling Pedagogy states, “Because language exists within a sociocultural context, it is therefore political and bound up with issues of power. For linguistic minorities, the concern is not only *how* language is used in education but also *which* language is used in the classroom” (p. 115). This highlights the ongoing debate in the United States over what language should linguistic minorities be taught, especially with regard to deaf children. Many believe educating students in both languages, known as bilingual education, will be the most effective method. Others fear instructing children in their native language will hinder the development of English causing failure among students. Sufficient research has been conducted for both sides. Bilingual education is successful at instructing children in both their native language and English, with successful integration, practice and instruction.

My approach to the education of deaf children is based on the studies showing the effectiveness of bilingual education. Educators play a primary role in creating an empowering environment for linguistic and ethnic minority students in schools. Developing a consistent philosophy as an educator of Deaf and Hard of Hearing students, who are in a linguistic and ethnic minority, empowers students rather than disables them. Students in linguistic and ethnic minorities often face a devaluation of their language and culture in schools. The pedagogy attempts to transmit dominant cultural values on them, with educators placing the blame of failure on students. A bilingual and multicultural

approach to education eases this cultural tension and develops empowered citizens of all cultures and backgrounds, creating a socially equitable classroom.

It is estimated in the United States that between 40,000 and 400,000 deaf and Hard of Hearing people are under 18 years of age (Mitchell, 2006). Marchscharck, Lang, and Albertini (2002) reiterate the well known statistics regarding the literacy of deaf students, explaining “on average, 18-year old deaf students leaving high school have reached only a fourth to sixth grade level in reading skills. Only about three percent of 18-year olds read at the same level as the average 18-year old reader, and more than 30 percent of deaf students leave school functionally illiterate” (p. 157). Bilingual education may provide a solution to the problem.

As Jim Cummins (1986) states “implementation of change is dependent upon the extent to which educators, both collectively and individually, redefine their roles with the respect to minority students” (p. 19); for “students who are empowered by their school experiences develop the ability, confidence, and motivation to succeed academically” (p. 23). Cummins (1986) framework for empowering minority students is the primary principle amongst the various considerations that lead me to adopt a bilingual approach to educating Deaf and Hard of Hearing students.

A few significant theories provide the foundations for the bilingual aspect of this approach (bilingual/multicultural). Crawford (2004) describes Krashen’s de facto bilingual education theory. According to this theory, students who have already begun to develop literacy skills and subject matter competence in their native language will perform better in the second language. This is because a student already has two of the three components of bilingual education to support their second language acquisition.

Cummins' interdependence hypothesis (Crawford, 2004) helps supports Krashen's theory, he states "a child who has mastered the basics of reading and thinking in the first language will perform well on entering a second language environment" (p. 194). Both Krashen and Cummins believe literacy transfers between languages because the basic skills involved in reading are comparable to all spoken languages (Krashen, 1997, p.3). In other words, students whose first language skills allow them to effectively participate in academic subjects will have stronger abilities to learn through the second language environment. For Deaf and Hard of Hearing students who have mastered ASL, both social and academic, will likely have an easier time learning the social and academic language of English. Deaf children growing up in Deaf families have often developed ASL as a first language; whereas Deaf children growing up in a hearing family are often acquiring ASL and English simultaneously.

The linguistic foundation and background knowledge acquired during ASL acquisition is necessary to make the second language more comprehensible (Erting & Pfau, 1997; Krashen 1991). When Deaf students receive comprehensible input by their primary language, ASL, they are able to acquire higher level English literacy skills. Some may argue the comprehensible input theory does not apply to Deaf children due to the fact ASL does not have a written format, an element some believe critical to learn the written form of English (Mayer & Wells, 1196). It is thought that comprehensible input is only viable if each language has a written form that can be bridged together for language transfer. Conversely, studies comparing Deaf children of Deaf parents and Deaf children of hearing parents show children with earlier exposure to ASL academically outperform their peers who acquired ASL at a much later age (Chamberlain & Mayberry, 2000;

Strong & Prinz, 1997; Padden, 1996; Singleton & Morgan, 2006). These studies validate the theory ASL plays a fundamental role in English acquisition.

An additional aspect of Cummins' theories is the common underlying proficiency (Cummins, 1996), on which he explains cognitive or literacy related skills are transferable between languages. The presence of these skills occurs in the same part of the brain rather than occurring independently from each other. Thus the learning of and through a second language is *interdependent* on the fluency of the first language. For all bilingual students, learning two languages does not occur in separate areas of the brain, but instead inhabit the same area, a central location for the processing of language. This reinforces the theory outlined above in which strong understanding of ASL helps students acquire the skills needed for the development of English literacy.

It is suggested that metalinguistic skills, identified as the ability to discriminate between ASL and signed English or identify aspects of ASL, is an important step to becoming bilingual in ASL and English (Strong & Prinz, 2000). Pratt and Grieve define metalinguistic awareness as "the process of thinking about and reflecting on the nature and functions of language" (as found in Erting & Pfau, 1997). Activities that promote metalinguistic awareness would be essential to developing bilingualism in Deaf children and improve their academic achievement. Some metalinguistic activities involving ASL might include analyzing the differences between ASL and English compositions for their form and functions. Students can discuss how to translate an ASL composition into English writing, as well as discuss the choice of English terminology for ASL signs to produce strong English compositions.

Another theory that supports a bilingual-multicultural approach is Cummins' empowerment theory. Cummins (1986) explains empowered students "develop the ability, confidence, and motivation to succeed academically. They participate competently in instruction as a result of developing a confident cultural identity" (23). The framework for empowering minority students occurs as a direct result of interactions between students and educators. In order for the success of the framework to occur, four institutional characteristics must be present in schools; Cummins (1986) defines these as:

1. Minority students' language and culture are incorporated into the school program
2. Minority community participation is encouraged as an integral component of children's education
3. The pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge
4. Professionals involved in assessment become advocates for minority students rather than legitimizing the location of the *problem* in the students (p. 21)

The theory asserts that we need to empower students to succeed in school and surpass expectations by embracing their cultures and practicing an *additive* philosophy rather than devaluing students cultures. Student performance is determined by their empowerment. Students who are told their primary language is insignificant while they are learning English, may demonstrate a weak performance in school because they feel inferior in the classroom and do not have the confidence needed for success. When

schools incorporate and embrace students' language and cultures, students are provided with the foundational support needed for success.

Often bilingual education of Deaf children is referred to as bilingual-bicultural education (bi-bi); this type of environment has a narrow focus of education. A bilingual-bicultural classroom emphasizes ASL and English acquisition as well as deaf and hearing cultures; it does not take into account other ethnicities and cultures students bring to the classroom from their families. A bicultural classroom is non-existent in this day and age; it is unlikely a classroom will be filled with all Anglo students where the only cultures that need to be considered are the Deaf and hearing. It is more likely to have a classroom rich in diverse cultures, which we must embrace and address. A bilingual-multicultural classroom does just that. Gerner de Garcia (1995) explains:

The deaf child is part of a family that is culturally and linguistically different, a family negotiating a path between the dominant Anglo culture and its language, English, and their own culture and language, a family in a trilingual situation.

Although we may educate students in a bilingual setting we must be aware of home languages and cultures and become sensitive to students needs, this is present in a bilingual-multicultural classroom.

The framework for the empowerment of minority students requires the participation of students' families in the education of their children. In a bilingual-multicultural classroom the participation of families supports educators with the incorporation of family cultures. However student success is not limited to family participation on a cultural level but on a linguistic level as well. Families must take responsibility of their child's ASL development in conjunction with English

development. Language acquisition cannot be limited to the six hours a child attends school. Studies show positive effects in children's ASL development and additional education activities with the participation of parents in language acquisition. Cummins (1986) describes the Haringey project which asked parents to participate in educational activities with their child; one such activity includes listening to students read. Results showed significant progress in literacy with students who read to their parents compared to those who did not.

The ASL/English bilingual classroom should not have an isolated existence populated only by educators, students and their families. To provide a richer experience, resources from the local Deaf community should be incorporated for linguistic and cultural experience. Valenzuela (1996) validates this thought by explaining "a community's interests are best served by those who possess an unwavering respect for the cultural integrity of a people and their history" (p. 265). A bilingual-multicultural classroom uses resources to bring families and community members together as allies in the empowerment of Deaf students.

I feel my project will fill the need for a bilingual-multicultural approach to Deaf education while empowering students. Cummins (1986) framework for the empowerment of minority students and its mandated use of a bilingual-multicultural approach to teaching Deaf students, using culturally and linguistically appropriate instructional methods provides the foundation for a curriculum designed to meet the needs of students and their academic achievement.

III. Assessment of Need

In general, it is acknowledged in the field of deaf education that students have difficulty with writing. This difficulty is primarily due to students' struggle with English acquisition. The transfer between American Sign Language (ASL) and English print is a complex idea for most deaf children. Many researchers (Padden, 1996; Humphries & MacDougall, 1999/2000; Strong & Prinz, 1997; Mahshie, 1995) have searched for methods of teaching deaf children, which will be the most beneficial for the transfer between ASL and English print.

Jim Cummins (1986) states that second language learners can use literacy skills they have acquired and transfer those skills to their second language. Cummins labels this skill *Model of Linguistic Interdependence*. Deaf children can transfer the skills developed in ASL to English. However, the skills needed for this transfer must be explicitly taught and students need to be encouraged to use these skills efficiently. Cummins shares "that instruction that facilitates first language literacy skills does not simply enhance these skills, it also cultivates a deeper conceptual and linguistic competence strongly related to the development of general literacy and academic skills" (Prinz & Strong, 1998).

"Research reveals that both hearing and deaf children can learn from one another as they interact about reading and writing" (Erting & Pfau, 1996, p. 10), it is for this reason writing should become a social and cooperative learning experience. It is during these experiences students begin to feel comfortable to ask questions and make comments about reading and writing. I observed reading and writing in many different contexts ranging from pre-kindergarten to middle school classrooms. A common underlying

theme apparent in all these grade levels is students ability to reflect on reading by writing or sharing. However, I have yet to see students truly develop an understanding of literature beyond the characters and plot to discuss the social contexts.

Across subjects students are asked to read text and respond to questions in the book. The effectiveness of these strategies becomes known to teachers when students are assessed on their knowledge. I often observed students unable to recall information they were able to discuss and write about after reading. This seems to be due to a disconnection from the reading and the task at hand. Students need to form a connection and a deep understanding of texts. The goal of my curriculum is for students to develop a textual understanding by analyzing and discussing the social context of the stories being read and relating it to their lives. Students will have the opportunity to interact with text on multiple levels; reading texts, discussing contexts, and writing about similar topics.

Through my own struggles with writing as a child and the observations of students in varying stages of writing development, it became apparent a different approach to writing was needed. In the elementary levels I watched as students were asked to write about topics as simple as what they did over the weekend. Even a personalized writing task became difficult because students were focusing on spelling and grammar. Students scoured through word journals and dictionaries looking for spelling or settled for asking teachers for the correct answer. When they thought they were finished writing they would be asked to revise their sentences for proper English grammar. Students dreaded writing, as evident by the procrastination and dialogue between students. At the middle school level I witnessed students being assigned a writing task surrounding the genre of fiction. Students drew slips of paper out of a hat

that provided them with characters, setting and plot to be used when writing the paper. In both levels all writing was done individually, students sat at their desks and were asked to remain quiet and focus on their writing. The learning problems seemed to be due to the lack of choice and discussion about writing. When observing students in free writing tasks in other subject's students produced amazing work they were proud to share.

In my curriculum, I believe it is important for students to make connections between reading and writing beyond the standard questioning posed by instructors and mandated curriculum guides. I started thinking about these learning problems and decided on two methods for reaching these goals. First, students will learn to make connections to reading by studying the social contexts of the story. Students will take part in social justice activities that allow them to explore contexts of novels. This analysis tends to be limited to social studies classes but play an important role in students' comprehension of texts. Second students will use the knowledge they have developed in analyzing their readings to write. Students should be encouraged to write about anything they choose. Writer's workshop allows children to do just that, as well as work cooperatively and gain ownership of their writing. Krashen and Terrell (1983) state that language acquisition occurs best when "comprehension proceeds production" (p.20). This means students should first learn how to express their thought process before participating in writing activities.

Based on my perceived need of social justice analysis and writer's workshop, my next step was to search for existing materials and curricula that relate to the problems previously identified.

IV. Learning Theories

Based on the curricula I have looked through that pertains to social justice and writer's workshop and by assessing the needs for these teaching strategies to be used with middle school students, I have found several learning theories that need to be embedded in my curriculum in order for it to be successful. Here I will briefly describe each learning theory and explain why it needs to be included as a foundation for my approach.

A learning theory that guided the development of the social justice curriculum is the **zone of proximal development** (Vygotsky, 1978). Vygotsky explains that students' actual age does not always determine their developmental level or age. The zone of proximal "Is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). To explain, actual development level is determined by what they can complete on their own, this level is traditionally lower than their potential development level. Students' potential development level can be reached with the help of an instructor or peers. With regard to social justice, students will reach their potential development level by working with peers to reach a common goal. Traditionally this means pairing a student with a more capable peer. The zone of proximal developments supports partner, group, and whole class activities that support and promote student growth.

Subsequent learning theories build upon Vygotsky's (1978) zone of proximal development. **Cooperative learning** (Johnson et. al, 1984) allows students to work together during lessons and activities, regardless of skill level. Children are able to work

together in heterogeneous groups. Johnson et al. (1984) describe four basic elements to cooperative learning;

1. Students must perceive that they are positively interdependent with other members of their learning group,
2. Cooperative learning requires face to face interaction among students,
3. The students are individually accountable for mastering the assigned material,
4. Students appropriately use interpersonal and small group skills (p. 8).

Due to the fact students do work together during activities, they must be taught and discuss the social skills needed to work together. Cooperative learning promotes a comfortable atmosphere and reduces the need for competition in the classroom. I do not want students to feel they need to compete with each other in a classroom environment. Instead students should learn to work together and learn from each other, respecting each other's opinions and work. Cooperative learning will be found in both units on social justice and writer's workshop.

Intrinsic motivation is a skill that I want to embed into writer's workshop.

“Intrinsic motivation is based in the innate, organismic needs for competence and self determination” (Deci & Ryan, 1985, p. 32). During the implementation of this curriculum students are asked to write using a specific style, for most students this can become a limiting factor during the writing process. For this students should not be externally rewarded, instead they should find the motivation for writing within the desired setting. As described by the Koestner et al. study (Deci & Ryan, 1985) intrinsic motivation can be accomplished if:

1. Teachers provide choice for students. During Writer's Workshop students' have the opportunity to choose their topic, length, and audience of their writing,
2. Give non-evaluative feedback. Teacher and student conferences should be analyzed and enhanced based on what is already written, and
3. Acknowledge the child's needs and feelings. Encouragement and support are provided throughout the process with individualized checklists and goals for writing. By incorporating these three things into Writer's Workshop students will become more intrinsically motivated.

Peregoy and Boyle (2008) "define **scaffolds** as temporary supports, provided by more capable people, that permit learners to perform a complex process before they are able to do so unassisted" (p. 99). Writer's Workshop is designed to scaffold student learning through the use of mini-lessons designed to meet student needs during the writing process. During each mini-lesson, skills are first modeled by the teacher. Students participate in guided practice in small groups and independently. This follows the model presented by Peregoy and Boyle (2008) by embedding each phase into the writing process. Scaffolding gradually puts more responsibility on students as deemed capable.

During the final phase of instruction students will become metalinguistically aware. **Metalinguistic Awareness** (McAllister, 1989) asks students to think about language and its structures. While participating in Writer's Workshop students will revise and edit their work. This process requires students to think about what they have written, comment on their writing with peers and during teacher conferences; while editing, students will manipulate language structures to improve their writing. However their

metalinguistic awareness is not limited to writing. Students must prepare an ASL composition of their argument as a rough draft to support their English writing. For students to succeed they need to think and compare language structures in ASL and English. A persuasive composition in ASL has a different format and structure than English writing. Students are asked to use their ASL compositions as a support for the development of their final English writing.

Many of the theories I have mentioned are incorporated into social justice curricula and Writer's Workshop. I have yet to see both combined in a classroom to promote students social and intellectual development. Most students, both in deaf and hearing classrooms, are asked to work individually on a project as assigned from the teacher. This limits students' interactions and potential development. With this in mind, I decided to adapt the social justice curriculum to meet the needs of students including writing as a means of presenting students' knowledge and abilities. Before this could be accomplished, I needed to review existing curricula and materials on both social justice and writer's workshop to gain a better understanding of the process.

V. Review of Existing Materials and Curricula

There are three areas of curricula I needed to research to establish a need for this curriculum I developed: social justice in the language arts classroom, as well as writer's workshop for general education and deaf education.

First I searched online data bases for scholarly journal articles through ERIC, JSTOR, as well as Wilson Education Full Text using key words related to teaching social justice in language arts. I found many articles relating to social justice in the content areas such as social studies, world history and mathematics. Few articles discussed social justice in the language arts classrooms; much of the research completed relates social justice to poetry.

To understand what teaching for social justice looks like in a classroom I reviewed Rahima Wade's (2007) book titled *Social Studies for Social Justice*. Although the book provides a basic understanding of incorporating social justice in a social studies classroom it provides a strong description of social justice teaching and examples that can be incorporated within any subject area. Wade explains that the definition of social justice varies, often we hear about social injustices because it is easier to define what is not social justice rather than what truly defines the concept. Wade describes social justice as "the process of working toward, and the condition of, meeting everyone's basic needs and fulfilling everyone's potential to live productive and empowered lives as participating citizens of our global community" (p. 5). How this is achieved is through a multifaceted instruction.

Wade explains the characteristics of social justice instruction as being student centered, collaborative, experiential, intellectual, critical, multicultural, and activist. Student centered instruction creates a classroom community where students feel safe, valued and respected (p. 8). This environment leaves students feeling free to speak their minds and work collaboratively. Collaborative learning enhances students' learning opportunities. Collaboration can occur between students, volunteers and the community promoting social change and discussion. Wade explains that active participation and experiential learning is important for two reasons. Learning is an active and constructive process through which students develop an understanding of issues by personal experience and reflections (p. 10). Second, social justice can seem abstract and disconnected from students' lives therefore we must make it more personal for students and allow them to become involved in the learning process (p. 10).

A social justice curriculum is academically rigorous (p. 10), providing individual opportunities for considerable educational work. Students analyze the roots of inequality and take strides when working toward social change. Students focus on incorporating all people and histories into their education rather than focusing on traditional studies. Finally, Wade explains "students can develop a deeper commitment to and understanding of working for social justice when they are presented with real opportunities to work for social justice in their lives" (p. 13-14). The characteristics outlined above provide a foundation and a broad explanation of social justice and how it is formed in the classroom. Deciding how to implement such a curriculum varies by subject, and to have a better understanding I searched for examples of social justice in language arts.

Green Teacher magazine published an article in the winter of 2006-2007 by Christopher Greenslate titled “Social Justice and Language Arts” which describes how to incorporate social justice in the language arts classroom while following previously established curriculum guides from schools as well as incorporating language arts. Greenslate explains how to expand traditional high school readings while expanding students’ knowledge by asking students to make connections to modern day events. One such example is with the novel *Lord of the Flies*. He continues to explain how multigenre writing can be used to promote social justice. Greenslate states “If you teach English and choose to stay focused on the surface level of forms, themes and historical context, you are robbing your students of a chance to make their own education more meaningful” (p. 31).

Greenslate’s article provides a brief description of how to incorporate social justice by providing specific examples. He does not provide research or learning theory to support his discussion. However, his article is the only one that directly relates to the goals of the curriculum I developed. My research continued with the processes of Writer’s Workshop.

Writer’s Workshop over the years has evolved as a way to teach children how to write and express what they want in a risk-free environment. One of the first books to encourage teachers to implement writer’s workshop in their classrooms and the first book I referenced is Nancie Atwell’s (1987) *In the Middle*. Atwell explains how she used Writer’s Workshop with her junior high students, and this proved to be a great reference as I prepared my curriculum. A similar book presented by Fletcher and Portalupi (2001) gives teachers a comprehensive guide to implementation of Writer’s Workshop in any

classroom. Another curriculum I found that differs from previous research is *Writer's Workshop and Children Acquiring English as a Non-Native Language* by Katharine Samway (1992). Samway's workshop is an extension of Atwell's; however her focus was on second language learners in the elementary classroom. My final two resources focus on how Writer's Workshop can be adapted for deaf students. Sandi Fisher's (1994) *The Writer's Workshop* is adapted from Atwell's work and focuses on deaf students' experience with Writer's Workshop in high school. Elizabeth Perez (2002) used similar resources listed above when designing her curriculum for deaf students in the primary grades. I chose these curricula to focus my attention because they use a similar format in different classroom settings.

Atwell's *In the Middle* explains that Writer's Workshop has three main elements to support students' writing development: time, ownership, and response. Children need time for writing; Atwell explains children should not have a single day or even two days to work on writing. Writing should become a multiple day experience where students have plenty of time to think about what they wish to write, have time to draft and revise writing before publishing their work. "Regular frequent time also helps writers grow. Even when students write everyday, growth in writing is slow and seldom follows a linear movement, each piece representing an improvement over the last" (p.56). Secondly, students need to develop ownership of their writing. Students need to have the potential to discuss their writing, have the materials needed and ability to rearrange the classroom to fit the needs of their writing. Finally, Atwell emphasizes the importance of response. During the process of Writer's Workshop, students meet with teachers for conferencing about their work; the teacher approaches the student at their desk rather

than the student approaching the teacher. Conferencing is a discussion of students' writing providing support and positive reinforcement. Students also need the time and ability to share and conference with their peers. In addition to conferencing and peer share, students learn how to confer with themselves about their writing, allowing them to think critically of their work. To help students reach this goal, Atwell provides students with questions to ask themselves when writing.

Atwell established a format for writer's workshop that is evident in all the works I have referenced. Writer's Workshop is divided into three parts; mini-lesson, writing, and group share. A session of Writer's Workshop begins with a 5-10 minute mini-lesson that the teacher presents based on students' needs. The students then have the opportunity to write for 30-45 minutes. During this time teachers have the opportunity to conference with individual students and make notes on their progression with writing. Before students break for the day they regroup for a final sharing of their work and processes. Students each have a chance to share and respond to each other's writing while making note of suggestions and questions that arise.

I believe the format and theories supporting Atwell's Writer's Workshop is wonderful but I began to have questions. First, it appeared students only had opportunities to work with peers during group share. Atwell did not mention any opportunities for student to work together during the writing process. Atwell also does not discuss any second language learners and how this method could impact them. How does Writer's Workshop impact students' English language development? Can Writer's Workshop develop both students first and second language? It was these questions that

lead me to review Samway's (1992) *Writer's Workshop and Children Acquiring English as a Non-Native Language*.

Samway's (1992) *Writer's Workshop* curriculum is designed for Kindergarten through the sixth grade and used in an environment where children are acquiring the English language as their non-native or second language. Samway's format is similar to Atwell's as it asks students to participate in a mini-lesson, writing, and group share. Where her curriculum differs is during the writing time; Samway establishes centers to reinforce the *Writer's Workshop* process and goals. Samway established three centers, for editing, illustrating and publishing. Due to the fact Samway worked with English language learners, she stressed students should be allowed to write in whatever language the students feel the most comfortable. When conferencing, if students wrote in a language Samway could not understand she would ask the student to read their writing to her or find a person who could effectively translate the writing. All students were provided recognition for their work even if it was not fully understood by the teacher. Samway also incorporates a conferencing strategy she calls "peer sharing." The students work in pairs to discuss what they have written and peer edit their work. From Samway's curriculum I could see how it would be effective for second language learners. However, she does not discuss the role of first language communication between peers and its impact on the writer's process.

Fisher's (1994) *The Writer's Workshop* is a mixture of Atwell and Samway's curricula. The format for Fisher's is similar to Atwell's including a mini-lesson, time for writing and conferencing. However, Fisher's students are high school deaf students compared to hearing middle school students. Fisher's method for her deaf students are

learning English as their second language with American Sign Language (ASL) is their primary, uses strategies similar to what Samway used for second language learners. Both languages are used during the process and bilingual methods as well. Students use ASL as a primary mode of communication and when explaining what they have written. ASL is a visual language and does not have a written form therefore both languages, ASL and English, are used in the classroom and seen as equally important.

Fisher's Writer's Workshop endeavors to develop students' language transfer and the importance of both languages when writing. During conferencing, students were asked to read their work silently and translate their work into ASL. A student's access to language is critical for writing development as well as the ability to discuss differences between languages. Perez's (2002) *Learning to Write Together: Writer's Workshop for Deaf Children in the Primary Grades* builds upon Fisher's work and incorporates more cooperative learning activities to promote academic language development.

Perez supports Writer's Workshop with cooperative learning activities designed to help students learn the skills needed for participation in writer's workshop. She has designed her curriculum to include three centers for students to learn about writing development in both languages. Her centers include an English center, ASL center and a center for slower paced students. In the ASL center, students developed stories, shared with a peer and video recorded their final product. Students were able to watch their videos and revise their stories as needed. The English center is where students began writing ideas for their stories in pairs or as individuals. As students completed work in one center they would rotate into the other language center. The center model allowed students to comment on language and learn about language transfer by producing the

same story in both ASL and English. In her final unit students began to comment on language by comparing each version of their stories, during this unit mini-lessons focused on grammar and differences in language structure in order for students to successfully edit and revise their written work.

For my curriculum I decided to adapt writer's workshop for deaf students as well. I used all of the research described above as a comprehensive guide to implementing Writer's Workshop in a bilingual classroom. Rather than incorporating the use of centers, mini-lessons will be designed to encourage students to think critically of their language, work with peers during brainstorming and writing. Students will videotape a draft of their writing in ASL and use this to develop a strong outline for their English writing. Students will revise and edit multiple drafts and publish their writing as a magazine article.

For my curriculum I decided to incorporate both skills. Students have the opportunity to analyze literature and make connections to their lives as suggested by Greenslate (2006/2007). Then they use this knowledge and apply it to persuasive writing. I adapt Writer's Workshop to meet the diverse needs of my students and curriculum. I use many of the features describe by Fisher and Perez but expand to incorporate the use of the bilingual writing process and of academic language.

VI. Description of Curriculum

I divided the *Persuasive Writing for Social Justice* curriculum (Appendix A) into three units, each containing several activities. Each unit incorporates activities that meet several of the goals stated earlier. The activities within the curriculum address multiple subjects within the California State Content Standards as well as Washington State Essential Academic Learning Requirements. I chose the novel *Of Sound Mind* by Jean Ferris to be read aloud and independently by students in conjunction with the activities taught within the curriculum. The novel itself was chosen because it is about a hearing child growing up in a deaf family. I took 15-25 minutes every day at the end of class to read aloud the novel and/or teach the subsequent activities of Unit 1. Due to the length of the book, Unit 1 was not taught as an isolated unit, instead it was implemented through the entire curriculum. Units 2 and 3 were taught in isolation, for an hour at the beginning of the class period.

Unit 1 is “Literary Analysis of Audism.” This unit guides students through an analysis of the novel *Of Sound Mind* by Jean Ferris while reading. The activities within the unit address issues that arise within the novel as well as activities that promote cooperative learning and interactive readings of the text. In addition to the activities included within the unit students responded to questions in a literature response notebook on a weekly basis. The questions posed to students would vary depending on the progression of the book. For this reason literary response questions are not included in the curriculum, as they are not standardized for subsequent implementations of the curriculum. This unit addresses education standards for reading, writing, and theater.

Unit 2 is “Pre-Writing.” This unit is separated into two key elements; social justice and analysis of persuasive writing. Initial activities address social justice terms and how they apply to students lives. Subsequent activities introduce students to varying types of persuasion in the world; including newspaper articles, student essays and political cartoons. Throughout the unit students are made aware of the goals for their upcoming writing project and encouraged to think of topics they would choose for their own writing. This unit also contains activities to establish the foundations for Writer’s Workshop. Unit 2 meets standards for history/social science, writing, communication, and reading.

Unit 3 is “Writer’s Workshop.” This unit includes mini-lessons to guide students through the bilingual writing process. During the implementation of this unit each mini-lesson is taught for 5-10 minutes, providing students with 30-40 minutes of time, ending with 5-10 minutes of sharing student work. Students publish their work digitally, gaining experience with multiple Microsoft Office programs. Unit 3 addresses content standards for writing, and communication.

The curriculum is designed to be flexible. One can skip activities if students are familiar with the topic or demonstrate the skills independently. Social Justice activities are designed to meet the needs of students as identified in the pre-reading survey found in Unit 1. These activities can be skipped in students demonstrate the knowledge of these terms. The activities found in Unit 3 for Writer’s Workshop are designed to meet the general needs of students. If activities are above or below students’ abilities, activities can be modified or skipped to meet individual needs. This curriculum seeks to empower teachers with options for teaching.

VII: Evaluation Plan

Goals

Before I begin to discuss how my curriculum is evaluated, I would like to reiterate the goals I established for this curriculum. The goals for my curriculum are as follows:

1. To encourage students to understand and reflect on social justice.
2. To increase students' participation in cooperative learning exercises.
3. To foster persuasive writing development with Writer's Workshop.
4. To promote and increase academic language use in ASL and English.

In order to show that students met these goals, I gathered information throughout the implementation of the curriculum.

Evaluation Strategies

I chose multiple methods of gathering data. Before explaining each method, I would like to explain that the goal of collecting data was to see if students could develop comprehension of Social Justice and apply that knowledge to successfully write a persuasive argument. For this reason each method used is designed to assess different aspects of student learning. Have students developed a knowledge and understanding of Social Justice? Can students demonstrate their understanding of Social Justice by presenting a strong argument through writing and an oral presentation? The data collected has been assessed to determine whether there is evidence that through the implementation of this curriculum, students are able to present their comprehension of Social Justice successfully.

The first method of data collection I used was **field notes**. Through direct observations, I wrote down pertinent information of student learning and conversations. I wrote down observations during and after each lesson; I also documented any improvements needed for the lessons and trends that were developing in student learning.

The second method of data collection I used was **collection of artifacts**. Throughout the implementation of this curriculum, students were asked to write to evaluate their own learning and the lessons themselves. When participating in activities for Social Justice students were asked to complete quick writes as individuals and as groups. I used this as a tool to monitor students' comprehension of Social Justice. Students participated in Writer's Workshop during which they completed practice activities and free write time. It was during Writer's Workshop that I was able to collect artifacts which monitored student progress and development. I also wrote daily journals reflecting upon the days' lessons and students' learning, which I used, these as a tool to monitor the curriculum's effectiveness and any changes that should be made.

The final method of data collection I used was **rating scales**. Prior to the implementation of the curriculum and upon completion, students responded to a survey rating their knowledge of Social Justice issues, evaluating their personal actions during social situations and defining terms used during the curriculum. Students were provided with a rubric for the evaluation of their literary response journals defining student expectations when writing. Before beginning the writing process outline in Writer's Workshop, students were provided with a writer's checklist to monitor their progress. Students also worked to create the rubric used to evaluate their final publications for the

writing process. Students were asked to use the writing rubric as a self-evaluation tool, as a way to determine how the students viewed their work.

The point at which the evidence was gathered varied by type; most quick writes and rubrics were collected immediately after completion. However, the checklist, writing, and rubrics associated with Writer's Workshop and subsequent presentations were collected once the tasks were complete, in order to provide students' constant access to the artifacts used for student assessment. Although these tools for evaluation were collected at the completion of tasks, I monitored student progress daily and documented information in my notes and daily journals

VIII. Implementation

Classroom description

I field tested my curriculum in a deaf and hard of hearing classroom in a state residential school. I was placed in a secondary classroom that included students ranging from sixth to ninth grade. Although I was teaching two class periods, I only implemented my curriculum with the morning class that had seventh through ninth grade. This was due to the fact that the novel used for my curriculum was far beyond the reading ability of the afternoon class. If I had read this novel with them they would not have had the comprehension needed to participate in the activities in Unit 1. They also would not have been able to read on their own. It is for this reason implementation of my curriculum was only completed in the morning group. The morning group consisted of sixteen students; seventh grade (3 boys, 1 girl), eighth grade (2 boys, 5 girls), and ninth grade (3 boys, 2 girls). Most of the students stayed in the cottages on campus throughout the week; only three of the students lived locally and were considered day students.

The classroom I worked in was a team teaching environment for Language Arts. My cooperating teacher and her team teacher felt the school sponsored curriculum was not effective with this group of students. At the beginning of the year they worked collaboratively to develop and submit a curriculum map to the school. The curriculum map they created was divided into months with a monthly theme; each month rotated from an ASL Theme to an English Theme achieving a balance between both academic languages. Within each month they addressed the state standards, content to be covered, assessment types to be used, expected student outcomes, and an essential question related

to the unit. By using the curriculum map, teachers met standards in a cumulative fashion building from month to month. The mixed grade level classroom was effective in this environment due to the fact that students were close to the same academic level. State standards are created to be cumulative using the same standards with each grade level from sixth through ninth, not expecting full competency until the later grades.

Secondary classrooms at this school followed a period type schedule, with each period lasting fifty minutes. However, because the teachers were team teaching students were in my classroom for two periods most days. To provide teachers with staff development, once a week the morning class was only in session for one period. Additionally, due to transportation reasons, the school was on a minimum day schedule on Fridays. To ensure students had the required amount of time in each classroom, the school opted for a rotating schedule. This Friday schedule did not guarantee students were in my classroom for two periods. Instead for two weeks students would spend two periods in my classroom and for the next two weeks I would see students for only one period. On a full two period day, students were in the classroom for an hour and forty minutes. The daily classroom schedule was adjusted as needed to meet the time frame allotted for the day. An average day in the classroom consisted of 5-10 minutes of check-in, with students addressing the daily agenda, 50-60 minutes of writing instruction, 10 minutes of Accelerated Reader, and 15-20 for a read aloud of the class novel.

Students came into the classroom aware of the routines and most often were ready to work. On Tuesdays, students received a list of vocabulary related to their writing and reading as well as those found on the classroom word wall. We spent about 15 minutes giving a vocabulary quiz each Thursday morning. Writing instruction began with

analysis of works from the unit and Writer's Workshop during the writing process. Students used Accelerated Reader to track their reading progress. The morning group was expected to read an average of one chapter book a week and to pass the Accelerated Reader comprehension tests with a score of eighty percent. Most of the reading associated with Accelerated Reader (AR) was to be completed by the students after hours. Ten minutes a day were designated for taking comprehension tests and exchanging books in the library. Earlier in the year, students developed charts for reading strategies from reader's workshops and were given time in the classroom to read their texts. Due to the collaborative nature of the class as well as the large class size, students were more successful reading independently at home or in the cottage, as opposed to in a classroom with numerous distractions.

Students were all close in academic abilities which provided a solid work environment for students and teachers. Most students were on Individualize Education Plans (IEP) with goals for reading and writing. Two students were on 504 plans stating that they have a need to be in an ASL rich environment but did not have any academic goals related to instruction. Students' reading goals were created using their AR reading level as well as their reading performance. Students on average were expected to increase their reading level by one full grade level in an academic year. Reading levels in the morning class ranged from 2.3-6.0 with most students averaging a fourth grade reading ability. This provided a challenge for them as the book used in the curriculum was rated a fifth grade reading ability by the AR system; however most of the reading of the book was done aloud or in groups, however the reading level fell within students' Zone of Proximal Development. Students' reading goals were for comprehension and vocabulary,

comprehension was measured by their AR tests as well as teacher observation and vocabulary was measured by students' weekly vocabulary quizzes.

Students' writing goals were developed by using the 6+1 Trait writing assessments; using writing samples from their writer's notebooks, and sometimes dialogue journals for students who continue to struggle with independent writing. All six areas of the trait writing system were scored; sentence fluency, organization, conventions, word choice, ideas and voice. From this assessment goals were created from the students two weakest areas in writing. There was an average of five students for each of the six traits with most falling between a two or three on the writing scales. All of these goals were addressed throughout the writing process and Writer's Workshop. One student's reading and writing goals were not created at the school where I implemented the curriculum; therefore they did not follow the same format as described above. The evaluation method required by her IEP was not used in this classroom, well documented notes on her progress was used instead.

The teachers of this classroom used a bilingual approach and because they have had the opportunity to work with these students as a team for a few years, students' ASL fluency averaged an early advanced stage according to the ASL scales of development. Teachers had increased the use of ASL instruction in the classroom by designated monthly themes to the ASL signacy process. Last year the students participated in a unit for persuasive writing in ASL. This provided them with some background knowledge before beginning persuasive writing in English. However, some students had recently transferred to the school and did not have the same ASL instruction as their peers. These students were slightly behind their peers with intermediate ASL skills except for one

seventh grade student who joined the classroom during my second week. This student had been in an oral environment before with no ASL instruction; he relied heavily on written communication but by the middle of my teaching, started participating more in class and volunteering answers by signing, fingerspelling, or writing on the whiteboard. He succeeded in lessons where there was lots of visual print he could read. It is for this reason that I incorporated many SMARTboard lessons to help him grasp the information.

Description of Implementation

The implementation of my curriculum took place over nine weeks. Units were not taught in isolation. The curriculum implementation began with Unit 1: Literary Analysis of Audism and its corresponding read aloud. Due to the length of the book; the read aloud of the novel continued until the very last day of implementation. The corresponding lessons were taught throughout implementation of Units 2 and 3. In addition, students were asked to respond to a literature journal question each week while reading. The literature journal questions did not always correspond to a lesson. The some of the literature journal questions will be identified in this narrative. However student responses will not be referenced as they did not require class time nor did responses impact future lessons. For the purpose of this narrative, lessons will be described in the order in which they were taught. This narrative style allows a better understanding of students' prior knowledge. Each activity will be clearly identified, with its numeral value and title as well as the date of implementation.

The Implementation

Activity 1.1: An Introduction “*Of Sound Mind*” (March 21-22, 2011)

This lesson was taught during the time designated for reading aloud the class novel, there were approximately 20 minutes available to teach this lesson. I first explained to students that we would begin to read aloud a new novel, and that before we began reading I wanted to them to make predictions about the books topic. Using the document camera I posted the front cover of the book *Of Sound Mind* by Jean Ferris (2007) (see figure 8.1).

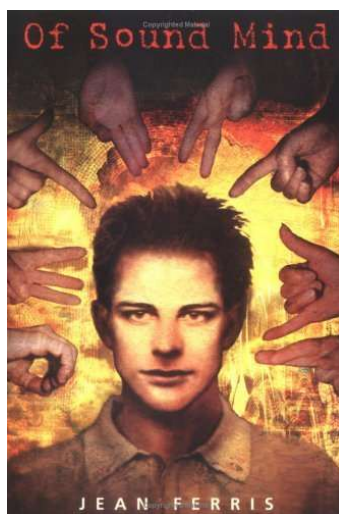


Figure 8.1: Cover of “*Of Sound Mind*” by Jean Ferris

I asked students what they noticed about the cover; students immediately noticed the fingerspelling surrounding the boy’s head. Many students tried to make connections between the fingerspelling and English print, coming to the conclusion that the fingerspelling did not form an English word or phrase. Students made the assumption that the book would be about a boy, and due to the fingerspelling the boy would be deaf.

Before we continued, I asked students what the title meant. All students immediately signed the title using the sign SOUND (as in something we hear) rather than the sign HEALTHY. We discussed the phrase *Of Sound Mind*, a person's mind is healthy and free from defect, as well the more common phrase "not of sound mind"; in addition to how the meaning changed their prediction of the story. Students were very frustrated explaining they thought the author may portray deaf people as stupid or incompetent.

I continued the introduction of the book by giving a brief introduction to the author and her credentials. I asked students why it was important to know details about the author when reading. Students could not provide an answer. I asked them what purpose the author had for writing a book. They were able to explain the author's purpose as described in my introduction. The author had been a Speech Language Pathologist and wanted to write a book using ASL but was unsure how. One day after reading a newspaper article, she wondered what it would be like to grow up in a deaf family so she decided to write a book using that theme. To provide a stronger connection to the introduction and the purpose of reading about the author, I asked students to explain where they learned the key details about the author's purpose.

We also discussed the importance of reading about the author as it relates to Deaf culture. I asked students if the author was hearing or deaf, they responded "hearing". This section of the activity took lots of probing questions to have students understand the purpose. I asked "how did the author learn about growing up in a deaf family?, did she have the right to write about growing up in a deaf family?", as well as other questions. When students were not making the connections I changed tactics. I asked students what their response was when meeting a hearing person who signs for the first time. They

explained they were curious as to why they signed. When I asked why, they said because not all hearing people are involved in the deaf community and culture in a positive way, so they were unsure of their involvement.

I used this knowledge to make connections to the author. Should we be hesitant of her purpose for writing the novel of a deaf family? Students then grasped the concept I was presenting and asked many questions regarding the author's intent when writing, her life and her background. I continued to answer their questions to the best of my ability before directing them to an interview with the author they could reference on their own time.

I introduced the main characters of the book and provided a brief introduction to the story line. Before beginning to read Chapter 1 aloud to students, I posted the authors note to students (see figure 8.2).

AUTHOR'S NOTE

Although the grammar and syntax of American Sign Language are quite different from those of English, for purposes of clarity I have transliterated the conversations in ASL into standard English.

The signed conversations are printed in a different font from the rest of the text so that it's clear when words are being spoken and when they're being signed.

In contrast to the usual convention of using "deaf" to refer only to the physical condition of deafness and "Deaf" to refer to identification with the full Deaf culture, I have chosen to use "deaf" exclusively to avoid confusion and distraction in what is a fictional narrative, not a factual discussion of the complexities of deafness.

Figure 8.2: Author's Note as found in *Of Sound Mind*

After reading the author's note, we discussed the intended audience for the novel. I asked students if the novel was written for hearing people, deaf people, or both. They

explained that although written for both, most people who would read the novel would be hearing. We discussed how the author differentiates each language in the book, as well as how they felt she transliterated ASL conversations into English. Most students were hesitant about this, saying it did not show true ASL. I also asked students if all hearing people knew about Deaf culture, and if the author's choice to use the word "deaf" in all lower case to avoid confusion with the distinction of deafness and Deaf culture was appropriate for the book.

Due to time constraints, I began reading Chapter 1 aloud to students and returned to my lesson the following day to have students fill out the pre-reading survey. When I passed the survey out, I briefly reviewed the questions with students as well as the directions. After asking if there were any questions and receiving none, I passed out the survey. As soon as students had the survey in their hands, they had many questions about the survey. So rather than having students struggling with the survey individually, I regrouped and read all the questions aloud to students, providing time between each question for them to respond. We continued reading the novel aloud after the surveys.

Activity 2.1: Deaf in the Media (April 11-13, 2011)

I began the lesson by introducing the unit and its goals. I then introduced the lesson explaining that we would be doing a lot of the discussion during the unit. I continued to explain that in order to have a successful discussion, students needed to feel safe in the classroom and feel free to make comments pertaining to the lesson as they wished. I displayed the poster that would eventually hold the Safe Zone Rules we would create as a class, and I also explained its purpose. I told students that I had created one rule, because it followed the schools rule; respect yourself, others and things. I continued

to explain that for us to create a safe environment, we needed to create the rules as a group and agree upon them.

I began taking volunteers and their suggested rule, translated the rule into English and typed it into Word as the document was projected upon the SMARTboard. After I typed each rule, I asked students if they agreed with my translation. At first only three students participated. To help engage students, my cooperating teachers helped me by role playing different scenarios that could arise during discussions. This activity encouraged more students to respond with rules that aligned with the different scenarios. By the end of the lesson we created ten rules to follow during our discussions. I read all ten aloud to students and explained that they would have the day to think about them and we would review them the following day. As a class they agreed upon the ten rules established without revision (see figure 8.3).

- Safe Zone Rules**
1. Respect yourself, respect others, and respect things.
 2. Positive feedback then state your opinion
 3. Show good cooperation with classmates
 4. Do not obsess on negative thoughts
 5. Support your opinions
 6. Have open discussions with strong communication
 7. If you don't like an opinion please explain
 8. Show good eye contact, have a friendly face and positive facial expressions
 9. Respectfully disagree. "I disagree.. [why]"
 10. Have a good attitude!



Figure 8.3: Safe Zone Rules and Accompanying Poster

After students approved the rules, we began the lesson discussing deaf in the media. I showed a video from YouTube that was titled “Deaf in mainstream media: The past, present and future.” This video was a compilation of scenes chronologizing deaf in the media beginning with Deaf President Now in 1988 to recent iPhone commercials. I showed this video with no introduction.

I asked students their opinions of the video before making connections to the reading. I asked students what the purpose of reading the Author’s biography was before we started reading the novel and why it was important. They explained again their curiosity and hesitations when meeting a hearing person for the first time. When students were finished explaining that they were not always sure of a person’s motives or perceptions of deaf, I asked them where hearing people learn their perceptions. Most hearing people experience deafness through the media. I explained that the purpose of the lesson was to encourage students to think about where hearing people learn the negative perceptions about deafness and how we should address and/or challenge these perceptions.

I continued to show three additional videos; 2 comedians, and 1 television cartoon comedy. After each video I posted 3 discussion prompts; 1. In this video are deaf people showed in a positive or negative way; how do you think this affects hearing peoples’ view of deaf people and deafness; does this impact how you respond to hearing people? These questions prompted great discussions; however students were very upset by the third video and were asking what the point of the clip was. Most students found them offensive, and stated their opinions during discussion. Although they were laughing while

watching the videos, many students felt the videos portrayed deaf as stupid. Due to the fact that a majority of the clips shown were negative, we finished the day with one final video.

The final video which is available on YouTube was titled “My Deaf Family.” It was created by Marlee Matlin as a pilot episode for a television series she was hoping to be sponsored by TBS. The students watched the ten minute episode and concluded it showed deaf people in a positive way. They felt it showed a “rich” or affluent deaf family indicating that deaf people can be prosperous and are not always poor. It showed what it means to grow up as a hearing child in a deaf family while depicting what school is like for deaf children attending a residential school. I asked students why we have not seen this show on television and we concluded it was not long enough to match broadcast television times. I asked what they could do to encourage television stations to produce the show; they felt they could write letters encouraging producers to take a second look and provide audience support.

When students left the class that day, many seemed discouraged. I decided to review the purpose of the lesson the following day and ask my cooperating teacher who is Deaf to help debrief with students so they could gain a deaf perspective. During this final session, we discussed the National Association of the Deaf and its purpose. We also reviewed the videos again so that any questions students felt were left unanswered the day before could be addressed. I explained the purpose was not to discourage or enrage students, but for them to see where many hearing people learn about deafness. I asked students how they could approach changing the perceptions of hearing people. Students agreed they could confront hearing people if the situation warranted it.

Activity 1.2: What is Audism? (April 13-14, 2011)

This activity began the previous day with a literature journal for students to respond to overnight; “What do you think of the book *Of Sound Mind* by Jean Ferris (2007) so far?” At this point we had completed reading three chapters in the book. I began the lesson by asking students what the term Audism meant, as well as if anyone could provide examples. I posted the definitions the students wrote on their pre-reading surveys (see figure 8.4).

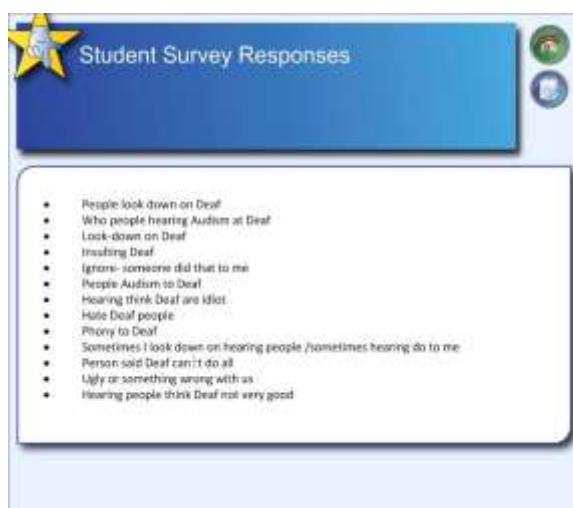


Figure 8.4: Student Survey Responses “What is Audism?”

I explained the history of the term; and how it was created in 1975 by a panel following a discussion. I posted the definition accepted in 1975, the notion that one is superior based on one’s ability to hear or behave in the manner of one who hears, asking students to read it and discuss in their table groups if they agreed with the definition. At first students did not seem to understand the purpose of discussion; once I clarified the purpose students had two minutes to continue the discussion in their groups before sharing their ideas to the class. Most students were satisfied with this definition, although

the few that were not were unable to explain why or what they would add to the definition. We stopped the discussion for the day and began reading chapter 4.

The following, I reviewed the definition we discussed previously, and explained that since 1975 others have discussed the term such as we had and felt more should be added. I posted the revised definition, 1. The notion that one is superior based on one's ability to hear or behave in the manner of one who hears. 2. A system of advantage based on hearing ability, and asked students to discuss the changes. After the discussion I showed a clip from the movie Audism Unveiled. The discussion that followed was very thought provoking and many students participated who are often quiet during discussion. JD mentioned the unfairness deaf people face in the hearing world and how that can be considered audism. NT discussed the concept that many view deafness as a disability and how this is audism. I thanked students for their thoughtful responses and asked them to continue to think about what audism means to them. I explained that, as we continued with the activities, they would be asked to identify examples of Audism.

Activity 2.2: Racism and Classism (April 14, 2011)

As students entered the classroom they were handed a playing card. No instructions were given when asked instead students were directed to the SMARTboard to read the instructions posted, to sit at the table matching their suit and create a name card using their suit and card number only. Once students had found their seats the rules for the activity were explained. The rules used for the activity were modified historical rules for different races and genders. For example two groups were not allowed to speak unless spoken too; while group one was allowed to speak to anyone and have food in

class. Group one was excited about the concept because they were able to have candy and other snacks the other groups were quiet and not asking questions or making comments.

I introduced the two vocabulary words for the day, racism and classism, and asked students if they knew the meaning. No one raised a hand so I continued by showing the definitions they wrote on their pre-reading survey. I asked students if they had any other definitions they wanted to add but they said they still were unsure of what they meant. I explained I went to the dictionary and found the definitions; I read each definition aloud and explained in more detail what they meant. Students understood the concept of racism and said it existed in the United States but the class did not believe classism existed.

I posted a bar graph that depicted income distribution in the United States in 2008; explaining that I found the data from the US Census. Most students did not know what the census was, so we had a brief discussion on its purpose. I described the graph and explained that the black lines separate the classes in the US; poverty, middle class, and wealthy. I asked students which category had more people. The students all said wealthy class held the most people. When asked why, they explained because the bar was taller than the rest.

I reminded them about the distribution of classes. I then asked students to help me estimate the number of families at each income range. I emphasized that there were five income ranges included in the middle class, and we added up the total number of people (see figure 8.5). I then asked my question again about which category held the most people. With the added values on the graph, students were able to identify middle class holding the largest population.



Figure 8.5: SMARTboard Graph Income Distribution

I asked students how does race fit into classism. I showed them a chart with columns for each class; poverty, middle, wealthy. At the bottom of the slide were tabs listing a race and a percent of the population. I explained I wanted to challenge their thinking and asked them to move each tab to the appropriate class. Students were reluctant to come to the board to move the tabs themselves. However after I purposefully made mistakes students came to the board to rearrange the tabs themselves. When all tabs moved to the correct placement (see figure 8.6) we discussed what we noticed about the percentages and the assumptions they made when moving each tab.

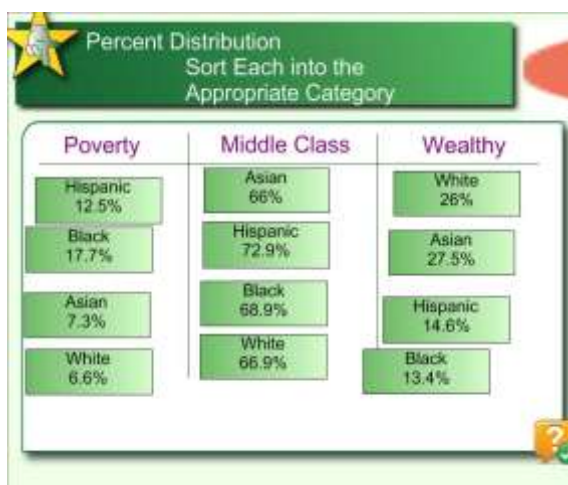


Figure 8.6: SMARTboard Chart – Percent Distribution of Races

Students were quiet and although I reminded them it was a safe zone know one was willing to comment. As an attempt to raise student participation I reminded students of the purpose of the lesson and subsequent discussion. I told students that they were correct in their placements of each tab and we discussed the wide range of percentages present in each category.

To end the lesson we revisited the cards and the rules that we followed during the lesson. When I told them where I found the rules, students were shocked that the rules corresponded to laws and rules followed throughout American history. We began a discussion, most were questions about the time in history these rules existed, eventually students made connections to their lives and audism. TD explained he felt these rules were similar to their fight for closed captions; people were not allowed to go into business because of the color of their skin but yet now deaf people still don't have access to media because of lack of captions. AZ asked what happened if people broke the rules and I explained it depended on the state and its laws. I challenged them to think how we could overcome this thinking and how we can make changes for the better.

Activity 2.3: Sexism and Gender Stereotypes (April 18, 2011)

In preparation for this lesson I emailed staff in the school and asked for their help; after explaining the lesson and its purpose, staff shared their previous employment with me for use of this lesson. I introduced the lesson to students asking them what we had learned and discussed the previous day about racism and classism. I explained that during this lesson we would be discussing sexism and gender stereotypes. I posted their

responses on the meaning of sexism from their pre-reading surveys on the board. After we discussed the definitions they created I posted the dictionary definition on the board.

To begin the activity I asked students to tell me different jobs men and women could have and I wrote them on a Venn diagram on the board. I had far more participation during this activity and even a new student who did not have any signing ability at the time wrote responses on a personal sized white board to participate. Students had many different responses and even began arguing whether both men and woman could have a specific job or if it was a single gender. After about five minutes we stopped and reviewed what was written on the diagram, making any final changes (see figure 9.7)

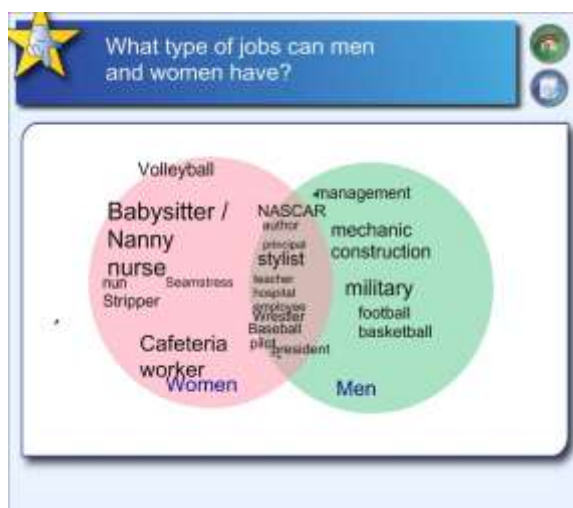


Figure 8.7: Venn diagram for Job Types and Gender

I then introduced the next activity, explaining the email I sent to staff and their role in the upcoming activity. I explained on each slide there were approximately 5 staff names and at the bottom of the slide were tabs listing their previous employment; their job would be to match the correct job to each staff member. We began the activity and students were unwilling to come to the board to move the tabs themselves but directed

me to the appropriate person. Students discussed their choices with each other and once the class came to a consensus I asked why they made their final decisions, before showing the correct answers (see figure 8.8).



Figure 8.8: Sample Slide from Matching Activity

I noticed many of the discrepancies were not due to gender but rather students said a staff member couldn't do a job because of age or because they were deaf. I asked students why this was; many said because it was not possible for deaf to do everything. When I asked them why, they were unable to give me a good solid answer. I reminded them of the presenters (all of whom were deaf) we had visit the school recently and the type of jobs they had. I asked them if they were limited by their deafness. I encouraged students to think past the stereotypes and said those thoughts were in audism because others have told them they couldn't achieve something because of their deafness. I reminded them the goal of these lessons was to encourage them to see past the stereotypes and realize they could do and achieve anything.

Activity 2.4: Persuasive Strategies (April 19-20, 2011)

Due to the fact this lesson leads into the writing portion of the curriculum I reviewed the learning objectives with students. They seemed overwhelmed and I assured them they would be guided through the whole process using Writer's Workshop. I reviewed the terms we had discussed during previous lessons; racism, sexism, classism, and audism, encouraging students to think about how these "isms" are present in their lives as they began to think about topics for their persuasive writing.

To begin our discussion on persuasion, I explained that I wanted them to realize that persuasion is an innate activity. To help them achieve this, as a class they were going to debate if cell phones should be permitted in schools. I divided the class into two groups; group 1 was to show why cell phones should be permitted while group 2 was to explain why they should be banned. I explained each group should write a paragraph with their explanation; I presented a sample paragraph to help explain. I asked students if there were any questions before allowing them time to meet with their groups.

Students worked in their groups writing their paragraphs for 15 minutes. Each group worked well together, listening and responding to each other's comments in a positive manner. After they had finished I asked each group to stand and present their arguments. After each group presented a true debate ensued, students started to become very emotional, presenting substantial arguments. I had to ask students to stop their debate after 10 min; I explained they would then have the opportunity to vote anonymously as to which argument was presented best. I emphasized they were not to vote based on their personal opinion; we were not going to change the rule. Instead they needed to think about each argument that was presented and which was the most

persuasive. During their independent reading time students went to the board to vote (see figure 8.9).

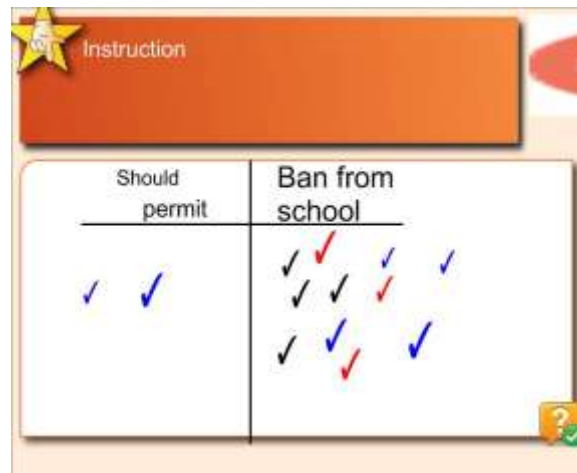


Figure 8.9: Anonymous Voting of Effectiveness of Arguments

Although the debate was the end of the lesson for that day, students were asked to respond to a literature response question for homework. Students were asked “What would you do if you were Theo (main character) and your mom asked you to interpret for her even though the art gallery hired a professional interpreter?” Students turned in their responses the following day before continuing the lesson on persuasion strategies.

To continue the lesson I explained that there are many strategies people use when writing or making persuasive arguments. I showed a PowerPoint which explained each strategy and provided an example. I explained that although most strategies are optional, one strategy was imperative; students must state their claim. After explaining the PowerPoint, I reviewed each strategy with students and asked which one would be required in their writing.

I then asked students to return to their groups from the previous day and review their argument making a list of the persuasive strategies they used. I also encouraged

them to try to add more details to their argument using additional strategies. I provided each group with a copy of the PowerPoint to assist them in this task. Students then presented their findings for the class. Then I asked them how many strategies they used in their arguments and reiterated the fact they naturally used those strategies with no instruction from me; that students had the natural ability for persuasion we just needed to access it.

Activity 2.5 Analyzing Newspaper Articles (April 21-22, 2011)

As I began the lesson with students, I reviewed the persuasion strategies we had discussed the previous day, as well as the activity reviewing the strategies they used. I explained during the current lesson, students would work with a partner to read and identify strategies used in persuasive newspaper articles. Then they would have the opportunity to share what they found with another group.

When I modeled the activity, I chose an article in student Zone of proximal development; however it proved to be too much of a challenge for students to understand. They focused on the content of the article rather than the activity itself. After modeling the activity I asked students if there were any questions regarding the directions and there were none. I broke students into partners and passed out two newspaper articles, with an equal number of groups reading each article. As I walked around, it became clear that students did not understand the directions clearly and I reviewed the directions with each partner group.

The following day I modeled the activity again, reading from the students' articles and modeling how to identify the persuasive strategies. This was more effective as students were able to list the strategies the author used when writing, but they were

unable to provide an example to accompany the strategy. After 15 minutes we regrouped but due to students' frustration level they did not present to a partner. Instead I asked for volunteers to explain the strategies they identified in each article. I wrote them down on a graphic organizer identical to theirs. When we had completed sharing, we discussed what most common strategies were used for each article.

Activity 2.6: Analyzing Example Essays (April 28, 2011)

I introduced the activity explaining that we had finished analyzing professional articles and that we would begin to analyze student samples. I explained they would be working in groups to write an outline. Each group was to have the same essay and we would compare outlines at the end. The sample essay was on school uniforms and all the students were interested in the reading. I briefly modeled the activity showing how to outline the introduction while incorporating the strategies.

I used a random group generator to separate the class into three groups, this worked well to allow students to work with a variety of students rather than their friends. I had only passed out one copy of the article to each group. This caused some problems because groups were unsure how to read the article. One group decided to let each individual read the article and discuss, this left the remainder of the group bored and off task. One group designated a peer to translate the article and read it aloud; while the third group took turns reading the article aloud.

Although students said they understood the concept of an outline, only one group attempted to outline the article. The other groups were confused, and even with additional explanation did not complete the lesson. One group was using the strategies to write their own arguments for each side of the discussion. Although this was not the task, it showed

the understood how to incorporate the strategies. With teacher modeling and guided instruction, the third group began to understand the purpose of the outline, and were able to outline two paragraphs on their own. Due to time limitations they were unable to finish.

Due to the fact the completed work varied by group, they did not present their outlines. Instead we discussed what strategies they found and provided examples of each. We discussed the effectiveness of the essay as well as its worthiness. Was it a good example of persuasion or a poor example? Overall, students enjoyed the sample article and were able to demonstrate the knowledge of the persuasion strategies even if they were unable to complete an outline. This lesson showed that students needed to have more instruction on the use of an outline and how to write it, something that is addressed during their writer's workshop.

Activity 2.7: Persuasion in Political Cartoons (April 29, 2011)

I began the lesson by asking students why we analyzed newspaper articles and student writing samples. They explained that it was to learn about the strategies used when writing. I asked if persuasion only existed in writing, students were unable to answer. I referenced an activity the afternoon class was working on identifying persuasion in the world around them; advertisements, book reviews, newspaper articles, billboards as well as others. I explained that although they were unable to answer my question they were well aware of different methods of persuasion. I saw them using persuasion, as many of them were running for ASB. I explained that during the lesson they would be analyzing political cartoons.

I first explained what a political cartoon was, a cartoon related to news media. I explained that analyzing a political cartoon is different from analyzing a writing sample. I explained there were five questions students needed to ask themselves when analyzing a political cartoon; each of the questions was posted on the SMARTboard. I explained that we would practice as a class and then we would break into groups to analyze and present their findings.

The image used to model analysis of the cartoon (see figure 8.10) was difficult for students to comprehend as they were focusing their efforts on the static image instead of the abstract.

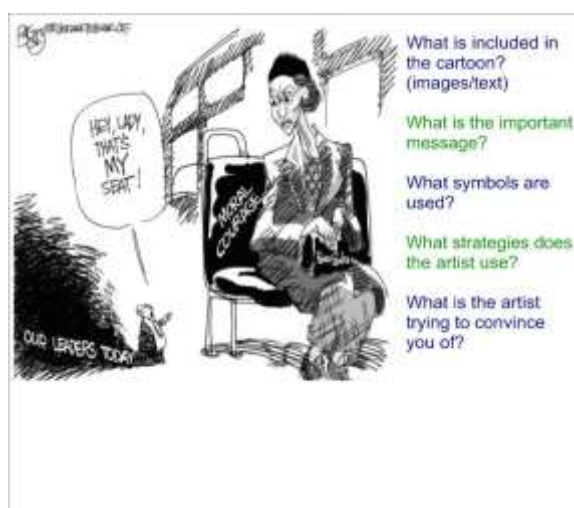


Figure 8.10: SMARTboard Slide with Sample Political Cartoon

It took much discussion to convince students to look past the static image and to discuss what the image represents. I guided students through each of the five questions before explaining the context behind the cartoon to help clarify its meaning. I explained that the sample was a more difficult one than the cartoons they would be receiving because they were not aware of the background information. I explained that as they

broke into their groups, if they were not sure they understood the cartoon, to feel free to ask and I would explain the background information needed for analysis.

I used the random group generator to divide the class into three groups. Each group was given three copies of one of the political cartoons (see figure 8.11) and 15 minutes to analyze the cartoon's meaning. The five analysis questions were posted on the board for reference.



Figure 8.11: Political Cartoon for Student Analysis

One group needed background information for their cartoon but had begun analyzing their cartoon before asking for help. Each group stood up to present their cartoons; providing answers for each of the 5 analysis questions. After each group's presentation, we opened the floor for questions and discussion. TS stood and explained his experience with a cochlear implant as it pertained to the cartoon. Other students explained their experiences learning ASL as well as their opinion on the "deaf gene." This analysis allowed students to visualize other forms of persuasion and sparked great discussion.

Mini-Lesson 1: Topic Development (May 2, 2011)

To begin the lesson, I asked students what was the purpose of a persuasive essay. Students explained that it was to change a person's mind. I added that a persuasive essay has facts and opinions, tries to make the reader agree with you, and has an argument. I reminded students of their previous experience with persuasive writing. In the previous school year, students participated in ASL persuasive compositions. I asked if students would be willing to share what their topic was last year but most students said they did not remember.

I asked students to help brainstorm topics and wrote the topic ideas on the SMARTboard for reference. After a few minutes of discussion, students were asked to do a think-pair-share to choose a topic for writing. Once student discussion slowed, I explained that we needed to discuss what a worthy topic was. I asked students for examples. Some examples were topics that affected many people, interested many people. I provided some examples of topics such as audism, passing periods, and school uniforms. Students said these were not good topics because they were not clear.

I posted a slide with a target and asked students if my topics were broad or narrow, as well as where they fit on the target. I explained a strong topic for persuasive writing is narrow. Students helped me modify one of my topics to make it more focused (see figure 8.12). I then asked student volunteers to share their topic ideas so we could see where they fell on the target.



Figure 8.12: Target for Narrowing Focus of a Topic

Students met with their partners again to narrow their topics' focus and choose a final topic for their writing. Before students left, they were asked to write their topic on a 3x5 card as an exit slip to show they had chosen a topic. A few students misunderstood and chose a topic as a partner group rather than as individuals. I explained to them that this was okay as long as the essay was written individually.

Mini-Lesson 2: Persuasion Map (May 2, 2011)

Due to school testing, this activity was introduced in class; however students needed to complete the assignment for homework. I explained the following day that they would be asked to film a rough draft in ASL. In preparation for filming a rough draft, they should prepare a persuasion map (see figure 8.13) to use as their guide when filming.

Persuasion Map

Name: _____
Title: _____

Goal or Thesis:

Main Reason #1:

Facts or Examples:

Main Reason #2:

Facts or Examples:

Main Reason #3:

Facts or Examples:

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read-write-think
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Figure 8.13: Sample Persuasion Map

I presented a sample persuasion map using the document camera. I modeled how to fill out the map and asked for student suggestions. A persuasion map includes a claim, three main arguments and three supporting details for each. I modeled using one main argument and asked for student help for my three details. Students did not have any questions and completed the assignment for homework. I also provided students with a list of what needed to be included in their rough draft when filming.

Mini-Lesson 3: ASL Rough Draft (May 3, 2011)

I introduced the lesson to students, reminding them of the list of things to be included in their rough draft. I explained the purpose of the ASL rough draft was to allow students to use their first language to expand upon their ideas. I shared my observations that they are able to explain more in ASL than they are able to write in English. The ASL rough draft was to use this natural skill to strengthen their writing. As a class, we reviewed the rules when filming as well as what needed to be included. I also asked

students what was the purpose of the persuasion map. During previous units, students had discussed the concept of a mental map when filming. I explained that the persuasion map was their mental map and that it was included to help them explain their points.

Due to testing half the class left the room to complete some testing. The remainder of the students finished their persuasion maps and filmed their ASL rough drafts. As individual students finished testing, those who completed their ASL rough drafts went to take up the mandated testing. Most students completed the assignment. LR was stressed about the persuasion map and did not film. Later she was encouraged to film her ASL rough draft without the persuasion map. This was because she was able to explain her argument clearly to staff but was unable to adequately document it on the persuasion map. JC finished his persuasion map but due to the fact that he was only beginning to acquire ASL skills he was provided with the option of writing an English draft without an ASL rough draft, or because he had strong oral communication skills he could voice record his essay. Students who filmed formed strong arguments and were well prepared to move on in the lesson sequence.

Students were also presented with an assignment for reading. To encourage student participation with reading and in preparation of Activity 2.5: Readers Role Play students were asked to read and summarize a designated chapter as part of their literature response journals.

Mini-Lesson 4: ASL Draft to English Outline (May 5, 2011)

Due to school mandated testing and time constraints, I taught the following lesson to two groups of students. NT was absent from class this day, but he did approach me to catch up on his missed work once he returned.

Each of the two lessons followed the same format. I began by asking students the purpose of the ASL rough draft. ED was in the first group and was able to explain that they would expand from their persuasion maps more in ASL than in English. The second group needed me to re-explain the purpose. ED was kind enough to share her ASL rough draft with the class as an example for the activity.

First I showed a copy of the blank essay organizer (see figure 7.12) and asked students if they remembered using this during expository writing. Some of the students remembered. TS and RS were able to describe to the group its purpose- the large portion across the top represents the introduction, the wide portion in the middle the body of the essay, and the long portion across the bottom the conclusion. I explained that we would be building upon this shape to include an outline for writing the English rough draft (see figure 8.14).

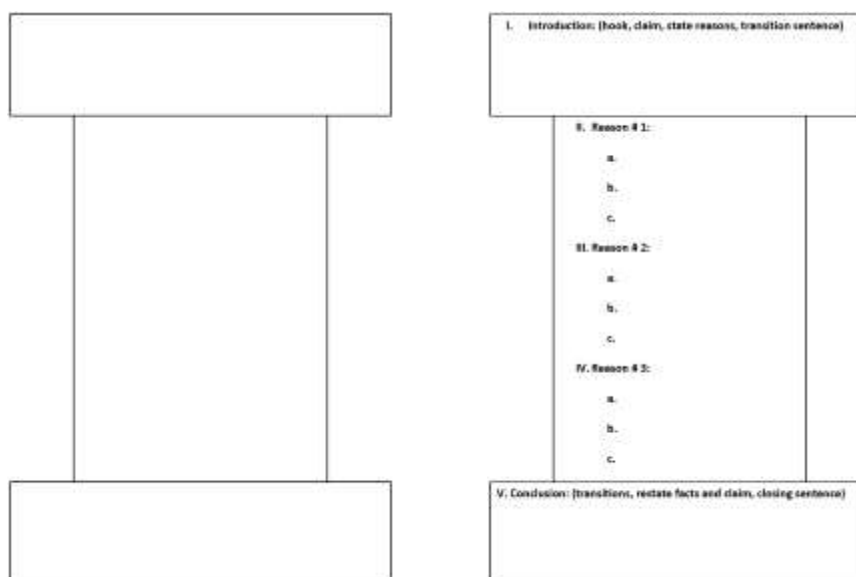


Figure 8.14: Essay Organizer Blank and with Outline

We watched ED's video completely through then I modeled how to translate the video onto the organizer. I emphasized the difference between the persuasion map and the organizer. With the ASL rough draft, students expanded upon their persuasion map for more complete thoughts and details. The more information students were able to translate from their video, the easier it was to compose an English rough draft. I modeled for students how to complete the introduction of their outlines and asked for questions before dismissing students to work on their own.

Mini-Lesson 5: Lead Types (May 8, 2011)

I explained that I understood not all students were finished with their outlines but that we would begin preparing for writing our rough drafts. I asked students what the first sentence of an essay was called, I received a choral response of "hook." I agreed and explained that others call it a leading sentence. I explained that for persuasive writing, there were six different kinds of hooks that are effective for writing. I described and defined each of the leading sentence types and asked if there were any questions.

I explained to students that I wanted to create a fun way for them to learn and study the different types of leading sentences, so I explained that I had created multiple choice questions for six different lead types by providing an example (see figure 8.15). Students enjoyed this activity and were asked more questions about the different types of sentences than a static presentation.

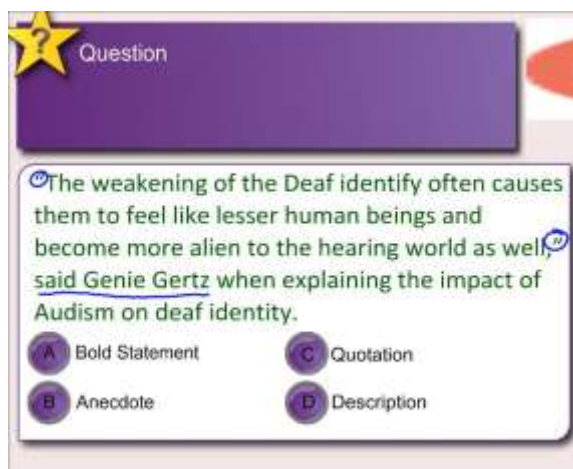


Figure 8.15: Sample Lead Type Multiple Choice Question

Students then had the opportunity to practice writing a leading sentence for each of the six sentence types. I explained when they began writing their essays that they would choose one that best fit their essay.

Activity 1.3: Are deaf handicapped?

After students completed reading chapter 6 in *Of Sound Mind* we discussed the term handicapped. I asked students why Theo (the main character) described his father as handicapped. Many were unable to explain that Theo felt his father was handicapped because he needed help in everyday situations. I asked students what the term handicapped meant; no one was able to provide an answer.

I posted the definition from the dictionary and the meaning Theo provided in the book. I asked students if they agreed and many of them became upset. They then said the term “handicapped” was only for people in wheelchairs. I tried to explain that this was not the case. It could also refer to someone who was not mentally competent. We continued the discussion, but students were still unable to provide a clear answer to my

questions. I encouraged them to continue to think about Theo's response and reasoning and we would revisit the term later.

Mini-Lesson 6: Topic Sentences (May 11, 2011)

At the beginning of the lesson, I explained to students that the next series of mini-lessons would guide them through writing their English rough drafts and that their rough drafts would be due the following Monday. Many students were upset by this comment but I assured them it was a task they could complete; the essay was to be five paragraphs and they had five days to complete their rough drafts. I reviewed the work that needed to be completed and turned in providing students with a checklist.

First I had students review their outlines and modeled where to locate the information on their outlines. I explained that I noticed many of them had put down a brief description of their supporting details for their arguments, and that a topic sentence explained what would be discussed during the paragraph. I modeled how to write a topic sentence using my own outline then asked for student volunteers to create a topic sentence of their own. Students then had the opportunity to write.

Mini-Lesson 7: Transition Sentences (May 12, 2011)

The lesson began with my asking students what a transition sentence was, as well as what were transition words. Students were unable to explain. I defined a transition sentence that helps to connect the two paragraphs and transition words that help connect incomplete sentences. I explained to students that before I taught them how to incorporate transitions into their writing, I wanted them to find examples of the transitions in the articles we previously read. I modeled the activity, underlining transition words in the essay sample and then asked students to do the same in partners (see figure 8.16).

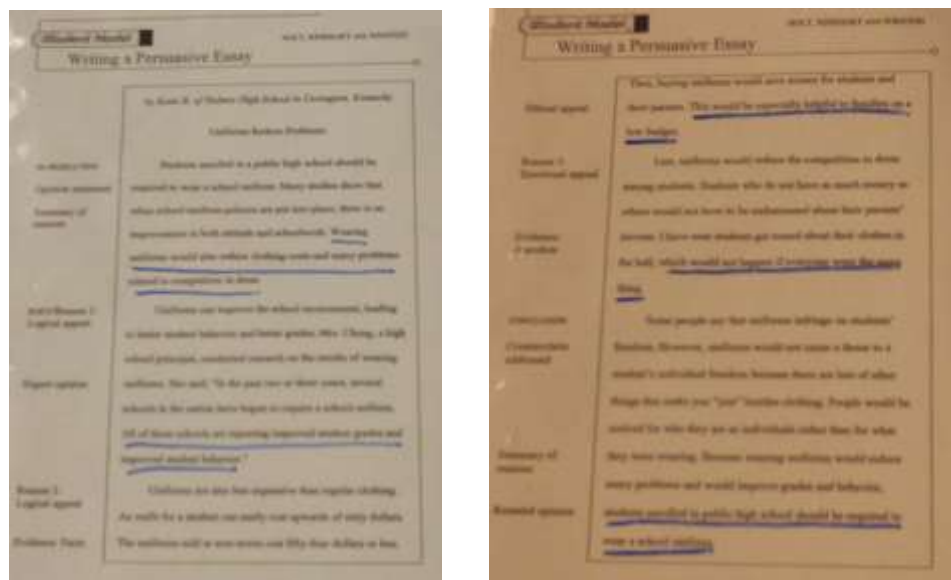


Figure 8.16: Sample of Student Work Transition Sentences

After students completed the activity, I modeled how to write a transition sentence and showed students how the transition sentence completes a paragraph. The paragraph began with their topic sentence, their three details and transition sentence. I then explained that transition words can be difficult because they are not present in ASL; they are specific to the English language. I provided students with a list of transition words, explaining that when they are writing if they have sentences that seem too short or incomplete they may need to incorporate a transition word. Due to a short schedule students had little opportunity to write as they had to leave for testing and/or a presentation depending on their grade level.

Activity 1.4: Readers' Role Play (May 13 and 16, 2011)

After being delayed a week due to testing, students presented their skits for the chapters their groups had read. There were three groups with each group taking one chapter (either chapter 7, 8, or 9) and created a skit to perform in front of the class. Due

to a short schedule only two groups were able to present. Students did well with the role play presenting the main details of the chapter. DS never met with his group as requested, and did not participate. NT had been sick during the previous week and did not have the opportunity to meet with his group as well. Group 3 presented chapter 9 on the following Monday. To help aid in students' comprehension, I summarized each chapter after the groups presented and answered any questions students asked.

Mini-Lesson 8: Ending Types (May 16, 2011)

Although students' rough drafts were due, they were provided with writing time during the period and instruction on how to write a conclusion before turning in their drafts. I explained that the conclusion wraps up the essay; I asked students what needed to be included in a conclusion. Students were unable to recall what was to be included in a conclusion. I explained that they needed to restate their claims, the three supporting details and a closing sentence. We discussed different forms of closing sentences; such as a bold statement or thought provoking questions. ED, RS, and MP had completed their rough drafts before coming to class but they decided to review and revise their conclusions. Most of the class continued to work on their essays. A few students did not complete any of the assignments due the previous week and were asked to come in for one on one conferencing. TS and DS had not completed a rough draft and spent the time writing. JD had typed his rough draft and was unable to print a copy to turn in.

Mini-Lesson 9: Using Strong Words (May 17, 2011)

I reviewed students' rough drafts and passed them back before the lesson. I had typed two paragraphs from my own essay. I explained that with persuasive essays it is important to use strong vocabulary to show your reader that you understand your topic. I

provided students with a list of strong vocabulary for essay writing; this was optional most students did not want the list. However, most students were more interested in how to use a thesaurus for revising their vocabulary. I modeled how to use a physical thesaurus and how to use the thesaurus in Microsoft Word. Students had the opportunity to type their rough drafts for easier revision. Half the class completed typing their rough drafts the other half had incomplete work and remained off task. They were asked to come it on their own time to finish the work.

Mini-Lesson 10: Removing the Excess and/or Adding Details (May 18, 2011)

To begin the revision process students were going to be meeting with partners to give feedback on their writing. I presented the feedback form (see figure 8.17) and explained what they should be looking for. Then I continued to explain how the feedback form would assist them in revision.

Readers Name: _____

Authors Name: _____

Essay Checklist

- 5 paragraph essay
 - Introduction
 - Reason #1
 - Reason #2
 - Reason #3
 - Conclusion
- Each paragraph has 5 or more sentences

Questions for the author:

Suggestions:

Figure 8.17: Peer Feedback Form

Those who had a completed rough draft met with partners to complete the peer feedback. If students were not finished they were required to turn in a rough draft to receive the feedback form which was then required to be completed on their own time.

Mini-Lesson 11: Self-Editing (May 19, 2011)

In preparation for publishing, students were asked to self-edit their work. I provided students with a self-editing checklist (see figure 8.18).

Name: _____
Date: _____

Self-Editing Checklist

Self-Edit	
Checklist Items	After Completing each step, place a check mark here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas. Quotation marks are included when needed.
Capital Letters	I checked for capital letters at the beginning of a sentence. Proper nouns begin with a capital letter.
Grammar	My sentences are complete thoughts and contain a noun and a verb. I don't have any run-on sentences.
Spelling	I checked spelling and fixed the words that didn't look right.

Figure 8.18: Self-Editing Checklist

The checklist provided students with guiding questions for the editing process. I modeled for students the tools used for editing; such as triple underlining letters to represent capitalization, circling spelling errors, and how to add words or phrases using a carrot. Students understood the task and were dismissed for writing time, they were told they would have the weekend to complete their essays and they should be ready for publishing Monday. TS and NT quickly read through their essays telling me they had

made no errors. I asked them to read through it again slowly. ED, MP, and AZ did very well using the checklist and found many errors that needed to be fixed during publishing.

Mini-Lesson 12: Creating a Rubric (May 23, 2011)

Students turned in their rough drafts; I did not receive rough drafts from four students, two additional students were absent. I explained to students that before we went through final publishing I would be reviewing their work and doing final editing. To prepare, we needed to create a class rubric. Students have had previous experience creating rubrics for multiple units during language arts instruction and were familiar with the process.

I posted a blank grid with a four point scale across the top. I asked students for categories they felt should be included in the rubric. Students provided examples and I translated them adding the translations to the grid. Students then were divided into four groups, with each group assigned two categories for which they created the details defining the four point scale. Most groups did well; one group struggled to define what a magazine article looked like. I provided examples from *Sports Illustrated for Kids*, *Girls Life*, as well as a few more. This was sufficient for students to define the categories. I collected student work and compiled it into a final rubric (see figure 8.19) used for student evaluations and teacher evaluation of student work.

	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
Should have a hook, claim, and 5 paragraphs (intro, 3 body, conclusion)	Includes a hook, claim and 5 paragraphs	Has 5 paragraphs, has hook and/or claim	Has 3-4 paragraphs, has hook and/or claim	Has 1-2 paragraphs, no hook and/or claim
Clearly understood English, with Strong vocabulary	Strong vocabulary, everything spelled correctly	Nice and good vocabulary, some spelling errors	Not bad vocabulary, some spelling errors	Poor vocabulary, many spelling errors
Detailed explanation and makes sense	Clear and detailed explanation	Good explanation, not too bad	Okay explanation, some not clearly understood	Not enough explanation and details
Must have 5 or more sentences in each paragraph	5 or more sentences in each paragraph	4-5 sentences in each paragraph	Most paragraphs have 3-4 sentences	Most paragraphs have 2-3 sentences
Must be persuasive and on topic	Very persuasive, stays on topic and convinces peoples mind and heart	Somewhat persuasive, contains some facts, strong topic	Few facts, off topic, somewhat persuasive	No clear topic, not very persuasive
Have a title and your name	Have deep topic and your name	Normal title and your name	Weak title and your name	No title and/or name
Published in Magazine format	Always in magazine format, it was perfect	Somewhat in magazine format	A little bit in magazine format	In essay format not magazine

Figure 8.19: Completed Student Created Rubric

Mini-Lesson 13: Magazine Publishing in Microsoft Publisher (May 24-25, 2011)

I began the lesson by showing students the website I would be using to publish their essays into a magazine. I explained that the website had specific requirements for publishing and that we would be using a program they had not used in the past. I modeled for students how to find Microsoft Publisher on the PCs. I modeled how to set the page margins and provided students with a page of instructions for formatting once they were in the computer lab.

I explained that they would get to have freedom with their publishing; they could have backgrounds, different colors and images in their documents. I explained that the main difference between Publisher and Word is, Publisher requires the use of text boxes for any kind of text. I showed students how to copy their essays from their typed documents and insert them into the text boxes. Students were excited and amazed at how easy the process was. I repeated the modeling of inserting text three times so that it was

clear for students. Students were able to view my sample article during modeling and as needed during final publishing (see figure 8.20).



Figure 8.20: Teacher Created Sample

Students had two days for publishing. Most students played around with Publisher the first day, becoming familiar with creating text boxes and choosing a design for their publishing. By the second day, thirteen students had completed publishing and turned in a hard copy of their essays as well as a digital copy for teacher use to create the magazine. One of the thirteen students, who was absent for most of the writing process, did not have his essay in magazine format and thus was not included in the final publication. The remaining three students did not complete the assignment in time to be included in the magazine.

Activity 1.5: Reader's Role Play Revisited (May 26, 2011)

As students entered the class, they were asked to fill out the rubric as a self-evaluation of their work and to complete the reading survey as a post assessment. Students then had the opportunity to meet with their reading groups to create and practice skits for chapters 15, 16, and 17 in *Of Sound Mind*. Students had approximately 45 minutes to prepare their skits before presenting them to the class.

The groups did well with their presentations and I only needed to add minor details to help reinforce student comprehension. Students asked if teachers would present a skit for the remainder of the book since they created skits for multiple chapters. I explained that the remaining chapters were mostly narrative and that it would not be possible to create skits as the chapters students read contained large amounts of dialogue.

Activity 1.6: Extending Literature (May 27, 2011)

As students came into class, I explained that they had many questions while reading that I was unable to answer. The book describes the life of a child of a deaf adult (CODA) and due to the fact that I was hearing and grew up in a hearing family I did not have the experience or knowledge to answer their questions. To help assist with this, I had invited two staff members who were CODA themselves to share their experiences. Students were asked to do a think-pair-share and create 2-3 questions to ask the panel when they came in for discussion.

We finished reading the book after the think-pair-share in preparation for the panel discussion; the second half of the class period was designated for the discussion. When both panel members arrived, they shared their family histories, providing background knowledge and explaining how their lives are different from CODA now due

to advances in technology. After each panel member shared, the floor was opened to students for discussion.

Students made strong connections to the readings, and their questions addressed their concerns as deaf people rather than as children. ED asked if the panel members revised their parents' questions when interpreting for them as the main character had in the book. AZ asked if the panel members regretted growing up in a deaf family, as the main character had strong feelings of resentment toward his mother. The panel members asked students questions about the book and what they learned from it. After the discussion, several students approached me and said they enjoyed the book; explaining that they had read ahead and it was hard not to share what they had read. Students' analysis and comprehension of the book was evident in their panel discussion and the questions they asked.

IX. Evaluation of Curriculum

Before I begin to evaluate the effectiveness of the curriculum, I would like to reiterate the goals I established for this curriculum. The goals for my curriculum are as follows:

5. To encourage students to understand and reflect on social justice.
6. To increase students' participation in cooperative learning exercises.
7. To foster persuasive writing development with Writer's Workshop.
8. To promote and increase academic language use in ASL and English.

In order to show that students met these goals, I gathered information throughout the implementation of the curriculum for evaluation purposes. By using field notes, teacher created rubrics, as well as artifacts of student work I was able to determine whether or not the goals I established for my curriculum were met. After reviewing the data I collected, I feel the goals of this project have been satisfied.

The first goal of my curriculum was *to encourage students to understand and reflect upon social justice issues*. The pre- and post- curriculum survey allowed me to evaluate the change in student thinking due to the curriculum itself (see figure 9.1).

Pre-Curriculum Survey Results	Never					Always				
	1	2	3	4	5	1	2	3	4	5
Interrupt someone who is telling a racial or ethnic joke?	4	4	4	4	0	8	3	2	1	0
Read about the achievements of people with physical or mental disabilities	4	7	2	1	1	6	4	5	0	0
Challenge friends expressing a gender stereotype?	2	5	1	6	1	2	3	8	2	0
Examine your own language for unconscious bias or stereotypes?	3	5	4	1	2	2	4	6	0	0
Volunteer your time for a cause you support?	5	4	3	2	1	3	2	6	3	1
Truly appreciate a friend's differences from you?	1	7	4	2	1	2	4	6	1	1
Take the lead in welcoming people of color to your class or club?	3	4	1	4	3	5	1	4	0	4
Ask a member of an ethnic group different from yours how that person prefers to be referred to?	5	6	2	2	1	4	5	3	3	0
Think about ways you belong to oppressor and oppressed groups?	6	4	4	0	0	0	7	6	1	1

Figure 9.1: Pre- and Post- Curriculum Survey Results

Students were asked to rate their participation during a given circumstance with (1) being never and (5) being always. The post-curriculum survey shows students becoming more aware of their participation. Although students felt that they did not participate as frequently in the situations, their understanding of these situations increased. Students also used this survey to define terms that were used in the curriculum such as racism, sexism, classism, and audism. The pre-curriculum survey showed students had prior knowledge of the meaning of audism but none of the other terms described (see figure 8.4). The post-reading survey showed an increased in the correct definitions provided by students. This was one of the strongest indicators students had met this goal.

Additionally, students reflected upon social justice issues when responding in their literature response journals. Many students were able to identify and provide examples of audism in the story. For example, ED explained that the main character's embarrassment to sign amongst his hearing peers was an example of audism (see figure B.1). My field notes document student discussion during Unit 2: Pre-Writing activities. Students discussed whether the video clips shown in class were audism or not; and

provided clear examples when explaining their reasoning to the class. During the activity on sexism and gender stereotypes students listed the types of careers they felt each gender could obtain. Upon completion of the activity, they reviewed the careers and decided that there were no set criteria used for career determination for each gender. During one activity students were asked to determine what career each staff member had previously had, this discussion went past gender stereotypes as students began saying well “ski lift operator is mostly men.” The discussion began to drift into audism as students discussed if the staff members were hearing or deaf using that information as a primary resource in choosing which job they worked.

Throughout the implementation on Social Justice lessons, students were reminded of the upcoming writing project for persuasive writing. The topics chosen by students highlighted their reflections on Social Justice topics; such as NT who believes cochlear implants should be banned, RS who believes YouTube should be allowed in school so that students can have more access to ASL films, or MP who felt passing periods should be longer so that they could have more time for peer discussion as it would increase their ASL competency. Additionally student participation and discussion during a panel with children of deaf adults showed their knowledge and comprehension of the text and the issues discussed in class. Finally, anecdotal notes showed students talking about Social Justice issues and using the terms correctly outside of the classroom. Once such discussion was about the documentary “See What I am Saying,” students discussed how CJ Jones was rejected from jobs based on his skin color that it was racism additionally they discussed examples of Audism throughout the movie. This movie prompted an hour long discussion on Audism and how it can differ from person to person, examples of a

mother not learning to sign, not being considered “deaf enough” to play a role in a theater production.

The second goal of the curriculum *was to increase students' participation in cooperative learning exercises*. Student participated in peer discussion throughout the implementation of the curriculum, with teacher observational notes recording key elements of their discussion. During Unit 2: Pre-Writing, students participated in many cooperative learning exercises. The first exercise in which students used cooperative learning was during Activity 2.4: Persuasive Strategies. During this activity, students wrote paragraphs in groups arguing whether cell phones should be allowed in school (see figures 13.2 and 13.3), with each group presenting their arguments to the class as they debated an answer. Students voted about the effectiveness of their arguments (see figure 8.9) demonstrating were able to work cooperatively and make unbiased decisions. After being introduced to persuasive strategies, each group reflected upon their writing producing a secondary paragraph incorporating the strategies discussed (see figures 13.2 and 13.3). All students contributed to the creation of the arguments, as well as designated roles for each member of the group; such as writer or presenter.

Although students participated in cooperative learning exercises as groups, they also worked as partners when analyzing persuasive writing samples. One such analysis was during Activity 2.5: Analyzing Newspaper Articles. During this activity, partners read one of two newspaper articles distributed to the class, identifying the persuasive strategies the author used, by providing examples from the text on a graphic organizer (see figures 13.4 and 13.5). Students also worked in pairs identifying transition words in

sentences in sample essays (see figure 8.16), this challenged students to discuss what was to be underlined and why coming to a consensus.

Additional student participation during cooperative learning exercises was documented by teacher observation notes for analyzing student writing samples and political cartoons. Three groups of students were each provided a political cartoon of which they analyzed for persuasive structures and discussed the meaning. The groups first discussed the static image before moving into abstract meaning. Students unsure of the context of the cartoons were found searching the computer for support. Each group presented and defended their findings to the class.

The third goal of the curriculum was *to foster persuasive writing development with Writer's Workshop*. The implementation of Unit 3: Writer's Workshop and its mini-lessons succeeded in meeting this goal. However, two students were absent during the implementation of this unit. Of these two students JC turned in a final publication of his persuasive writing (see figure B.6), the other student did not turn in a final publication. The writing JC produced allowed for a comparison of student work and demonstrated the effectiveness of Writer's Workshop. JC was present only for the pre-writing of the essay and not the fundamental writing lessons, his essay contained the five paragraphs but was structured similar to a poem than an essay. His writing was brief and discussed only the surface level of his topic. JC rubric score (see figure B.7) averaged a full point lower than his peers.

For the remainder of the class, I collected student work samples throughout the writing process. I made copies of these samples and returned them to students to retain during the writing process. For evaluation purposes, I have chosen two students as

examples to document the writing development progress during Writer's Workshop (See appendix C); MP a seventh grade student and ED a ninth grade student. Students brainstormed topics and began the writing process by creating a persuasion map (see figures 14.1 and 14.7). The persuasion map allowed students to plan an argument providing three reasons and subsequent examples. Most students found the persuasion map to be helpful; others found that the map impeded their thought process. Although these students were encouraged to continue without the persuasion map not all did. One student was focused on the persuasion map that she did not complete the assignment. Students used the persuasion map as a guide as they filmed a rough-draft in ASL.

Students were granted two class periods to film their ASL drafts independently, they were asked to show the draft to a teacher to see that it was completed. Upon completion of filming, students then began creating an outline for their essays by translating the rough-draft presented in ASL to an English outline (see figures 14.2 and 14.8). The more details students translated, the less difficulty students faced when writing an English rough-draft. This was due to the fact students naturally added transition sentences connecting each thought eliminating the need to develop these sentences independently. It was explained to students that their translations would often be incomplete sentences and they needed to work on formatting. Students participated in several mini-lessons while writing a rough-draft of their essays (see figures 14.3 and 14.9). Students typed their rough drafts and returned to the computer lab for revising and editing while polishing their work (see figure C.4 and C.10).

Students worked together creating a rubric for the evaluation of their writing (see figure 8.19). The rubric demonstrated the knowledge students had gained throughout the

writing process clearly stating the expectations. Students published their work as a magazine article (see figures C.5 and C.11), with all of the students turning in a digital copy which was compiled to form a magazine. Students completed a self-evaluation of their work by circling the scores they felt they achieved. I used the same rubric to evaluate students' writing averaging their scores for a final grade (see figure C.6 and C.12). Most students evaluated their work slightly higher than I, over all students scored themselves around a 3.6, while I scored an average of 3.0 showing students met the expectations of the assignment. I averaged the student and teacher evaluations to achieve their final score (see figure 9.2).

	4 Exceeds Expectations		3 Meets Expectations		2 Approaching Expectations		1 Does Not Meet Expectations	
Should have a hook, claim, and 5 paragraphs (intro, 3 Body, conclusion)	Includes a hook, claim, and 5 paragraphs		Has 5 paragraphs, has a hook and/or claim		Has 3-4 Paragraphs, has hook and/or claim		Has 1-2 paragraphs, no hook and/or claim	
	5	8	2	2	1	3	1	0
Clearly understood English, with strong vocabulary	Strong vocabulary, everything is spelled correctly		Nice and good vocabulary, some spelling errors		Not bad vocabulary, some spelling errors		Poor vocabulary, many spelling errors	
	3	3	4	8	1	2	1	0
Detailed explanation and makes sense	Clear and detailed explanation		Good explanation, not too bad		Okay explanation, some not clearly understood		Not enough explanation and details	
	2	1	5	10	1	1	0	0
Must have 5 or more sentences in each paragraph	5 or more sentences in each paragraph		4-5 sentences in each paragraph		Most paragraphs have 3-4 sentences		Most paragraphs have 2-3 sentences	
	4	5	3	7	2	1	0	0
Must be persuasive and on topic	Very persuasive, stays on topic and convinces peoples mind and heart		Somewhat persuasive, contains some facts, strong topic		Few facts, off topic, somewhat persuasive		No clear topic, not very persuasive	
	1	1	6	10	2	2	0	0
Have Title and your name	Have deep topic and your name		Normal title and your name		Weak title and your name		No title and/or name	
	3	0	4	9	2	3	0	1
Published in Magazine Fomat	Always in Magazine format, it was perfect		Somewhat in Magazine format		A little bit in magazine format		In essay format not magazine	
	2	4	7	8	0	0	0	1

Average Student Score = 3.6 Average Teacher Score = 3.0 Overall Average = 3.3

Figure 9.2 Analyses of Scored Rubrics

Due to the fact students had participated in Writer's Workshop with their classroom teachers prior to my arrival, I feel it fostered their writing development because we were able to focus on the writing rather than the processes of writer's workshop itself.

The fourth and final goal of the curriculum was to *promote and increase academic language use in ASL and English*. During the read aloud, students were introduced to new vocabulary which was added to the classroom word wall. Students took vocabulary tests once a week, during which students were presented with an ASL sign and they were asked to write the proper English word. The vocabulary students learned during these opportunities began to be used in other classrooms and seen in their conversations and discussions. One such example is the term "Carpe Diem" which can be seen in MP's article produced during writer's workshop (see Appendix C); this term was also used on fliers he as well as his classmates produced while running for office in student elections.

Unit 2: Pre-Writing supported the development of academic ASL and English by supporting group discussion and writing. Activities that required students to discuss a topic and provide a written response (see figures B.2 and B.3) encouraged the development of academic language. Teacher observational notes during these activities show discussion between students on the best English vocabulary to describe what was presented in ASL.

While studying persuasive strategies students worked on paragraph development (see figure B.2). Each group of students reviewed their writing and added details to provide stronger arguments they then worked together to formulate a paragraph. During their first draft both groups wrote sentences on individual lines often indenting each line.

Their second draft showed a well written paragraph presenting their arguments. In subsequent analysis students read newspaper articles and identified persuasive strategies. Students used the scientific terms for each strategy promoting academic language and increasing student's cognitive academic language proficiency. Students identified examples of Karios, Logos and Pathos accurately and were able to provide samples from the newspaper articles they were reading (see figure B.5).

During Unit 3: Writer's Workshop, students were asked to produce ASL rough-drafts and use their films to create an English outline. The combination of these two activities promoted both academic ASL and English. The ASL rough-draft allowed students to use their primary language to present a formable argument, a skill they had learned a previous year. For this process, students used their persuasion map as a guide when filming. Students were then introduced to the concept of translating. As a class we discussed the difference between transliteration, documenting word for word what was signed in English, and translation, converting what was signed into English. Students discussed the benefits of each and the purpose of outlining from the ASL rough-draft rather than translating what was presented into an English rough-draft. The benefits of this process can be seen when comparing students' persuasion maps to their English outlines (see figures C.1, C.7, C.2 and C.8).

Students worked in pairs to identify transition words and sentences within sample persuasive essays. This task proved difficult for students at first because many of the transition words are not present within ASL vocabulary. As a group, students listed words they believed could be considered transition words. I also provided students a

reference list to use. Students revised their work to include more transition words to aid in the fluidity of their writing using the transition words identified during lessons.

In general, I believe that my curriculum was very successful. The evidence I collected reflected the students' achievements and developing knowledge and awareness of Social Justice. They also surpassed my expectations applying their knowledge in other classrooms and hearing reports from fellow staff. I am very proud of these students for all their hard work and dedication

X. Conclusion

Overall, I am incredibly satisfied with my curriculum. The three part series of the curriculum worked well in the classroom and students thrived on the challenge and freedom it presented. Although the curriculum worked very well in this classroom environment, there is only one thing I would want to change for the future.

If the opportunity presented itself, I would like to change Unit 1: Literary Analysis to become more teacher friendly. Currently the unit is contingent upon reading a specific text; *Of Sound Mind* by Jean Ferris (2007). Students enjoyed this book and their enthusiasm showed in their writing and discussions. However, this book may not be available at all schools. I was fortunate enough to be in a school with the resources available to provide text, as they agreed with me that it was important for students to read books with deaf characters. This may not be the case for all schools. For this reason I would want to revise Unit 1 to the text but as a guide to students how to analyze any text for its deeper meaning rather than be lessons specific. By doing so, the unit could be used in conjunction with any text.

Looking back on my notes, I realize that I accomplished numerous magnificent things. Students read and analyzed a book, making connections to their lives and to the outside world. Students learned about Social Justice issues with which they previously had no experience, becoming socially aware and identifying injustices in their lives and the world. They were able to participate in the bilingual writing process using their primary language to support their writing. They chose topics for writing near and dear to their hearts; often relating to the topic of Audism which the curriculum is investigating.

Students typed their work, experiencing different programs used for publishing, and turning their essays into beautiful articles. Once my students had completed all of this hard work, I created a magazine as an anthology of their efforts and had it professionally bound and published. Students were thrilled to see their accomplishments and to share it with future classes. My regret is that I was unable to see their excitement as the magazine arrived and we were unable to properly celebrate the publication of their work due to my departure.

When I look back and ask myself if this curriculum was successful, I take the time to read students' articles. I see the passion in their writing and their choice of topics; the safety and security they felt sharing personal experiences in their writing. I look back at student discussion about their weekends and watching them explain the audism, racism or sexism they had witnessed. I think how powerful these simple statements were, even if they seemed small and insignificant at the time. It is for these reasons that I feel my curriculum was successful because students extended their knowledge from the classroom and into their lives. I know that the success of this curriculum could not have been possible without the support of my cooperating teachers and the students themselves. It is their hard work and motivation that made this entirely possible.

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Appendix A

Reading, Writing, and Social Justice: A Middle School Investigation

Curriculum

Curriculum Contents

Unit 1: Literary Analysis of Audism

- Activity 1.1: An Introduction “Of Sound Mind”
- Activity 1.2: What is Audism?
- Activity 1.3: Are deaf handicapped?
- Activity 1.4: Readers’ Role Play
- Activity 1.5: Reader’s role Play Revisited
- Activity 1.6: Extending Literature

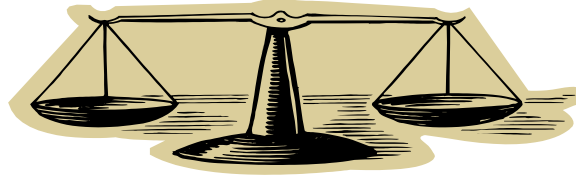
Unit 2: Pre-Writing

- Activity 2.1: Deaf in Media
- Activity 2.2: Racism and Classism
- Activity 2.3: Sexism and Gender Stereotypes
- Activity 2.4: Persuasive Strategies
- Activity 2.5: Analyzing Newspaper Articles
- Activity 2.6: Analyzing Example Essays
- Activity 2.7: Persuasion in Political Cartoons
- Activity 2.8: Foundations of Writer’s Workshop

Unit 3: Writer’s Workshop

- Implementation Guide
- Writing Conference Guide
- Mini-Lesson 1: Topic Development
- Mini-Lesson 2: Persuasion Map
- Mini-Lesson 3: ASL Draft
- Mini-Lesson 4: ASL Draft to English Outline
- Mini-Lesson 5: Lead Types
- Mini-Lesson 6: Topic Sentences
- Mini-Lesson 7: Transition Sentences
- Mini-Lesson 8: Ending Types
- Mini-Lesson 9: Using Strong Words
- Mini-Lesson 10: Removing the Excess
- Mini-Lesson 11: Self-Editing
- Mini-Lesson 12: Creating a Rubric
- Mini-Lesson 13: Publishing in Microsoft Publisher

Persuasive Writing for Social Justice



Unit 1: Literary Analysis of Audism

Goals

5. To encourage students to understand and reflect on social justice issues.
6. To increase students' participation in cooperative learning exercises
7. To promote and increase academic language use in ASL and English.

Overview

This unit is designed to introduce students to social injustices related to students' lives. The activities presented in this unit are related to the trade book *Of Sound Mind* by Jean Ferris. This book is to be read aloud to the class as well as brought home for independent reading and reflections. Listed in the preparing to teach section of each activity is the chapter the lesson should follow, except for the introduction to the book which will precede the read aloud.

Activity 1.1: An Introduction “*Of Sound Mind*”

Content Standards	
California	Washington
<p>ELA Standards- Reading</p> <p>6th - 2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p> <p>7th - 2.6 Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>8th - 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p>9th-10th - 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>Reading Standards</p> <p>6th -9th Grade</p> <p>2.4.7 Analyze the reasoning and ideas underlying an author’s perspective, beliefs, and <u>assumptions</u></p>

Content Objective	Language Objective
<p>Given an author’s bio and cover image from <i>Of Sound Mind</i>, students will predict features of the story as measured by teacher notes and student work.</p>	<p>Given an author’s bio a cover image students will discuss in ASL what they think the book will be about and write in English a response to teacher posed questions as measured by teacher notes and student work.</p>

Materials:

- Short Biography of Jean Ferris
- Photocopied or projected image of book jacket from *Of Sound Mind*
- “Ism” Survey
- Of Sound Mind* by Jean Ferris

Preparing to Teach:

- ✓ This activity should be taught before beginning to read the book aloud to students

Introduction:

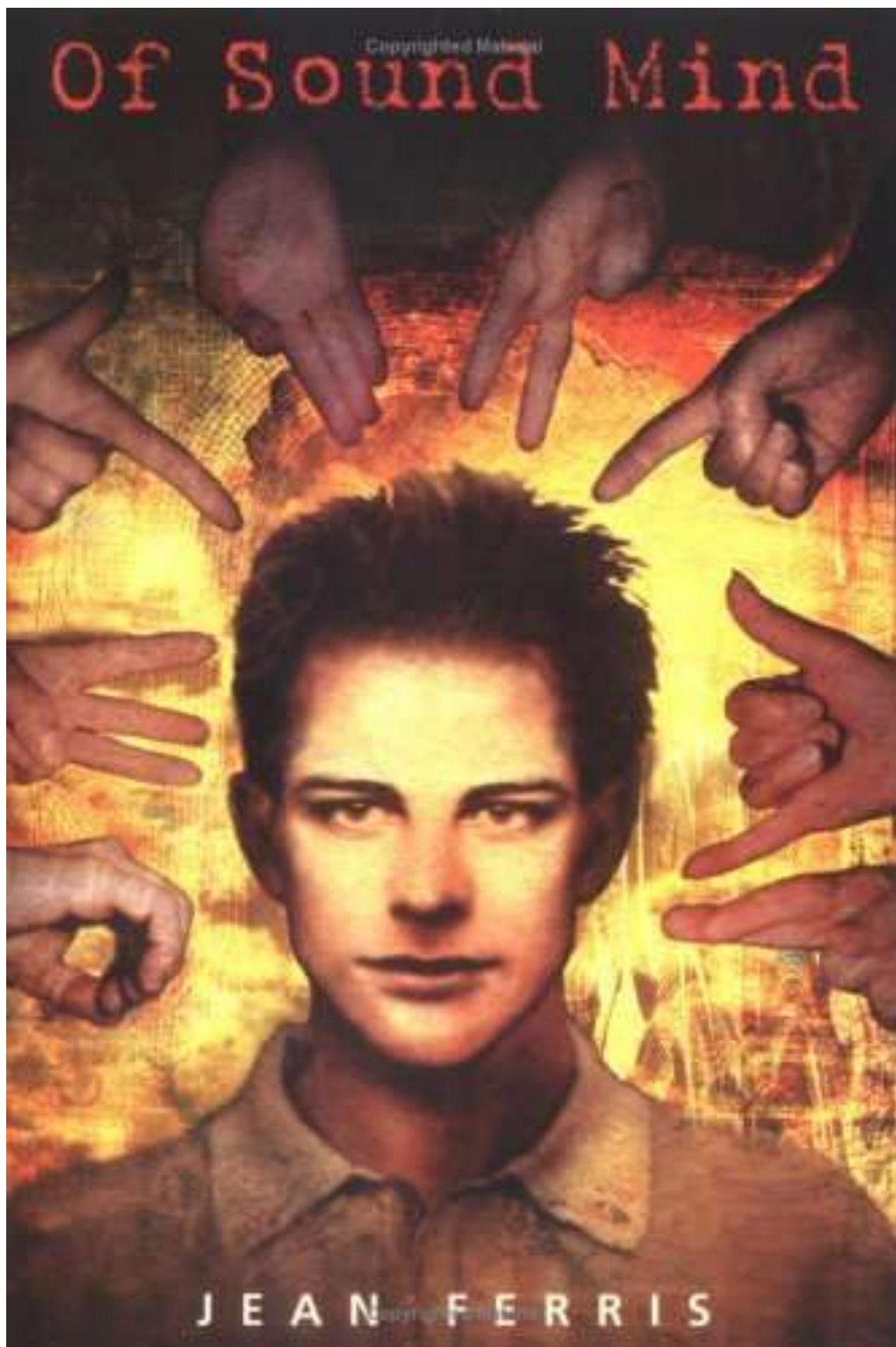
- Explain:
 - Today we will begin a new unit in conjunction with a read aloud.
 - Before we begin I want you to think about what our read aloud book may be about using the cover of the book and the author’s bio as your tool.
 - I will also ask you to complete a survey before we begin reading.

Procedure:

1. Display a copy of the book’s cover for student to see.
2. Ask students: What do you think the book is about?
3. Read aloud a summary of the book (attached)
4. Share with students Author’s bio?
5. I want to show you one more thing before I ask you some questions. Jean Ferris writes this book for everyone but since some of her characters are deaf and sign she explains how she “writes” ASL in her authors note. Let’s read it together.
6. Explain to students: using the information you know and I would like you to write a response to the following questions:
 - a. How do you think the deaf characters in the book will be portrayed?
 - b. What kind of problems do you think will arise during the story?
 - c. Will Jean Ferris education and job affect her perspective and writing?
7. When student have finished ask for volunteers to share their opinions.
8. Collect students writing responses
9. Ask students to complete the “-Ism” Survey
 - a. Explain –ism is an ending adding to an English word, it means “oppression of” think about this when answering
 - b. collect when completed

Wrap-Up:

- Begin reading chapter 1 with students.
 - Include chaining for new vocabulary
 - Predicting – ex “why doesn’t Theo want to get home right away?”
 - Author’s point of view – ex “why do you think the author portrays Palma and Thomas so different? What do you think influenced their personalities?”
- Ask students to reflect on the knowledge they have gained and if their perspective changes after reading the first chapter.



Book Summary

In our book there are 5 main characters, each are important to the story. I don't want to tell you too much on what the story is about so I just want to introduce the characters to you:

Theo: Is a senior in high school and a CODA. He is the only hearing person in his family.

Palma: Is Theo's mom. She is deaf and a famous sculptor. She grew up in a deaf family and is very proud to be deaf.

Thomas: Is Theo's dad. He became deaf at the age of eight and was mainstreamed. He did not know other deaf people existed until he learned about Gallaudet in high school.

Jeremy: Is Theo's brother. He is in the 5th grade in a mainstream school.

Ivy: Is a senior in High School and new to Theo's school. She is also CODA, and lives with her dad.

Jean Ferris Author's Biography

Author Jean Ferris lives in San Diego, California with her husband. She has two daughters who grew up and became teachers. As a child, Jean Ferris moved quite often. With each new place she “eavesdropped on other people's conversations in an attempt to find clues to the local ways”, she “looked into the lighted windows of other people's houses at dusk as my father drove down the new streets” and she “kept a diary about what I did and how I felt and what I was thinking”. The eavesdropping, peeping and keeping a journal helped her write stories.

Interview Question

SPW: How did you get involved with writing a book about a Deaf family with a hearing son? Have you associated with Deaf people before?

JF: My college degree is in Speech Pathology and Audiology, so when I was in grade school I taught a class of pre-school deaf. Those were in the days when every deaf child was supposed to learn to speak, and even then that seemed wrong to me. I could see how frustrated these little toddlers were at not being able to express themselves. Besides, I loved the look of people signing--it seemed almost like art. Once I became a writer, I thought for years about using ASL in a story, but never could figure out how. Then I read an article in my local newspaper about the genetics of deafness, using a real family as illustration. The grandparents, parents and two out of three children were deaf. Even the dog was deaf! But one son was hearing--and I began to wonder what it would feel like to be in the minority within your own family. Bingo! There was my story.

Answer the following questions rating your behavior on a scale 1 (never) - 5 (always) by circling your answer:

How Often Do You?	Never				Always
Interrupt someone who is telling a racial or ethnic joke?	1	2	3	4	5
Read about the achievements of people with physical or mental disabilities	1	2	3	4	5
Challenge friends expressing a gender stereotype?	1	2	3	4	5
Examine your own language for unconscious bias or stereotypes?	1	2	3	4	5
Volunteer your time for a cause you support?	1	2	3	4	5
Truly appreciate a friend's differences from you?	1	2	3	4	5
Take the lead in welcoming people of color to your class or club?	1	2	3	4	5
Ask a member of an ethnic group different from yours how that person prefers to be referred to?	1	2	3	4	5
Think about ways you belong to oppressor and oppressed groups?	1	2	3	4	5

To the best of your ability define:

- Racism-
- Sexism-
- Classism-
- Audism-

Name: _____

Literary Response Journal Rubric

4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Does Not Meet Expectations
<ul style="list-style-type: none"> • Has Date and Question • Turned in on time • Answered questions with at least 3 examples • Answered thoughtfully • Used good vocabulary words • Writing is above age/reading level • A lot of effort and pride (neat handwriting, words spelled correctly, grammar is correct) 	<ul style="list-style-type: none"> • Has Date and Question • Turned in on time • Answered question with 2 examples • Answered somewhat thoughtfully • Uses some good vocabulary words • Writing matches age/reading level • Effort and pride (neat handwriting, not done in a hurry) 	<ul style="list-style-type: none"> • Has Date and Question • Turned in late • Answered part of the question with 1 example • Does not answer thoughtfully • Uses a few good vocabulary words • Writing is a bit below age/grade level • Some effort and pride 	<ul style="list-style-type: none"> • Does not have Date of Question • Turned in late • Does not answer question • Does not use good vocabulary words • Writing is way below age/grade level • No effort and pride (written in a hurry, written on the bus)

Activity 1.2: What is Audism?

Content Standards	
California	Washington
<p>ELA Standards- Reading</p> <p>6th - 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>7th - 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>8th - 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p>9th-10th - 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>Reading Standards</p> <p>6th -9th Grade</p> <p>2.4.7 Analyze the reasoning and ideas underlying an author's perspective, beliefs, and <u>assumptions</u></p>

Content Objective	Language Objective
<p>Given a discussion of Audism students will find examples of Audism in <i>Of Sound Mind</i>, and explain their reasoning as measured by student work.</p>	<p>Given definition of Audism students will discuss in ASL what Audism means to them and write in English examples of Audism found in <i>Of Sound Mind</i> providing their reasoning as measured by teacher notes and student work.</p>

Materials:

- Of Sound Mind* by Jean Ferris
- Definitions of Audism to display
- Audism Unveiled DVD

Preparing to Teach:

- ✓ This activity should be taught after reading chapter 3 in *Of Sound Mind*
- ✓ Students need to feel safe in the classroom to accomplish a deep discussion, this should be made explicit to students before any discussion begins

Introduction:

- Explain:
 - We have read 3 chapters in *Of Sound Mind* before we continue with our reading I want to share with you a social term so that we may discuss it further.
 - Before we do so I want you to be aware this is a safe environment, what we say in this room needs to stay here. I have began a poster we will leave in the room to help remind us of this. I have included the three R's as a rule we must follow. Does anyone remember what these are?
 - What other rules should we make to follow to keep a safe zone in this classroom? (*write on board and then transfer to poster*)
- Prior Knowledge:
 - The term I would like to discuss today is Audism. Can anyone explain to me what Audism means?
 - Can anyone provide examples of Audism?

Procedure:

1. After a brief discussion of students prior knowledge explain the history of Audism:
 - a. The word Audism may not be found in the dictionary, it was created in 1975 by Tom Humphries. However most hearing people do not want to accept it as a term.
2. Explain to students
 - a. we can see how Tom Humphries created this word based on its parts: AUD = hearing ISM = oppression of, thus the definition became ...
3. Display the definition posed by Tom Humphries in 1975:
 - a. Audism: (O ^ _diz_m) n. The notion that one is superior based on one's ability to hear or behave in the manner of one who hears.
4. Ask students: In your table groups discuss if you believe the term is accurate?
5. When discussion has subsided ask student to share their opinions with the class.
6. Explain:
 - a. Although Tom Humphries came up with the term other people felt the definition was not clear and added more information
 - b. It was this second definition the NAD asked to be included in dictionaries, some have agreed to include but others have not
7. Display the new updated definition
 - a. Audism: (O ^ _diz_m) n.
 1. The notion that one is superior based on one's ability to hear or behave in the manner of one who hears.
 2. A system of advantage based on hearing ability.

3. A metaphysical orientation that links human identity with speech.

8. Discuss:

- a. What definition do you find the most accurate?
- b. Can you think of any examples to support the definition?

Wrap-Up:

- Show clips from **Audism Unveiled** on their discussion of what it means
 - You now know 3 different ways of describing Audism?
 - Do you feel comfortable identifying examples of Audism?
-

Tom Humphries 1975 -- Dictionary Definition

Audism: (O ^ _diz_m) n.

The notion that one is superior based on one's ability to hear or behave in the manner of one who hears.

Revised Definition from 2004

Audism: (O ^ _diz_m) n.

1. The notion that one is superior based on one's ability to hear or behave in the manner of one who hears.
2. A system of advantage based on hearing ability.
3. A metaphysical orientation that links human identity with speech.

What is Audism?

Lesson objectives

- Given a discussion of Audism students will find examples of Audism in 'Of Sound Mind', and explain their reasoning as measured by student work.
- Given definition of Audism students will discuss in ASL what Audism means to them and write in English examples of Audism found in 'Of Sound Mind' providing their reasoning as

Student Survey Responses

- People look down on Deaf
- When people hearing listen at Deaf hearing (Deaf)
- People are not deaf to me
- People are deaf to Deaf
- Hearing that Deaf are idiot
- Hate Deaf people
- Priority to Deaf
- Sometimes I look down on hearing people / Sometimes hearing do to me
- Person said Deaf can't do all
- They're something wrong with us
- Hearing people think Deaf not very good

Where did the term Audism come from?

Aud = hearing ism=oppression of

Audism: (O * _diz_m) n.

The notion that one is superior based on one's ability to hear or behave in the manner of one who hears.

Updated Definition 2004

Audism: (O * _diz_m) n.

1. The notion that one is superior based on one's ability to hear or behave in the manner of one who hears.
2. A system of advantage based on hearing ability.
3. A metaphorical orientation that links human identity with speech.

Activity 1.3: Are deaf handicapped?

Content Standards	
California	Washington
<p>ELA Standards- Reading</p> <p>6th - 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>7th - 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>8th - 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p>9th-10th - 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>Reading Standards</p> <p>6th -9th Grade</p> <p>2.4.7 Analyze the reasoning and ideas underlying an author's perspective, beliefs, and <u>assumptions</u></p>

Content Objective	Language Objective
<p>Given a read aloud students will discuss if deaf are handicapped using information read and the definition as measured by teacher notes.</p>	<p>Given a read aloud students will discuss in ASL if deaf are handicapped and write in English their responses in literature journals as measured by teacher notes and student work.</p>

Materials:

- Of Sound Mind* by Jean Ferris
- Definitions of handicapped to display

Preparing to Teach:

- ✓ This activity should be taught after reading chapter 6 in *Of Sound Mind*
- ✓ Students need to feel safe in the classroom to accomplish a deep discussion, this should be made explicit to students before any discussion begins

Introduction:

- Explain:
 - We have read 6 chapters in *Of Sound Mind* before we continue with our reading I want to discuss a term that came up while we were reading.
 - I want to remind you this is a safe environment and we need to remain open minded during discussion.
- Prior Knowledge:
 - What term did Theo use when discussing deafness with Ivy to describe his dad?
 - What does that term mean to you?

Procedure:

1. After a brief discussion of students prior knowledge explain:
 - a. Before I show you the definition I would like us to review how Theo described his reasoning
 - b. Theo explains he sees a person as handicapped if they need help in ordinary situations. He continues to say someone who speaks French can be considered “handicapped” in an English speaking environment.
2. In your table groups I would like you to think about and discuss the definition Theo gave. After a few minutes we will regroup and share our ideas with the class.
3. After discussion begins to subside, ask for a few volunteers to share their thoughts.
4. Display and explain the definition for handicapped found in the dictionary.
 - a. Handicapped (adj.) *sometimes offensive*
 - i. having a physical or mental disability; *also* :
 - ii. of or reserved for handicapped persons
5. In your table groups discuss this definition:
 - a. How does it make you feel?
 - b. To you agree or disagree? Why?
6. Regroup and ask volunteers to share what they discussed.
7. Ask the class what definition they feel more appropriate; the definition posed by Theo or the one found in the dictionary. Explain.

Wrap-Up:

- I know this term can bring up a lot of emotions for some and others very little. We can continue to discuss this further on a later date.

Are deaf handicapped?

Lesson objectives

Given a read about students will discuss if deaf are handicapped using information read as well as the definition as measured by teacher notes.

Instruction

What term did Theo use when discussing deafness with IVY to describe his dad?

Instruction

Theo explains:
 a person is handicapped if they need help in ordinary situations. He continues to say if someone who speaks French can be considered "handicapped" in an English speaking environment.

Dictionary Definition



Handicapped (adj.)
sometimes offensive

1. having a physical or mental disability; also;
2. of or reserved for handicapped persons

Activity 1.4: Readers' Role Play

Content Standards	
California	Washington
Arts Standards- Theater 6th - 5.1Use theatrical skills to communicate concepts or ideas. 7th - 5.1Use theatrical skills to communicate concepts or ideas. 8th - 5.1Use theatrical skills to present content or concepts. 9th-10th - 5.1Create projects in other school courses or places of employment, and processes from the study and practice of theatre, film/video, and electronic media	Theater Standards 6th -9th Grade 3.3.2 Theatre: The student communicates through the arts for a specific purpose

Content Objective	Language Objective
Given a group reading students will role play a chapter and present to the class as measured by student work and teacher notes.	Given chapter in <i>Of Sound Mind</i> students will discuss in ASL how to role play and present the chapter to their classmates and write in English a corresponding script as measured by teacher notes and student work.

Materials:

- Of Sound Mind* by Jean Ferris

Preparing to Teach:

- ✓ This activity is to replace the read aloud for chapters 7-9 in *Of Sound Mind*

Introduction:

- Explain:
 - So far I have read most of the book to you; today I would like to give you the opportunity to participate.
 - I am not going to ask you to read aloud instead I would like you to act out the chapters for the class so that we may enjoy the story in a different way.

Procedure:

1. Explain:
 - a. I will be dividing you into three groups and each group will get a chapter. You should read the chapter and decide how best to perform so that we can understand and get all the important information.
 - b. You will each get a number that will correspond to the chapter you will be performing.
2. Pass out the numbers and designate tables for each group to sit
 - a. Allow each group time to read and discuss their chapter while creating their skit.

Note: It may be best to assign the groups the day prior for each student can read their chapter for homework so more time can be spent in class to create the skits
3. The following day, ask each group to present their skit in sequential order taking time to answer any questions students may have.

Wrap-Up:

- You did a great job with your skits. I would like to know if you enjoyed this process or not. I am going to ask you to write to me. This message will be private and not shared with your classmates.
- I respect your feedback and ask for it so that I can plan accordingly as we continue reading.

Activity 1.5: Readers' Role Play Revisited

Content Standards	
California	Washington
Arts Standards- Theater 6th - 5.1Use theatrical skills to communicate concepts or ideas. 7th - 5.1Use theatrical skills to communicate concepts or ideas. 8th - 5.1Use theatrical skills to present content or concepts. 9th-10th - 5.1Create projects in other school courses or places of employment, and processes from the study and practice of theatre, film/video, and electronic media	Theater Standards 6th -9th Grade 3.3.2 Theatre: The student communicates through the arts for a specific purpose

Content Objective	Language Objective
Given a group reading students will role play a chapter and present to the class as measured by student work and teacher notes.	Given chapter in <i>Of Sound Mind</i> students will discuss in ASL how to role play and present the chapter to their classmates and write in English a corresponding script as measured by teacher notes and student work.

Materials:

- Of Sound Mind* by Jean Ferris

Preparing to Teach:

- ✓ This activity is to replace the read aloud for chapters 15-17 in *Of Sound Mind*

Introduction:

- Explain:
 - Today I would like to revisit an activity we did a while back and ask you to form groups and perform skits for a chapter of the book.

Procedure:

1. Explain:
 - a. I will be dividing you into three groups and each group will get a chapter. You should read the chapter and decide how best to perform so that we can understand and get all the important information.
 - b. You will each get a number that will correspond to the chapter you will be performing.
2. Pass out the numbers and designate tables for each group to sit
 - a. Allow each group time to read and discuss their chapter while creating their skit.

Note: It may be best to assign the groups the day prior for each student can read their chapter for homework so more time can be spent in class to create the skits
3. The following day, ask each group to present their skit in sequential order taking time to answer any questions students may have.

Wrap-Up:

- You did a great job with your skits. I would like to know if you enjoyed this process or not. I am going to ask you to write to me. This message will be private and not shared with your classmates.

Activity 1.6: Extending Literature

Content Standards	
California	Washington
<p>ELA Standards- Reading</p> <p>6th - 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>7th - 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>8th - 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.</p> <p>9th-10th - 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.</p>	<p>Reading Standards</p> <p>6th -9th Grade</p> <p>2.4.7 Analyze the reasoning and ideas underlying an author's perspective, beliefs, and <u>assumptions</u></p>

Content Objective	Language Objective
<p>Given a discussion of Audism in literature students will participate in a panel discussion on what it is like growing up a CODA as measured by teacher observational notes.</p>	<p>Given a discussion on Audism students will discuss in ASL and write in English 3 questions to be asked during the panel discussion as measured by student work and teacher observational notes.</p>

Materials:

- Of Sound Mind* by Jean Ferris
- YouTube videos
- Audism Unveiled?

Preparing to Teach:

- ✓ This activity is to follow the completion of the book *Of Sound Mind*.

Introduction:

- Explain:
 - We have just finished reading *Of Sound Mind* and throughout have discussed examples of Audism we found while reading.
 - Today I would like to address some of the concerns you raised throughout our readings that I was unable to answer.
 - Many of you asked if all CODA feel the same as Theo, so I invited 2 staff members to come in and share their experiences and answer your questions.

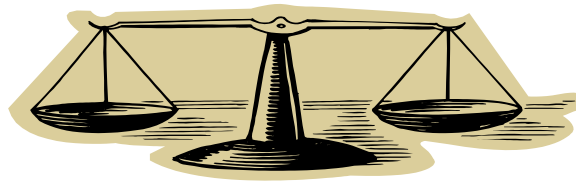
Procedure:

1. Explain to students:
 - a. The staff members who are coming into class today have not read the book they will not be able to explain directly how their lives are different.
2. Provide students with a brief background of the volunteer staff members.
3. Ask Students: please meet with a partner and come up with 3 questions you wish to ask the panel. Remember they have not read the book so you may need to provide background information to them.
4. As the panel members come into the classroom ask students to provide the panel with a brief summary of the story.
5. Ask each panel member to share a brief life history before opening the floor for discussion.
6. Allow open floor discussion for 20 min.

Wrap-Up:

- I hope these discussions and the readings allowed you to think more critically about the world around you.
- It is important to understand that every CODA has a different experience growing up as well as the fact Jean Ferris is hearing and does not have personal experience growing up in a deaf family.
- Are there any more questions related to the book or the experiences of our panel members?

Persuasive Writing for Social Justice



Unit 2: Pre-Writing

Goals

8. To encourage students to understand and reflect on social justice issues.
9. To increase students' participation in cooperative learning exercises
10. To foster persuasive writing development with Writer's Workshop.
11. To promote and increase academic language use in ASL and English.

Overview

This unit is designed to introduce students to persuasive writing. Students discuss social justice issues to help prepare for topic development. Students experience analyzing different kinds of persuasion from professional news articles, student writing samples and political cartoons. If needed the final lesson in the unit teaches the foundational skills needed for Writers Workshop in unit 3.

Activity 2.1: Deaf in Media

Content Standards	
California	Washington
History/Social Science Standards- Research, Evidence and Point of View 6th-8th 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 9th-10th 2. Students identify bias and prejudice in historical interpretations.	Social Studies Standards 6th -9th Grade EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating

Content Objective	Language Objective
Given samples of deaf in the media students will discuss and explore hearing perceptions of deaf people as measured by teacher observational notes.	Given a samples of deaf in media students will discuss in ASL reasoning and perceptions behind the media portrayal of deaf as measured by teacher observational notes.

Materials:

- Media examples involving deaf characters (links provided following lesson)

Preparing to Teach:

- ✓ Prepare all media sources before beginning activity/discussion
- ✓ Make the “Safe Zone” poster visual for students

Introduction:

- When we first began reading the book “Of Sound Mind” we asked you how you react when you meet a hearing person for the first time in the deaf community.
- Ask:
 - Would anyone like to explain further their reactions? The type of questions you ask?
 - Why do you react in such a way?
- Today I am going to share examples of deaf people found in mainstream media. I would like you to think about how hearing people see deaf and how that affects their perceptions of deaf.

Procedure:

1. Some of the clips we are getting ready to view you may have already seen. That is ok. If you have pay attention to what is said, and how deaf people are portrayed.
2. Show the videos listed below to students, after each video show the following discussion prompts.
 - a. In this video are deaf people showed in a positive or negative way?
 - b. How do you think this affects hearing peoples’ view of deaf people and deafness?
 - c. Does this impact how you respond to hearing people?
3. After all videos have been seen ask students what conclusions they have come to after watching the video.

Wrap-Up:

Ask students: what was the purpose of watching these videos today? Why is it important for you to think about these issues?

Video Links

Deaf in Media

<http://www.youtube.com/watch?v=2oM8cf6NnQI>

Read My Lips!

<http://www.youtube.com/watch?v=wMJ1zSInwUc>

Family Guy with Greased Up Deaf Guy

Deaf in the Media

Lesson objectives

- Given samples of deaf in the media students will discuss and explore hearing perceptions of deaf people as measured by teacher observational notes.
- Given a sample of deaf in media students will discuss in ASL, reasoning and perceptions behind the media portrayal of deaf as measured by teacher observational notes.

Deaf in Mainstream Media: Past, Present, Future

By: Megan Murphy

Discussion Questions

- In this video are deaf people showed in a positive or negative way?
- How do you think this affects hearing peoples' view of deaf people and deafness?
- Does this impact how you respond to hearing people?

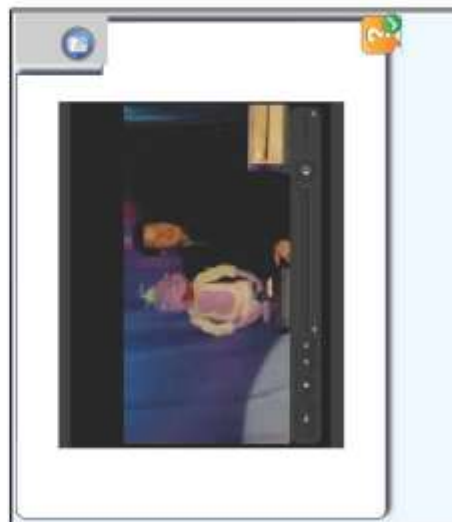
READ MY LIPS

COMEDY, OR DEAF-BASHING?



Discussion Questions

1. In this video are deaf people showed in a positive or negative way?
2. How do you think this affects hearing peoples' view of deaf people and deafness?
3. Does this impact how you respond to hearing people?



Discussion Questions

1. In this video are deaf people showed in a positive or negative way?
2. How do you think this affects hearing peoples' view of deaf people and deafness?
3. Does this impact how you respond to hearing people?

 Discussion Questions

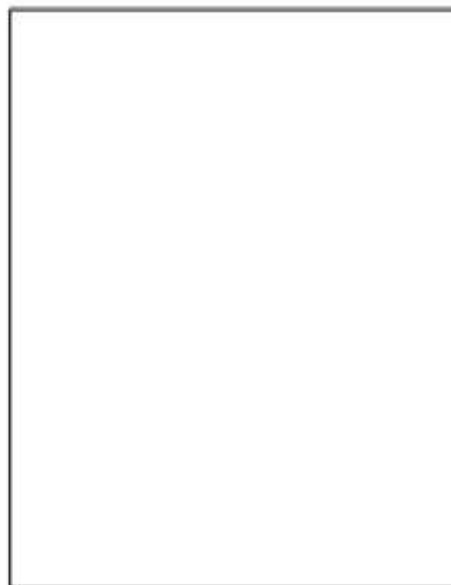
1. In this video are deaf people showed in a positive or negative way?
2. How do you think this affects hearing peoples' view of deaf people and deafness?
3. Does this impact how you respond to hearing people?

**My Deaf Family
(Pilot)**



 Discussion Questions

1. In this video are deaf people showed in a positive or negative way?
2. How do you think this affects hearing peoples' view of deaf people and deafness?
3. Does this impact how you respond to hearing people?



Activity 2.2: Racism and Classism

Content Standards	
California	Washington
History/Social Science Standards- Research, Evidence and Point of View 6th-8th 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 9th-10th 2. Students identify bias and prejudice in historical interpretations.	Social Studies Standards 6th -9th Grade EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating

Content Objective	Language Objective
Given census data students will correctly identify distribution of wealth by racial statistics as measured by student work.	Given an experiential exercise and census data students will discuss in ASL effects of racism and classism in everyday interactions as measured by teacher observational notes.

Materials:

- Deck of playing cards
- Rules for each group
- Census Data- distribution of wealth

Preparing to Teach:

- ✓ This activity is in two parts the first begins in the introduction and ends during the wrap-up. This experimental exercise is based on unwritten rules in society regarding race. The rules students follow will be used throughout the entire activity. You should choose one group to show preference for throughout the activity.
- ✓ The procedure of this lesson allows students to witness their own stereotypes of racism and classism while analyzing the distribution of wealth in the United States.

Introduction:

- As students enter the room hand them a playing card. Post on the board instructions that ask students to sit at the table matching the suit on their card.
- When the class is seating explain to students that for today I will only call them by the number and suit listed on their card. This will be their name; class mates must call them by this name as well.
- Explain: On your table is a set of rules your table group must follow throughout the day. Please take the time to read the rules, you will have 4 min then I will ask for any questions before we continue.

Procedure:

1. During the first week we were reading I asked you to define racism and sexism. These are the responses you gave me: (post responses on board)
2. Would anyone like to comment on these responses?
3. I want to briefly define these for you:
 - a. Racism- is the discrimination of a person based on their race
 - b. Classism- is the discrimination of a person based on their income or wealth
4. Today I want to focus on classism for our discussion. Does anyone know what the US Census is?
5. The census is a survey sent to everyone who lives in the United States. It asks questions about race, how many people are in your family.
6. The census also does surveys on the economy and asks questions based on income and how much people spend.
7. Display graph of distribution of wealth indicating percent of general population at each level. Explain the graph to students, then ask:
 - a. Is there any information on this graph that surprises you? Why?
8. After all student questions have been answered explain:
 - a. On the next page I have created a chart for each income level: poverty, middle class, wealthy. Beneath I have listed statistics for 4 racial groups (White, Black, Asian and Hispanic)
 - b. I would like you to try and match the statistics to the appropriate category. We will then discuss your answers.
9. Display the graph and the statistics; explain they have 5 min as a class to decide where each statistic fits in the graph.
10. After the class has finished sorting the statistics; review the chart and ask students:
 - a. Was it difficult to decide where each statistic fit?
 - b. Why do you think _____ is in this category?
 - c. What assumptions have you made when sorting the statistics?

- 11.** Review the chart with students stating which statistics are in the right place. If time is available ask students to look at the incorrect statistics and adjust their placements. Repeat the questions listed above.

Wrap-Up:

What conclusions have you made about classism? Does classism exist in America?

During this lesson you each had rules to follow for your group. How did you feel about these rules? What did you notice about my actions during class?

The rules you followed today were based off historical rules for men and women as well as between blacks and whites. Do you feel these rules were fair? Does knowing these rules existed change your opinion of the activity?

I wanted you to understand there are different forms of racism and sexism. Although we did not discuss sexism today we will be discussing them more tomorrow.

Rules for Experiential Exercise		
Suit 1	Suit 2	Suit 3
<ul style="list-style-type: none"> You may chat with friends as long as not distracting others You may eat candy from the jar on the table People from other groups can only speak to you when you speak to them 	<ul style="list-style-type: none"> You cannot speak to Suit 1 unless they speak to you You may speak to Suit 3 if the lesson permits 	<ul style="list-style-type: none"> You may not speak to anyone of the other suits even if they speak to you. You may only speak with people in your group.

Classism and Racism

Lesson objectives

- Given census data students will correctly identify distribution of wealth by racial statistics as measured by student work.
- Given an experiential exercise and census data students will discuss in ASL effects of racism and classism in everyday interactions as measured by teacher observational

Note: Instruction

Please Sit at the Table that Matches the Suit on your card.

Make a name take showing your Suit and Number

Example Name Tag

Table Rules

<ul style="list-style-type: none"> You may chat with friends as long as not distracting others. You may not casually from the jar on the table. People from other groups can only speak to you when you speak to them. 	<ul style="list-style-type: none"> You cannot speak to Sit 1 unless they speak to you. You may speak to Sit 3 if the lesson permits. 	<ul style="list-style-type: none"> You may not speak to anyone of the other suits even if they speak to you. You may only speak with people in your group.
---	---	---

Survey Responses

Racism:

- Color
- The cause of judging people who are different

Classism:

- In class/in club = classism
- Who are lower level brain than some
- When you judge who is 1st and who is 5th
- Person said I am smarter than you
- His 7th period different way to learn

Definitions



Racism - discrimination of a person based on their race

Classism - discrimination of a person based on their income or wealth

2008 Income Distribution 78,874 Families



Percent Distribution Sort Each into the Appropriate Category

	Poverty	Middle Class	Wealthy
Hispanic	12.5%	Black 13.4%	Hispanic 72.9%
Asian	27.5%	White 66.9%	Asian 68%
Hispanic	14.6%	White 8.0%	Black 17.7%
			Asian 7.3%

Follow Up Questions

- How did you feel about the rules you had to follow during the lesson?
- What did you notice about my actions?
- Do you feel these rules were fair?
- Does knowing these rules were similar to actual rules/laws change your thoughts or opinions of the activity?

Activity 2.3: Sexism and Gender Stereotypes

Content Standards	
California	Washington
History/Social Science Standards- Research, Evidence and Point of View 6th-8th 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 9th-10th 2. Students identify bias and prejudice in historical interpretations.	Social Studies Standards 6th -9th Grade EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating

Content Objective	Language Objective
Given a list of teachers and their previous employment students will discuss their reasoning for matching teachers to their employment and how it connects to stereotypes as measured by student response and teacher observational notes.	Given a matching exercise of teachers and their previous employment students will discuss in ASL how their reasoning connects to sexism and gender stereotypes as measured by student response and teacher observational notes.

Materials:

- Chart listing staff names and bank of previous employment

Preparing to Teach:

- ✓ Email school staff and ask for volunteers to share their previous employment
- ✓ Have student survey responses available

Introduction:

- Yesterday we discussed racism and classism and how they appear in everyday American Society.
- I briefly discussed how some of our rules were historic rules expected of woman.
- Today I we will discuss your responses to our survey and then I will challenge you to think about your own gender stereotypes during our activity.
- Let's review the rules we created for our safe discussion zone

Procedure:

1. Post survey responses from unit 1. Read over them with students and ask if anyone would like to add to our list.
2. Explain: many of you were on the right track when defining sexism and how it means to you. Sexism is the discrimination of a person based on their gender.
3. This can mean choosing a boy for a team over a girl because "boys are just better." Expecting girls to do the cooking or sewing because that is a girl thing.
4. My question for you today is what are some jobs that we view as men only and women only (have a t-chart on the board and document student responses)
5. These are some great examples. I would like to challenge you a little bit more. Recently I emailed teachers and staff here at school and asked them where they worked before here. From this I have made a chart (or charts) listing staff names and their previous job.
6. In groups I would like you to try to match the jobs to the staff listed; you will have 3 min to complete this task in groups. I will then ask for volunteers to show their response on the board and explain why they made those choices.
7. For example: If my name was on the board and one other staff; your job choices may be babysitter or sales person. I would ask you to choose who the baby sitter was and who the sales person was.
8. Show the chart up on the board and give student table groups 3 min to decide on an answer.
9. After 3 min ask students to show their matches and explain why they made that decision.
10. After each group has shared show the actual staff with their actual previous employment.
11. Ask students:
 - a. Were there any surprises? Why?
 - b. How are your perceptions stereotypes?
 - c. Are your responses considered sexism?

Wrap-Up:

Sexism can be perceived differently. Many of you referenced Feminism which is only discrimination of women however sexism can be related to either boys or girls.

What have you learned from this lesson?

I hope you have learned that just because someone may perceive a job as manly or feminine does not mean you cannot work in that job. You may be really good at something that seems unusual for your gender, so you should not let stereotypes limit your decisions.

Sexism and Gender Stereotypes

Lesson objectives

Given a list of teachers and their previous employment students will discuss their reasoning for matching teachers their employment and how it connects to Stereotypes as measured by student response and teacher observational notes.

Given a matching exercise of teachers and their

Survey Responses

Sexism

- Boy & Girl
- People bother girl body feel don't like because she worry and don't want sexism on her
- Told you to deal with other people
- When you have sex
- Male
- Make better than feminist
- Man or woman

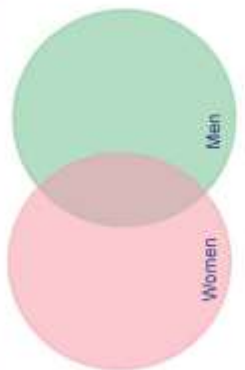
Dictionary Definition



sexism
-noun

1. attitudes or behavior based on traditional stereotypes of sexual roles.
2. discrimination or devaluation based on a person's sex, as in restricted job opportunities; especially, such discrimination directed against women.

What type of jobs can men and women have?



Match the staff to the correct job

Staff	Job
Sarah S	
Jane M	
Jenn C	
Ginger S	
Michelle C	
	Cocotal Server
	Legal Secretary
	Newspaper Delivery
	Rock Climbing/ Rappelling Instructor
	Restaurant Food Prep

Were you right?

Staff	Job
Sarah S	Cocotal Server
Jane M	Legal Secretary
Jenn C	Newspaper Delivery
Ginger S	Rock Climbing/ Rappelling Instructor
Michelle C	Restaurant Food Prep

Match the staff to the correct job

Staff	Job
Jana T	
Shauna B	
Donna S	
Jennifer E	
Sarah K	
	Washington DC VA Medical Center
	Teacher of the Deaf- Portland
	Camp Counsellor
	Educational Interpreter
	Preschool Teacher

Were you right?

Staff	Job
Jana T	Washington DC VA Medical Center
Shauna B	Teacher of the Deaf- Portland
Donna S	Preschool Teacher
Jennifer E	Educational Interpreter
Sarah K	Camp Counsellor

Were you right?

Staff	Job
Sarah S	
Jane M	
Piper G	
Ginger S	
Bill N	
Ski Lift Operator	Business Owner
Business Owner	Newspaper Reporter
Interpreter	Professor

Were you right?

Staff	Job
Sarah S	Business Owner
Jane M	Newspaper Reporter
Piper G	Interpreter
Ginger S	Ski Lift Operator
Bill N	Professor

Were you right?

Staff	Job
Michelle C	
Donna S	
Lisa M	
Sarah K	
David B	
Busser (clean tables at restaurant)	US Peace Corps
Counselor Aide	Grocery Store Clerk
Grocery Store Clerk	County Park Worker

Were you right?

Staff	Job
Michelle C	Grocery Store Clerk
Donna S	US Peace Corps
Lisa M	Counselor Aide
Sarah K	Busser (clean tables at restaurant)
David B	County Park Worker

Activity 2.4: Persuasive Strategies

Content Standards	
California	Washington
Language Arts Content Standards – Writing Applications 6 th - 2.5 write persuasive compositions 7 th - 2.4 write persuasive compositions 8 th - 2.4 write persuasive compositions 9 th -10 th - 2.4 write persuasive compositions	Writing Standards 6th -9th Grade 2.3 The student writes in a variety of forms for different audiences and purposes using a variety of forms and genre.

Content Objective	Language Objective
Given a PowerPoint presentation on persuasive strategies students will identify strategies used when writing an argument presented to the class as measured by student work.	Given a topic students will write in English a formulated argument as assigned for a designated topic as measured by group work. Given a presentation on persuasive strategies students will discuss in ASL strategies used while formulating their argument documenting their strategies on their paragraphs as measure by group work and teacher observational notes.

Materials:

- PowerPoint presentation on Persuasive Strategies

Preparing to Teach:

- ✓ It is important to choose a topic important to students. For the purpose of this lesson I chose to ask students to debate if Cell Phones and Pagers should be allowed in school. This may not meet the needs of all classrooms.

Introduction:

- Today we will begin our persuasive writing unit.
- Can anyone explain what it means to be persuasive?
- When you persuade you are trying to convince someone, it could be you trying to convince mom and dad you want to go out for a night or more in depth such as does Audism exist.
- You all have an innate ability to persuade; today we are going to develop and argument and present it to the class. When this is completed I will show you a PowerPoint on persuasive strategies.

Procedure:

1. I have chosen a topic for you to debate as groups. I will provide you the opportunity to choose a side for the topic I present. However, if you can not equally create groups I will assign a side/group.
2. Our topic to debate today is “Cell phones/ pagers should be allowed at school”
3. In your groups please create an argument either for or against as assigned and write 1 paragraph to turn into me. That means I should receive 2 paragraphs one with a supporting argument and one against the topic.
4. Here is a quick sample so you know what I am looking for:
 - a. I believe that teachers at our school should not accept late homework from students. This should become a rule at our school for two reasons. First, it would teach good study habits that the students would need for a better education. They would need to get all their homework in on time therefore it would start to become a good habit. Second, it would make it fair for the students who turn their homework in on time. Often I see classmates turning in homework late and receiving the same grade as a student who turned their homework in on time. This policy is unfair to students. By making a rule that says no late work would be accepted our grades would be consistent with our effort.
5. You have 15 min to create an argument and write your paragraphs.
6. After students have had time to write their paragraphs ask for a volunteer from each group to present their argument.
7. Ask students if they felt their arguments were effective. What made them effective?
8. Explain that as you create an argument for something that is important to you like if pagers should be allowed at school you automatically use persuasion strategies. I am going to show you a PowerPoint that will define each strategy for you so that you may use them as tools later on.

9. The first strategy we will discuss you must use when you are writing. You must state your argument. This is important because if you start discussing your topic but don't specifically tell people what you believe they won't know which side to choose.
10. When you write if you include information from important people others will find it interesting and your argument will be more convincing.
11. A strategy that you often will see and use in persuasive writing is the inclusion of facts, numbers and important information. This tends to catch people's eye and hooks them into your writing.
12. A strategy I see you all try to use here at school and I am sure at home is trying to appeal to someone's emotions. You do this by writing small stories that will cause people to think. The story may cause people to be happy, sad, or even angry.
 - a. A sample of this would be "There is not enough space at the pound if the puppy is not adopted soon he will be put to sleep."
 - b. Or "I did not get my homework done because I had a lot to do and I ran out of time."
 - c. Both of these statements are trying to convince someone to do something by appealing to their emotions.
13. When people trust you they are more likely to agree with you. When you write you build the trust with the reader.
14. Sometimes it is important to convince your reader to believe you because time is running out and if they don't something major will happen. We also see this in the previous story about the puppy. TV advertisements do this when trying to convince you to shop a sale.
15. The last strategy for persuasive writing is by including reliable research. When people see research agrees with you then they are also likely to agree with you.
16. Now that I have explained multiple strategies for persuasive writing I would like you to review the paragraphs you wrote about pagers. As a group identify what strategies you used in your writing. Also think of what strategies you could use to make your argument better.

Wrap-Up:

Today we discussed 7 different strategies for persuasive writing. Can I please have volunteers explain the different strategies? What strategies did you use in your writing?

Persuasive Strategies

Lesson objectives

- Given a PowerPoint presentation on persuasive strategies students will identify strategies used when writing an argument presented to the class as measured by student work.
- Given a topic students will write in English a formulated argument as assigned for a designated topic as measured by

Today we will be practicing persuasive arguments.

In a few min you will need to draw a number from the box when I walk around to your table.

This will tell you what side of the argument you will be on:

- 1 = Pro's
- 2 = Con's

Sample Paragraph

I believe that teachers at our school should not accept late homework from students. This should become a rule at our school for two reasons. First, it would teach good study habits that the students would need for a better education. They would need to get all their homework in on time, because it would start to become a good habit. Second, it would make it fair for the students who turn their homework in on time. Often I see classmates turning in homework late and receiving the same grade as a student who turned their homework in on time. This policy is unfair to students. By making a rule that says no late work would be accepted our grades would be consistent with our effort.

Please Divide into your groups.

You will have 15 min to write your argument.

Today's topic is: "Should Cell Phones/Pagers be Allowed at School"

- 1 = yes pagers should be allowed
- 2 = no pagers should not be allowed

Presenting

Take 2 min to decide who will be presenting your argument. You should have a max of 3 people in the front of the room for presentations



Instruction

Should	Ban from school
permit	

Activity 2.5: Analyzing Newspaper Articles

Content Standards	
California	Washington
<p>ELA Standards- Reading Comprehension</p> <p>6th - 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>7th - 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p>8th - 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>9th-10th - 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p>Reading Standards</p> <p>6th -9th Grade</p> <p>2.2.3 The student understands the meaning of what is read and expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>

Content Objective	Language Objective
<p>Given a news article students will identify persuasive strategies providing examples from persuasive writing samples as measured by student work.</p>	<p>Given news article students will discuss in ASL information identifying persuasive strategies with examples from persuasive writing samples and present the information in ASL to their classmates as measured by teacher notes and student work.</p>

Materials:

- Various persuasive newspaper articles
- Persuasive Writing Sort – Graphic Organizer

Preparing to Teach:

- ✓ Locate newspaper articles that are persuasive and relate to topic discussed for social justice if possible
- ✓ Ask students to read 1 article for homework before teaching the lesson, this will be used for a class example

Introduction:

- Yesterday we looked at different strategies for persuasion. You reviewed your arguments to see what strategies you innately used. Today I will assign partners, each partner group will read an article and identify the strategies used providing an example. I have 2 different articles so once finished you will share your findings with another partner group.

Procedure:

1. Using sample article read aloud the introduction to students.
2. Explain I have created an organizer to help you visualize the sections of a persuasive essay. You will use this when identifying the strategies used.
3. Identify the claim presenting in the introduction. Using the *Persuasive writing sort* write the claim in the box labeled introduction.
4. Explain to students as they keep reading I want them to decide what strategy was use and identify the corresponding sentence.
5. Continue to model with a supporting argument.
6. Ask students if there are any questions.
7. Assign partners and give each group an article. Students will have 15 min to read the article and fill out the organizer.
8. After 15 min regain student attention and explain. I would now like you to share what you found with another partner group. Post the student groupings so that there is no argument who is to partner with whom.
9. When students have finished sharing. Ask for volunteers to identify the different strategies they found.
10. Collect student work.

Wrap-Up:

- The samples you read today are professional examples found in newspapers. Why would I ask you to read and analyze newspaper articles? Many of the people I knew growing up, as well as myself, did not understand the purpose of writing a persuasive essay. It seemed like it was something only assigned in school. The goal of today's assignment was for you to see real world examples of persuasive writing and understand it is not only used in school but has value in the world.

Persuasive Writing Sort

Introduction	
Supporting Argument	Opposing Argument
Author's Opinion	
Conclusion	

Analyzing Newspaper Articles for Writing Organization

Lesson objectives

- Given a news article students will sort information into categories of persuasive writing as measured by student work.
- Given a news article students will discuss in ASL how to sort the paragraphs into categories for persuasive writing and

News Worthy Agenda

- In assigned partners read a given news article (5 min)
- Discuss the purpose of the article and what it was about (5 min)
- Use *Persuasive Writing Sort* to identify the purpose of individual paragraphs (5-10 min)
- Cut and paste the paragraphs onto the *Persuasive Writing Sort* (2-5 min)
- Be prepared to present your article

Present Your Findings

The following should be stated during your presentation:

- The Title of your Article
- A brief summary
- Show your *Persuasive Writing Sort*
- Explain why you sorted paragraphs as you did

Persuasive Writing Sort

Introduction	Supporting Arguments	Opposing Arguments	Author's Opinion	Conclusion

Activity 2.6: Analyzing Example Essays

Content Standards	
California	Washington
<p>ELA Standards- Reading Comprehension</p> <p>6th - 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>7th - 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p>8th - 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>9th-10th - 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p>	<p>Reading Standards</p> <p>6th -9th Grade</p> <p>2.2.3 The student understands the meaning of what is read and expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>

Content Objective	Language Objective
<p>Given teacher modeling students will outline example essays and create a task list as measured by student work and teacher observational notes.</p>	<p>Given example essays students will analyze the content of an essay and write an outline in English as measured by student work.</p> <p>Given an analysis of example essays students will describe in ASL the tasks needed to complete an essay as measured by teacher observational notes.</p>

Materials:

- Various student sample essays as found on www.eolit.hrw.com
- Laptops for each student group

Preparing to Teach:

- ✓ Set up laptops for each student group with the sample essays

Introduction:

- Yesterday we analyzed professional persuasive writing samples to identify the strategies used and how they presented their arguments. Today we will be analyzing student essays, these essays are not from students at your school but written by students across the United States. Today we will be analyzing the essays for formatting and not strategies. When we are done we will work as a class to develop a task list to help guide us through the writing of our essays.

Procedure:

1. I have 3 examples online. Each example has an option to click that will highlight the text providing more information. I would like to go through all three with you. However, I do not want to be standing up here the whole time reading it to you.
2. Instead I am going to model the activity using an essay above your class level. Then we will break into 3 groups, each group will receive a laptop with an article already loaded for you to analyze. As you read you will be expected to create an outline as a group for the article.
3. Begin to read “Our City Needs Bike Lanes” (11th grade sample)
4. Show the left column next to the essay. Explain the left column helps outline the essay by clearly labeling its parts. When you click these labels it identifies the corresponding text.
5. Use this to help you outline you essay. For example my essay outline would begin like this:
 - I. Introduction**
 - i. Anecdote – personal story (building trust)**
 - ii. Background information – explaining topic**
 - iii. Opinion statement – (claim/thesis)**
6. Continue to read two more paragraphs of the article outlining them with students.
7. Ask students if there are any questions about the activity.
8. Explain you will have 10min to read and outline your articles then we will regroup to create the task list.
9. Divide the class into three groups and provide 10 minutes of work time.
10. Regroup – you each have had time to review an essay for its formatting with your help I will now create a task list for writing a persuasive essay.
11. What must be in the introduction?
12. How many arguments should you have?
13. What is needed for each argument?
14. What is included in the conclusion?

Wrap-Up:

- By answering those questions I have made a note as to what you feel should be included in the essay. I will type this list and on Monday I will hand each of you a copy to glue into your Writer's Notebooks. By the end of next week you will be choosing your topics. Take the time to think about what you wish to write about. Your topic should be something important to you because the more you care about your topic the more you will enjoy writing it and the easier writing will become.

Activity 2.7: Persuasion in Political Cartoons

Content Standards	
California	Washington
History/Social Science Standards- Research, Evidence and Point of View 6th-8th 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 9th-10th 2. Students identify bias and prejudice in historical interpretations.	Social Studies Standards 6th -9th Grade EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating

Content Objective	Language Objective
Given guided practice students will analyze a political cartoon for content and explain to the class the purpose as measured by student work and teacher observational notes.	Given guided practices students will discuss and present in ASL the purpose and message of a political cartoon as measured by student work and teacher notes.

Materials:

- Political cartoon samples
- Smart lesson

Preparing to Teach:

- ✓ This activity is designed to be repeated throughout the lesson sequence with different political cartoons
- ✓ Students need to have background knowledge of the social context to understand political cartoons. Choosing cartoons related to students lives are most effective

Introduction:

- o Explain: we have already analyzed persuasive writing both professional examples and student examples.
- o Ask: Why did we analyze the writing samples?
- o Explain: it is important to see the language used when writing as well as the strategies and format used. This helps us see the big picture before we begin to write our own essays.
- o However, persuasion is not only limited to writing. Persuasion also exists in political cartoons. Today we will be analyzing political cartoons for their purpose and message.

Procedure:

1. Explain to students: When analyzing political cartoons there are 5 questions you should ask.
 - a. What is included in the cartoon?
 - b. What is the important message?
 - c. What symbols are used?
 - d. What strategies does the artist use?
 - e. What is the artist trying to convince you of?
2. Explain to students: You will have the opportunity to analyze political cartoons in groups but before we do so I would like to practice as a class.
3. Display the first cartoon with the 5 questions posted next to it.
4. Ask students each of the 5 questions and taking 3-4 volunteer responses.
5. As a class identify the purpose of the sample cartoon.
6. Divide students into 3 groups and provide each group a sample cartoon (3 copies for each group)
7. Provide students 15 minutes to analyze their cartoon, have the 5 questions posted on the board for student reference.
8. After each group has completed analyzing their cartoons, groups are to present their cartoon and findings to the class.

Wrap-Up

- Was it easier to analyze the cartoons compared to analyzing writing? Why or why not?
- Why is it helpful to analyze political cartoons?
- We have taken the time to analyze different types of persuasion to show you its usefulness in society. We often view persuasive writing as a task that is only done in school but by analyzing different styles of persuasion you can begin to see the validity of persuasive writing.

Persuasion in Political Cartoons

Lesson objectives

Students will analyze a political cartoon and determine its meaning and what persuasion strategies were used.

HELLO, THAT'S MY SEAT!

OUR SENATORS TOOK

What is included in the cartoon? (images/text)

What is the important message?

What symbols are used?

What strategies does the artist use?

What is the artist trying to convince you of?

1 What is included in the cartoon? (images/text)

2 What is the important message?

3 What symbols are used?

4 What strategies does the artist use?

5 What is the artist trying to convince you of?

Political Cartoon Analysis

1. What is included in the cartoon? (images/text)

2. What is the important message?

3. What symbols are used?

4. What strategies does the artist use?

5. What is the artist trying to convince you of?

What to consider when analyzing:

- What is included in the cartoon? (images/text)
- What is the important message?
- What symbols are used?
- What strategies does the artist use?
- What is the artist trying to convince you of?

THE GREATEST IRONY:

A cartoon titled "THE GREATEST IRONY" showing two babies. On the left, a baby labeled "DEAF BABY" is wearing a hearing aid. On the right, a baby labeled "HEARING BABY" is also wearing a hearing aid. The irony is that both babies are wearing hearing aids, suggesting that the hearing baby might be hearing impaired.

Source: www.cartoonists.com

A cartoon titled "Deaf DNA" showing a doctor in a white coat holding a test tube. He is talking to a family. A thought bubble from the doctor says "It's a MIRACLE 'NORMAL' hearing baby!". A thought bubble from the family says "It's a MIRACLE 'NORMAL' Deaf baby!". The cartoon is signed "©2008/wise".

COCHLEAR IMPLANT:

BEFORE + AFTER

A cartoon showing a child's face before and after cochlear implant surgery. The "BEFORE" face is sad and has a speech bubble that says "I'M A DEAF CHILD, NORMAL AS USING MEMBER OF DEAF COMMUNITY". The "AFTER" face is happy and has a speech bubble that says "UNHAPPY CHILD, EASED INTO YEARS OF INTENSIVE SPEECH THERAPY TO TRY TO FIT IN A 'HEARING' WORLD WITH BELONGING OF BEING 'NORMAL' AND SCARED, EYE-LIKE".

DAMON

A cartoon from Silent News, a newspaper for the deaf based in Rochester, showing an attitude towards the hearing world.

Activity 2.8: Foundations for Writer's Workshop

Content Standards	
California	Washington
<p>ELA Standards- Listening and Speaking</p> <p>6th - 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience</p> <p>7th - 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience</p> <p>8th - 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose</p> <p>9th-10th - 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p>	<p>Communication Standards</p> <p>6th -9th Grade</p> <p>2. The student uses communication skills and strategies to interact/work effectively with others.</p> <p>3. The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations.</p>

Content Objective	Language Objective
<p>Given explanation of Writer's Workshop students will discuss what each social skill looks like, signs like, and feels like as measured by teacher created chart.</p>	<p>Given explanation of Writer's Workshop students will discuss in ASL what each social skill looks like, signs like, and feels like as measured by teacher created chart.</p>

Materials:

- Chart paper/ pens
- Student Writing Notebooks

Preparing to Teach:

- ✓ This lesson is to introduce students to procedures and skills needed for writer's workshop
- ✓ Find a place to post the charts when finished- they should be visible during the writers workshop process

Introduction:

- Ask students: “When you have had time to write in class what does it look like?”
- Explain: For our next writing assignment you will be participating in writer’s workshop. During Writer’s Workshop you will be taught a new lesson that is important for your writing task for that day. For this to work we need to agree on what cooperation, listening and positive feedback look like.

Procedure:

1. Explain: During each lesson you will be asked to work in groups. For this to work we need to agree what good cooperation looks like, signs like and feels like.
2. Post a chart paper on the board with a title “Working Together” and 3 columns below titles looks like, signs like and feels like.
 - a. Ask for student volunteers to explain what good cooperation/working together would *look like* for someone who enters the classroom. Document responses on chart paper.
 - b. Ask for student volunteers to explain what good cooperation/working together would *sign like*, meaning what language should we use. Document responses on chart paper.
 - c. Ask for student volunteers to explain what good cooperation/working together would *feel like* for someone participating in a group. Document responses on chart paper.
3. Students should agree to sign and follow this model when working together.
4. Post a chart paper on the board with a title “Being Good Watchers/Attender’s” and 3 columns below titles looks like, signs like and feels like.
 - a. Ask for student volunteers to explain what being a good listener would *look like* for someone who enters the classroom. Document responses on chart paper.
 - b. Ask for student volunteers to explain what being a good listener would *sign like*, meaning what language should we use. Document responses on chart paper.
 - c. Ask for student volunteers to explain what being a good listener would *feel like* for someone is speaking and those listening. Document responses on chart paper.
5. Students should agree to sign and follow this model when working together.
6. Post a chart paper on the board with a title “Positive Feedback” and 3 columns below titles looks like, signs like and feels like.
 - a. Ask for student volunteers to explain what positive feedback would *look like* for someone who enters the classroom. Document responses on chart paper.

- b. Ask for student volunteers to explain what being a positive feedback would *sign like*, meaning what language should we use. Document responses on chart paper.
 - c. Ask for student volunteers to explain what positive feedback would *feel like* for someone is presenting and receiving. Document responses on chart paper.
7. Students should agree to sign and follow this model when working together.

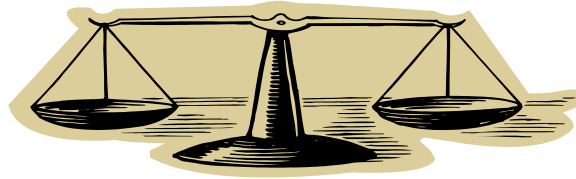
Wrap-Up:

- Explain: You will be expected to use these as a guide when participating in Writer's Workshop. By signing each chart you agree to these and will be held responsible for following them.

Sample Chart

Title		
Looks Like	Signs Like	Feels Like

Persuasive Writing for Social Justice



Unit 3: Writer's Workshop

Goals

12. To encourage students to understand and reflect on social justice issues.
13. To increase students' participation and cooperative learning exercises.
14. To foster persuasive writing development with Writer's Workshop.
15. To promote and increase academic language use in ASL and English.

Overview

This unit is designed to guide students through the writing processes needed to write a persuasive essay/news article. Within this unit you will find mini-lessons designed for anticipated student needs. Not all mini-lessons need to be taught, however additional lessons may need to be taught depending on student progress and needs during the writing process. A daily routine needs to be established with students in order to provide the most effective environment for writing. A suggested daily schedule is included within the unit.

Outline of Writer's Workshop Lesson Progression

1. Find an Idea (*mini-lessons #1-2*)
2. Rough Draft (*mini-lessons #3-8*)
3. Status of the Class
4. Revisions (*mini-lesson #9-11*)
5. Status of the Class
6. Self-editing (*mini-lesson #12*)
7. Preparing for publishing (*mini-lesson #13*)

Daily Schedule

There are two ways in which to implement Writer's Workshop. This curriculum makes use of one to maintain student progress; **whole class lessons**. As a teacher you decide when to present each mini lesson. A daily schedule is outlined below:

Whole Group Lessons

1. Mini-Lesson (5-10 minutes)
2. Writing and Conferences (30-45 minutes)
 - Students:
 - Sit in small groups and write. Students do not need to be silent as they write they should be encouraged to discuss their writing.
 - Teachers:
 - Walk around as students write. Meet with individual students for conferences.
3. Group Share/Discussions (5-10 minutes)

Writing Conference Guide

Writing conferences should be complete while students are working on their writing tasks. You can speak to students individually or in small groups. Below are some sample questions you may ask students during conferences as found in “In the Middle: Writing, Reading and Learning with Adolescents” by Nancy Atwell. Keep clear and concise records of all conferences.

Situation	Conference Approaches
The piece is unfocused: it covers several different days, events, ideas etc.	<ul style="list-style-type: none"> • Do you have more than one story here? • What’s the most important thing you’re trying to say? • What’s your favorite part? How can you build on it?
There isn’t enough information in the piece.	<ul style="list-style-type: none"> • I don’t understand. • Please tell me more about it. • What else do you know about your topic? • How could you find out more about your topic?
There’s too much information in the piece.	<ul style="list-style-type: none"> • Is all this information important? • What parts don’t you need?
The piece is a list of events and includes little of the writer’s reflections.	<ul style="list-style-type: none"> • How did you feel when this happened? • What do you think about this? • Why is this significant to you?
The lead holds the reader’s at arm’s length, going on about contextual details rather than introducing the writer’s thesis.	<ul style="list-style-type: none"> • Does this lead bring readers right into the piece? • Where does your piece really begin? • Can you delete other information and begin there instead?
The conclusion is either too sudden or drags on and on.	<ul style="list-style-type: none"> • What do you want the reader to know or feel at the end of your piece? Does this conclusion do it? • Where does your piece really end?
There are no or few direct quotes in a piece in which people talk.	<ul style="list-style-type: none"> • What can you do to show how these people spoke, so your reader can hear their voices?
You want to bring closure to the conference and understand what the student is taking away from the conference situation.	<ul style="list-style-type: none"> • What do you think you will do next?

Mini-Lesson 1: Topic Development

Content Standards	
California	Washington
ELA Standards- Writing Strategies 6th - 1.3 Use a variety of effective and coherent organizational patterns. 7th - 1.4 identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation and research 8th - 1.1 create compositions that establish a controlling impression 9th-10th - 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Writing Standards 6th -9th Grade 1.1.1 Students pre-write to generate ideas and plan writing by applying more than one strategy for generating ideas and plan writing

Content Objective	Language Objective
Given a brainstorm and discussion students will choose a topic for persuasive writing as measured by student work.	Given a brainstorm students will discuss in ASL possible topics with a partner and write in English t teacher notes and student work.

Materials:

- Smart Board Lesson
- 3x5 cards

Preparing to Teach:

- ✓ This lesson asks students to brainstorm topics. Discuss how to identify a worthy topic and narrowing topic focus.
- ✓ By the end of the lesson students should have chosen a topic and be able to identify two arguments

Introduction:

- Ask Students: “What is the purpose of a persuasive essay?”
- Explain:
 - A persuasive essay has facts and opinions
 - A goal of a persuasive essay is to change a readers mind and agree with your opinion
 - Students job as a writer will be to choose one argument and convince the reader to agree with your opinion

Procedure:

1. Last year many of you experienced ASL compositions. Think about what you learned about topics as we brainstorm topics for our English Persuasive writing.
2. Showing the blank slide for brainstorming ask students:
 - a. Would anyone be willing to share the topic they chose last year?
 - b. What are some other possible topics for persuasive writing?
3. Explain: these are some great example topics; you will soon have the opportunity to meet with a partner to discuss a possible topic choice. Before we split into groups I want you to think about your discussion last year about worthy topics.
 - a. Display the next slide and make note of students descriptions
 - b. You may need to provide examples of un-worthy topics to begin student instruction- ex: I should wear a strapless dress to prom.
 - c. Explain worthy topics should be important to many people, should have supporting and opposing arguments
4. Use the random group generator to break students into partners. Provide students 5 min to choose a topic and regroup.
5. Show the next slide and Explain a strong topic for persuasive writing is very specific. It is easy to choose a topic that is very general, it is okay to start with this topic but we must learn how to focus our topic.
6. Often persuasive writing topics are in the form of a question. You should be able to say 2 arguments for your topic today; this makes it easier as you plan your writing.
7. Show the next slide with the target. Explain the target is to help us visualize our topic. Strong focused topics will be closest to the center, general topics will fall on the outer rings.
8. Can I have 3-5 volunteers share their topics and explain where they think they fall on the target?
 - a. For students whose topics are general ask class for suggestions about narrowing the focus.

9. Work with your partners for another 3 min to decide on your topic.

Wrap-Up:

- You should now have an idea for your topic.
- What are some important things to remember when choosing a topic?
- Before you leave today you need to use a 3x5 card as an exit slip. Write your name, the topic you chose and possible arguments.

Topic Development

Lesson objectives

Given a brainstorm and mini-lesson students will choose a worthy topic to use for a persuasive essay as measured by student work.

Lesson Objectives | Student Work | Student Work

Brainstorm

Worthy Topics

- What makes a worthy topic?

Random Group Generator

1st	2nd	3rd	4th	5th
6th	7th	8th	9th	10th
11th	12th	13th	14th	15th
16th	17th	18th	19th	20th
21st	22nd	23rd	24th	25th
26th	27th	28th	29th	30th
31st	32nd	33rd	34th	35th
36th	37th	38th	39th	40th
41st	42nd	43rd	44th	45th
46th	47th	48th	49th	50th

Number of groups: 5



Narrowing your focus

Remember!

- a good topic is very specific and often in the form of a question.
- you should be able to give 2 arguments for your topic now (this will make it easier to decide)
- your topic needs to be worthy of an essay

Exit Slips

Before you leave for the day fill out an exit slip (white 3x5 card) with your name and TOPIC and arguments

Mini-Lesson 2: Persuasion Map

Content Standards	
California	Washington
ELA Standards- Writing Strategies 6th - 1.3 Use a variety of effective and coherent organizational patterns. 7th - 1.4 identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation and research 8th - 1.1 create compositions that establish a controlling impression 9th-10th - 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Writing Standards 6th -9th Grade 1.1.1 Students pre-write to generate ideas and plan writing by applying more than one strategy for generating ideas and plan writing

Content Objective	Language Objective
Given teacher modeling students will outline their persuasive arguments using a persuasion map as measured by student work.	Given teacher modeling students will organize writing in English using a persuasion map as measured by student work.

Materials:

- Persuasion map
- Document camera

Preparing to Teach:

- ✓ Teacher should have a topic chosen for teacher modeling with arguments and facts/examples
- ✓ Copy persuasion maps for each student

Introduction:

- Before you write an essay it is important to outline or map out the progression of your essay- for persuasive writing a persuasion map is helpful
- Your persuasive essay needs to include 3 arguments and at least 3 supporting details of facts/examples.

Procedure:

- 10.** An easy way to outline for a persuasive essay is by using a persuasion map.
- 11.** A persuasion map resembles a tree with branches for each argument and its supporting details.
- 12.** The first thing you need to write in your persuasion map is your claim. On this map it is listed as “goal or thesis”
 - a.** Teacher should model filling out map with their topic
- 13.** The next branches are the three arguments.
 - a.** teacher should model filling out their arguments
- 14.** The final branches are the supporting details. Your supporting details are often in the form of facts and opinions.
 - a.** Model filling out map providing supporting details for at least one argument.
- 15.** Provide students the opportunity to begin filling out their persuasion map.

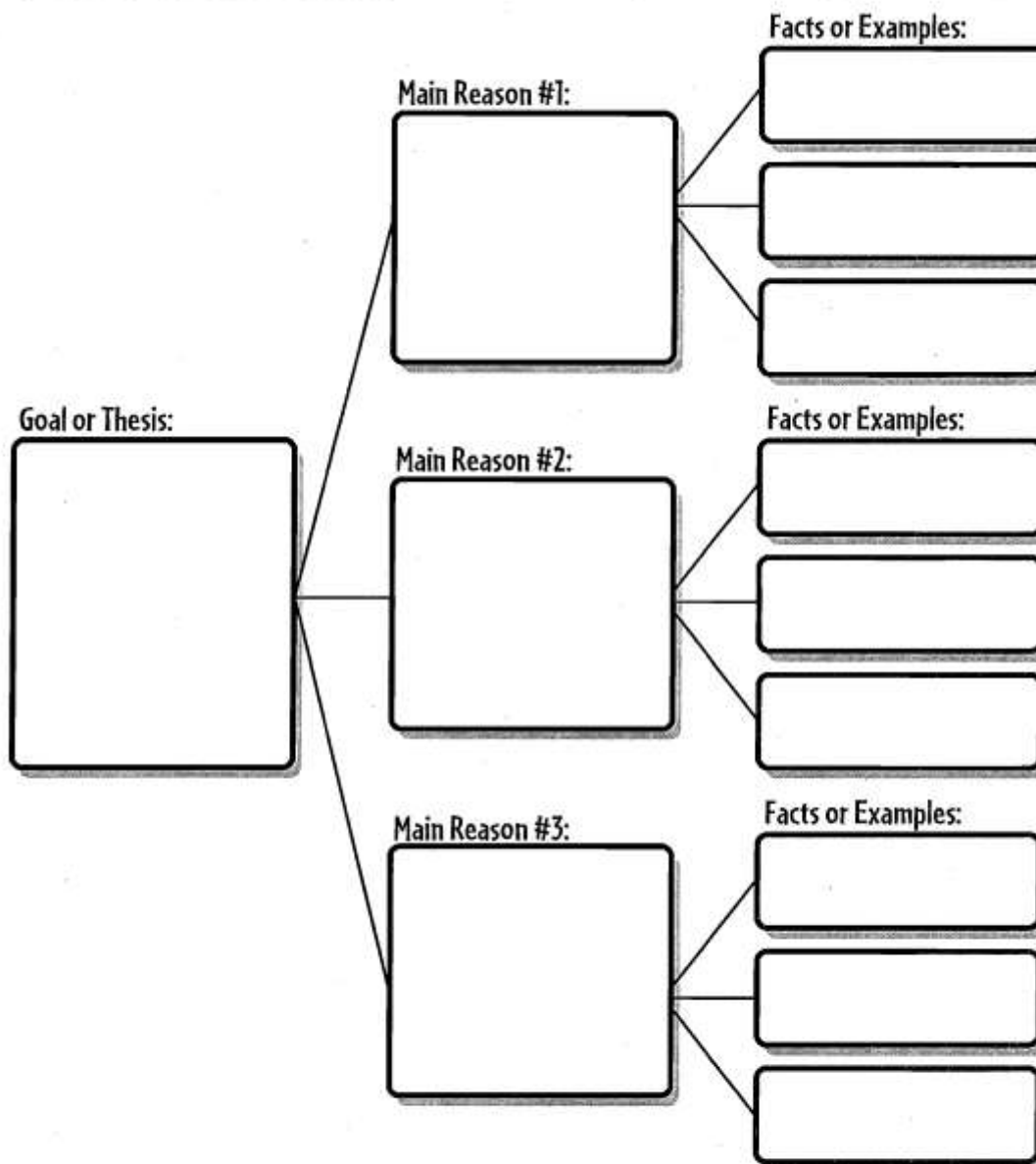
Wrap-Up:

- What is the purpose of a persuasion map?
- Explain: a persuasion map can be used both for English writing and ASL compositions. When using it for ASL compositions it can become your mental map when filming.
- You should complete your persuasion map for homework and be ready to begin drafting your essay.

Persuasion Map

Name: _____

Title: _____



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Mini-Lesson 3: ASL Draft

Content Standards	
California	Washington
ELA Standards- Writing Applications 6th -2.5 Write persuasive compositions 7th - 2.4 Write persuasive compositions 8th - 2.4 Write persuasive compositions 9th-10th - 2.4 Write persuasive compositions	Writing Standards 6th -9th Grade 1.2.1 Produces multiple drafts. <ul style="list-style-type: none"> • Refers to prewriting plan. • Drafts by hand and/or electronically. • Rereads text and continues drafting over time. • Rereads text, puts it away, and returns to it later.

Content Objective	Language Objective
Given discussion of expectations students will video an ASL draft of their persuasive composition as measured by student work.	Given discussion of teacher expectations student will video in ASL a draft of their persuasive composition as measured by student work.

Materials:

- Video cameras/ laptops with video camera
- USB drive
- Teacher expectations
- Persuasion Map

Preparing to Teach:

- ✓ Students need to complete persuasion map before filming ASL draft
- ✓ Discuss students prior knowledge of videotaping and ASL compositions

Introduction:

- Many of you experienced ASL persuasion last year. To help you with writing Persuasive compositions you will be first filming your draft.
- For most of you ASL is your strongest language, by first creating a draft in ASL you can produce a better draft.
- We will learn how to use your ASL draft to write an English outline and rough draft.

Procedure:

16.Ask: What are the rules we must follow when filming in ASL? (make a list to post during filming)

- a. Make sure the camera can see your face and hands. Sit away from the camera.
- b. Make sure your signs are clear (you will be watching the videos yourself you need to understand what you signed)
- c. Try not to walk behind a student filming

17.Explain: When you get ready to film you should be aware of the expectations for your ASL draft. You need to:

- Introduce your argument
- Present each of your 3 arguments supporting each idea with facts and opinions
- Address possible reader concerns, questions, or counterarguments
- Use strong vocabulary
- Leave out unnecessary details or inaccurate information (stay on topic)
- Conclude by answering the question asked during the introduction.

18.Explain: When you are ready to film it is important to have your mental map with you. You may use your persuasion map if this works for you. If you prefer to outline your essay differently you may.

19.Explain: you need to save your video onto your USB, if you do not have it with you then you need to make sure you email the video to yourself.

20.There are several computers available for you to use for filming as well as 2 video cameras.

21.Allow students 1 class period for filming.

Wrap-Up:

- Why are we filming our arguments in ASL?
- Why is it helpful/important to do so?
- Does your ASL video need to be perfect? Do you need to edit your film?

Mini-Lesson 4: ASL Draft to English Outline

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.3 Use a variety of effective and coherent organizational patterns.</p> <p>7th - 1.4 identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation and research</p> <p>8th - 1.1 create compositions that establish a controlling impression</p> <p>9th-10th - 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>1.1.1 Students pre-write to generate ideas and plan writing by applying more than one strategy for generating ideas and plan writing</p>

Content Objective	Language Objective
<p>Given teacher modeling students will outline their persuasive arguments from their ASL rough draft as measured by student work.</p>	<p>Given teacher modeling students will organize writing in English using an outline and their ASL rough draft as measured by student work.</p>

Materials:

- Outline Organizer
- ASL Rough draft videos
- Persuasion Map
- Writers notebooks

Preparing to Teach:

- ✓ Teacher should have a topic chosen for teacher modeling with arguments and facts/examples
- ✓ Outline organizer for each student to glue into writers notebook

Introduction:

- Recently you videotaped yourself signing a rough draft of our persuasive essay. Why would I ask you to film yourself before writing?
- Many of you struggle to put into English words what you want to convey, you have a much easier time signing it. This is very natural.
- To help you improve your writing we began with an ASL video so that you already have a strong foundation for writing.
- Today I will model how to use your video to create an outline to guide you through writing your English rough draft.

Procedure:

1. Can anyone explain what an outline is for?
2. An outline helps your organize the information for your essay to make it easier to write a draft.
3. We already filled out a persuasion map but I noticed many of you expanded upon the details from your persuasion map when filming. The outline will help you organize the additional information you now have.
4. Last year when you studied expository writing you learned about the shape of essay writing. An essay is similar shape to an I. It starts small with an introduction, expands to the body where the most information is, and goes back to small for the conclusion.
5. For our outlines we will use the format you are familiar with, the I shape and expand upon it by using Roman numeral outline.
6. Post a sample of the outline to students.
7. Explain we will be using the outline to help us take notes from our ASL rough draft for example:
 - a. Show sample teacher created rough draft. Stop the video before the 3 arguments.
8. This whole section we just watched is part of my introduction where I am explaining my claim. I need watch the video and translate what I said into

English. It does not need to be complete sentences but enough that I understand what I was trying to communicate.

a. Model this action. Review the video once more and explain what notes you will take and why?

9. The bulk of my writing will be the 3 body paragraphs for each reason. These should be similar to your reasons listed on the persuasion map, but you may have expanded on them or changed them.

a. Model this activity showing the first argument on video sample.

10. You continue using this strategy until your outline is completely filled

11. Please take some time to review your video and outline.

Wrap-Up:

- What is the purpose of outlining?
- Why are we creating an outline after making an ASL rough draft?
- If you fill out your outline properly a rough draft will be simple to write because you will be taking your notes and changing them into complete sentences.

I. Introduction: (hook, claim, state reasons, transition sentence)	
II. Reason # 1:	
a.	
b.	
c.	
III. Reason # 2:	
a.	
b.	
c.	
IV. Reason # 3:	
a.	
b.	
c.	
V. Conclusion: (transitions, restate facts and claim, closing sentence)	

Mini-Lesson 5: Lead Types

Content Standards	
California	Washington
ELA Standards- Writing Strategies 6th - 1.2 engage the interest of the reader and state a clear purpose 7th - 1.2 support all statements and claims with anecdotes, descriptions, facts and statistics and examples 8th - 1.1 create compositions that establish a controlling impression 9th-10th - 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	Writing Standards 6th -9th Grade 3.1.2 Uses an effective organizational structure constructing an introduction using a variety of approaches varying leads, endings and types of conflict in narratives.

Content Objective	Language Objective
Given teacher modeling students will write a lead sentence for introduction using interesting facts, quotations, and/or bold statement as measured by student work.	Given teacher modeling students will discuss in ASL possible lead statements and write in English each statement posed by groups as measured by teacher notes and student work.

Materials:

- Writer's notebooks (teacher and students)
- Document Camera
- Smart Board Lesson

Preparing to Teach:

- ✓ By teachers using a writers notebook they become a positive model of writing and organization for students

Introduction:

- Explain:
 - With non-fiction writing it is easy for a reader to lose interest. It is the student's job as a writer to get the readers interested in what is being written about.
 - How students' begin writing is important. There are 3 leading sentence types to begin writing that "hook" the reader when writing a persuasive essay.

Procedure:

1. Introduce and define the 6 lead sentence types you will be discussing during the lesson; interesting facts, quotations, bold statements, anecdote, description, and question.
2. Using topic teacher modeled for persuasion map model development of lead statements for the introduction for each sentence type
3. Explain to students that you created a lead sentence for each of the 6 types. You will share each one and their job will be to identify which type of lead sentence it is.
4. Show the first lead sentence with 4 options as a multiple choice answer. Ask students which lead type is the modeled sentence. Expand and explain each type and why the sentence matches.
 - Example: anecdote- this is a short personal story that allows the reader to make a connection with me.
5. Continue with each lead type explaining in detail how and why each type matches the modeled sentence.
6. Explain to students: today you will begin writing leads for your persuasive essay. I would like you to try and create a lead for each sentence type. This will allow you to choose your favorite lead when beginning your rough draft.
7. By writing 6 leading sentences you can try each sentence to see what best fits your essay.
8. Provide students with 10-15 min to write leading sentences.

Wrap-Up

- Why is it important to use a hook when writing?
- Would anyone be willing to share some examples they have written?
- What was the purpose of writing multiple leading sentences?

Lead Types (Hook)

Lesson objectives

Given teacher modeling students will write a leading sentence for their introduction as measured by student work.

There are 6 Lead Types (hook) for Persuasive Writing

- Anecdote (Personal Story)
- Question
- Interesting Fact
- Bold Statement
- Quotation
- Description

Write a sentence for each type of lead (hook) for YOUR essay and TOPIC.

Question

"The weakening of the Deaf identify often causes them to feel like lesser human beings and become more alien to the hearing world as well," said Genie Gertz when explaining the impact of Audism on deaf identity.

- A Bold Statement
- B Anecdote
- C Quotation
- D Description

Question

We accept terms such as racism, and sexism but yet there is one word the world refuses to acknowledge; Audism.

- A Bold Statement
- B Anecdote
- C Quotation
- D Description

Question

Imagine walking into a restaurant to eat and as you approach the front desk and gesture that you want to write. The person speaks to you and you shake your head pointing to your ear they finally understand you are Deaf. The look on the hosts face is one of sorrow and confusion as they tell you "I am sorry."

A Interesting Fact
 B Anecdote
 C Quotation
 D Description

Question

In 1975 a new term was created to label a preexisting action, still to this day it is unknown to most of the world.

A Interesting Fact
 B Question
 C Quotation
 D Description

Question

I am not a person who can experience Audism directly; however I have witnessed it many times. A simple situation where a deaf person is told "I am Sorry" and for what reason because they can not hear.

A Interesting Fact
 B Anecdote
 C Question
 D Description

Question

Have you ever heard of the term "Audism?"

A Interesting Fact
 B Anecdote
 C Question
 D Description

Mini-Lesson 6: Topic Sentences

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.2 Create multiple-paragraph expository compositions: b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p> <p>7th - 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.</p> <p>8th - 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques</p> <p>9th-10th -1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>3.1.2 Uses an effective organizational structure and writes unified, cohesive paragraphs</p>

Content Objective	Language Objective
<p>Given teacher modeling students will write topic sentences for sample topics as measured by student work.</p>	<p>Given teacher modeling students will discuss in ASL and write in English topic sentences related to social justice topic as measured by teacher notes and student work.</p>

Materials:

- Writing Notebooks (teacher and student)
- Persuasion Map
- Document camera

Preparing to Teach:

- Explain expectations and goal of lesson to students

Introduction:

- Explain: when we write it is important to tell the reader what each paragraph is about, we do this by writing topic sentences
- Ask students: “where does a topic sentence go in a paragraph?”
- Explain: Most often topic sentences are the first sentence in a paragraph but they can be placed within or at the end of a paragraph. The key to topic sentences is knowing what you will talk about when you are writing.

Procedure:

1. Topic sentences explain what will be discussed in each paragraph.
2. One way to write a topic sentence is by using your persuasion map.
3. Topic sentences are only for the body paragraphs of an essay. Since you write one paragraph for each argument, your topic sentence will introduce each argument for the reader.
4. When I look at my persuasion map I can easily identify my three arguments.
5. Model how to write a topic sentence for each argument shown on persuasion map.
6. Explain: you may already have topic sentences as you have used your ASL draft to help write your English draft. However it is important to make sure you include a topic sentence for each paragraph.
7. Review your draft and make sure you have topic sentences if you don't make sure to add them to your writing

Wrap-Up

- What is the purpose of a topic sentence?
- Why is it important to have?
- How many topic sentences should you have in your essay?

Mini-Lesson 7: Transition Sentences

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.2 Create multiple-paragraph expository compositions: c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>7th - 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p>8th - 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>9th-10th -1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>3.1.2 Uses an effective organizational structure constructing an introduction using a variety of approaches varying leads, endings and types of conflict in narratives.</p>

Content Objective	Language Objective
<p>Given teacher modeling students will identify properties of topic sentences.</p>	<p>Given teacher modeling students will discuss in ASL details that can be used for transition sentences and write in English transition sentences for their rough draft.</p>

Materials:

- Writing Notebooks
- Sample newspaper articles from Activity 2.5
- Dry erase pens

Preparing to Teach:

- ✓ Pass out all the material students will need during mini-lesson
- ✓ Share and discuss with student the expectations during the lesson and writing task

Introduction:

- Explain: We have learned how to write strong paragraphs with good topic sentences and a variety of supporting details.
- Ask students:
 - “What is an effective way of ending a paragraph?”

Procedure:

1. Explain: When writing we need to signal writers when we finish a thought or paragraph. This is accomplished by writing transition sentences.
2. Ask students to read the same article read during Activity 2.5 Analyzing Newspaper Articles and highlight transition sentences as they read.
3. After about 5 min ask students to share what transition sentences they found in their newspaper article. What do you notice about these sentences?
4. What vocabulary is present in many of the transition sentences?
5. A transition sentence finished the thought for the paragraph while making connections to the following paragraph.
6. Model how to write a transition sentence.
7. Post a list of strong transition words. Explain students should add these words to their personal dictionaries. Sign each word for students using chaining to explain the purpose of the words.
8. Allow students 10-15 min to write/revise transition sentences in their rough draft.

Wrap up:

- What is the purpose of a transition sentence?
- What vocabulary is helpful when writing transition sentences?
- Would any one like to share their transition sentences?

Mini-Lesson 8: Ending Types

Content Standards	
California	Washington
ELA Standards- Writing Strategies 6th - 1.2 Create multiple-paragraph expository compositions: c. Conclude with a detailed summary linked to the purpose of the composition. 7th - 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 8th - 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. 9th-10th -1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Writing Standards 6th -9th Grade 3.1.2 Uses an effective organizational structure and constructs an ending/conclusion that goes beyond a repetition of the introduction

Content Objective	Language Objective
Given teacher modeling students will write a conclusion paragraph for their topic as measured by student work.	Given teacher modeling students will discuss in ASL and write in English a conclusion paragraph as measured by teacher notes and student work.

Materials:

- Writing Notebooks

Preparing to Teach:

- ✓ Pass out all the material students will need during mini-lesson
- ✓ Share and discuss with student the expectations during the lesson and writing task

Introduction:

- Explain: so far we have focused on writing an introduction and supporting paragraphs today we will discuss ways to conclude our writing
- Ask students: “What are some ways we can end our essays?”

Procedure:

1. Explain: there are 3 things I would like you to include in your conclusion.
2. Ask students: “Does this mean you can only write about these 3 things?”
3. Explain: No. These 3 things are to guide you when writing your paragraph you should include more details as well. A concluding paragraph should include; a restatement of your main idea, a recommendation, and a prediction.
4. Write a concluding paragraph for the teachers sample topic making sure to include the three things stated above. Ask for student input when writing.
5. Ask students to do a think-pair-share on ideas to include in their conclusions for 2 min.
6. Using the skills students just learned ask them to write a concluding paragraph to their topic.

Wrap-Up:

- What three things need to be included in a conclusion?
- Can you include other details?
- Would anyone be willing to share their conclusion paragraph?

Mini-Lesson 9: Using Strong Words

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. Rereads work several times and has a different focus for each reading</p> <p>7th - 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>8th - 1.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>9th-10th - 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. Rereads work several times and has a different focus for each reading</p>

Content Objective	Language Objective
<p>Given teacher modeling students will revise their writing for a given topic using strong supporting words as measured by student work.</p>	<p>Given teacher modeling students revise their rough drafts including strong vocabulary and type in English a revised draft as measured by teacher notes and student work.</p>

Materials:

- “*Strong Words for Essay Writing*” List
- Writing Notebooks
- Computers

Preparing to Teach:

- ✓ Pass out all the material students will need during mini-lesson
- ✓ Share and discuss with student the expectations during the lesson and writing task

Introduction:

- Ask students:
 - What did we learn about writing with supporting details?
 - What kind of information provided strong supporting details?
- Explain:
 - Choosing the information to present when writing is important but how you present that information is equally important. Our word choice strengthens writing by replacing weak words with strong words.
 - Today we will look at our supporting paragraphs and revise, making sure we use strong words to support our ideas.

Procedure:

1. Using the paragraph you wrote during the lesson sequence identify places stronger vocabulary can be used, demonstrate using the “*Strong Words for Essay Writing*” List
2. Ask for students help with choosing vocabulary.
3. Ask each group to revise the rough drafts while typing in the computer lab.
4. Explain to students they will have the opportunity to type their rough drafts in the computer lab for easy revision. Show students formatting for typing their rough drafts; left alignment, double spaced.
5. Model how students can use the thesaurus in Microsoft Word to choose stronger vocabulary.
6. Allow students’ time in the computer lab to type their rough drafts for easier revision.

Wrap-Up:

- You should be finished or nearly finished typing your rough draft. You will have the opportunity to revise vocabulary more as you continue with revising in the upcoming week.
- Can anyone explain the purpose of using strong vocabulary?

Strong Words for Essay Writing

Persuasive Words	Time-Order Words	Cause-and-Effect Words
appropriately certainly clearly conclusively logically not surprisingly obviously rationally understandably undoubtedly unquestionable without question	afterwards at the onset eventually firstly in conclusion initially lastly meanwhile originally presently previously ultimately	accordingly as a result consequently hence in consequence inasmuch as resultantly subsequently therefore thus
Summary Words	Absolute Words	Compare/Contrast Words
accordingly as expected briefly for these reasons in conclusion in review in short in summation inasmuch as on the whole simply put therefore thus	accordingly as expected briefly for these reasons in conclusion in review in short in summation inasmuch as on the whole simply put therefore thus	alternately comparably contrastingly conversely correspondingly equivalent identically in opposition likewise on the other hand separately similarly vice versa

As adapted from “Middle School Writing Toolkit” by Tim Clifford

Mini-Lesson 10: Removing the Excess

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. Rereads work several times and has a different focus for each reading</p> <p>7th - 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>8th - 1.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>9th-10th -1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. Rereads work several times and has a different focus for each reading</p>

Content Objective	Language Objective
Given teacher modeling students will remove unnecessary sentences from a paragraph as measured by student work.	Given teacher modeling students will discuss in ASL sentences not necessary for the paragraph and present the information to the class as measured by teacher notes.

Materials:

- Writing Notebooks/ Rough Draft

Preparing to Teach:

- ✓ Share and discuss with student the expectations during the lesson and writing task

Introduction:

- Explain:
 - When we write it is easy to get excited and include information that is not needed to make our point.
 - Today we will practice identifying those sentences and remove them from our writing.

Procedure:

1. Using paragraphs written during previous modeling activities, help students identify sentences that are not needed in the paragraph.
2. Read the paragraph after discussing sentences to remove, before crossing the sentence out. When the class agrees it is not needed cross out the sentence.
3. Divide students into partners explain they will have 5 min to meet and help revise the first body paragraph for each of their drafts.
4. Students should discuss in ASL what sentences should be removed, and re-read the paragraphs aloud before crossing out sentences.
5. Once students have agreed what sentences to delete and which to keep ask each group to present their new paragraph.

Wrap-Up:

- Why is it important to remove sentences from our writing?
- Explain: today you had the opportunity to work with a partner to revise a single paragraph of your rough draft. You should take the time to continue revising.
- We will be returning to the computer lab tomorrow to revise our drafts and prepare for editing.

Readers Name: _____

Authors Name: _____

Essay Checklist

- 5 paragraph essay
 - Introduction
 - Reason #1
 - Reason #2
 - Reason #3
 - Conclusion
- Each paragraph has 5 or more sentences

Questions for the author:

Suggestions:

Mini-Lesson 11: Self-Editing

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.3.1 Revises text, including changing words, sentences, paragraphs, and ideas. Rereads work several times and has a different focus for each reading</p> <p>7th - 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>8th - 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>9th-10th -1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>1.4.1 Applies understanding of editing appropriate for grade level</p>

Content Objective	Language Objective
Given teacher modeling students will edit a paragraph from their essay as measured by student work.	Given teacher modeling students will discuss in ASL how to edit a paragraph from their essay as measured by teacher observational notes

Materials:

- Student Rough Drafts

Preparing to Teach:

- ✓ Share and discuss with student the expectations during the lesson and writing task

Introduction:

- Explain:
 - When we write drafts we focus on the content on the writing. Now that you have finished your draft it is important you go back and look for errors within your writing.
- Ask: “What are some things you should look for when editing?”

Procedure:

1. Using essay written during previous modeling activities, help students identify errors in the writing.
2. Explain: during editing you should make sure your capitalization is accurate, spelling, and punctuation.
3. Show students how to make the corrections
 - a. Capitalizations (triple underline)
 - b. Spelling circle and mark ark *sp* above word)
 - c. Punctuation (highlight)
4. Ask each pair to edit the a paragraph from their essays
5. Students should discuss in ASL what needs to be revised and use the proper editing tools
6. Once students have agreed editing needs to be made they can continue to work independently

Wrap- Up:

- Why is it important to edit your work?
- In the past your work had been edited by a teacher and returned to you for corrections. How did it feel editing your own work?

Name: _____

Date: _____

Self-Editing Checklist

Self-Edit		
	Checklist Items	After Completing each step, place a check mark here.
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.	
	Quotation marks are included when needed.	
Capital Letters	I checked for capital letters at the beginning of a sentence.	
	Proper nouns begin with a capital letter.	
Grammar	My sentences are complete thoughts and contain a noun and a verb.	
	I don't have any run-on sentences.	
Spelling	I checked spelling and fixed the words that didn't look right.	

Mini-Lesson 12: Creating a Rubric

Content Standards	
California	Washington
ELA Standards- Writing Strategies 6th - 2.5 Write persuasive compositions 7th - 2.4 Write persuasive compositions 8th - 2.4 Write persuasive compositions 9th-10th - 2.4 Write persuasive compositions	Writing Standards 6th -9th Grade EALR Component 4.1: Analyzes and evaluates others' and own writing.

Content Objective	Language Objective
Given class discussion students will work in groups to create evaluative criteria for a rubric on persuasive writing as measured by student work.	.Given class discussion students will work in groups discussing in ASL evaluative criteria for a rubric on persuasive writing as measured by student work.

Materials:

- Blank Rubric
- Projector/ computer

Preparing to Teach:

- ✓ Have the basic formatting for a rubric ready for lesson
- ✓ Remind students of learning objectives of the unit

Introduction:

- Explain:
 - We will soon be finishing up our final drafts of your persuasive essays. Today we will be creating a rubric for which to evaluate your essays; you will do a self evaluation and I will evaluate you as well.
 - Why do we create the rubric together?
 - By creating the rubric together you all agree on the expectations for writing. It also shows me what you have learned throughout the unit.

Procedure:

1. Project a copy of the blank rubric on the board. Explain the formatting; the left hand column is for evaluative categories, the right hand columns for evaluative criteria.
2. Ask students what needs to be included in persuasive writing. Remind students about mini-lessons taught.
3. As a class create the categories for evaluation.
4. Explain: now that you have created the categories I would like you to work in groups and design the evaluative criteria for the rubric. What does a 4,3,2,1 (exceeds expectations, meets expectations, approaching expectations, does not meet expectations).
5. Allow students 10 min to meet in groups to create the evaluative criteria for one category.

Wrap-Up:

- Students should turn in the evaluative criteria they have written for the rubric.
- Explain: I will review the criteria you have created and assemble it into the rubric.
- What is the purpose of the rubric?
- Why did we create a rubric together rather than me just handing you a rubric?

Mini-Lesson 13: Publishing in Microsoft Publisher

Content Standards	
California	Washington
<p>ELA Standards- Writing Strategies</p> <p>6th - 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design</p> <p>7th - 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.</p> <p>8th -</p> <p>9th-10th - 1.8 Design and publish documents by using advanced publishing software and graphic programs.</p>	<p>Writing Standards</p> <p>6th -9th Grade</p> <p>1.5.1 Publishes in a format that is appropriate for specific audiences and purposes.</p> <ul style="list-style-type: none"> •Selects from a variety of publishing options •Publishes using a range of graphics and illustrative material •Publishes material in appropriate form and format for visual and dramatic presentations. •Uses different available technologies to produce a finished product

Content Objective	Language Objective
<p>Given teacher modeling of formatting in Microsoft Publisher students will properly format and publish their essay as measured by student work.</p>	<p>Given teacher modeling students will seek information and clarification about formatting by asking questions in ASL as measured by teacher notes.</p>

Materials:

- Typed rough drafts (edited)

Preparing to Teach:

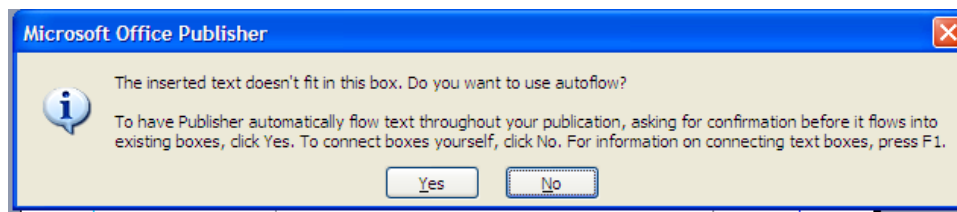
- ✓ Students should already have typed copies of their essay
- ✓ Students should save a digital copy as well as print a final copy.

Introduction:

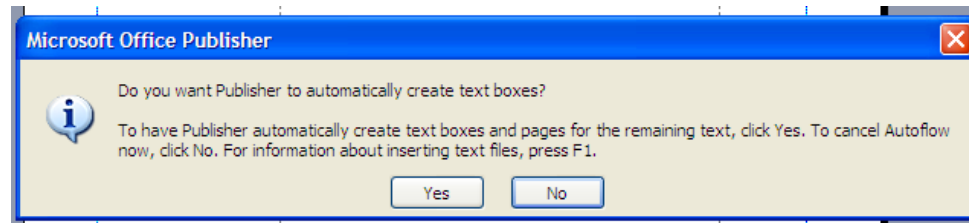
- Explain:
 - Most if not all of you are now ready to publish your work. It is important to understand the formatting you will be using to type your papers as we will be compiling our work into a magazine when we have finished.
 - After you make the corrections from your editing and teacher feedback you should then format your document for our class magazine.
- Ask students:
 - What programs have you used to publish your work in the past?
 - How many of you are comfortable adjusting the formatting yourself?

Procedure:

6. Explain: In the past you have used Microsoft Word for publishing, your rough drafts should already be typed in Microsoft Word. For publishing our magazine articles we will be using a program called Microsoft Publisher.
7. With the computer connected to the projector model for students:
 - a. How to locate the program
 - b. Start a new document:
 - i. Click “Blank Page Sizes”
 - ii. Click “Booklets”
 - iii. Click “create custom page”
 - c. Explain how to format the page
 - i. Width: 8.5”
 - ii. Height: 11”
 - iii. Top: 0.375”
 - iv. Outside: 0.25”
 - v. Bottom: 0.375”
 - vi. Inside: 0.5”
 - d. Click “ok” to open new document
8. Model for students how to insert backgrounds, and shapes.
9. Model for students how to create text boxes as well as columns.
 - a. Copy text from student rough draft and paste into textbox.
 - b. An error code will likely appear explain to student this is good. Read aloud the error code to students.



- c.
- d. Have students click yes. An error will pop-up.



- e.
- f. Students should again click yes. By doing so the document will automatically create textboxes and pages to fit the entire text of their essay.

Wrap-Up:

- Ask if there are any questions about formatting?
- Explain you can help students when beginning writing/formatting on the computer, but the handout will help guide them as well.
- Ask for student volunteers to model how to format the paper. (Margins, columns, inserting picture/text box).

Appendix B

Artifacts of Student Work

What are some examples of Audism in the story? Please Explain.

Theo say that embarrassed of American Sign language.
He don't like use ASL in his high school.
He think Deafess is weird
because He thought ASL make he feel embarrassed
That's it. ♡

he still don't understand about Deaf people.
Coda kids can't understand about deaf
I will say 85% understand 15% still not

Figure B.1: ED Literary Response Journal

if they need to talk someone.
 they can text in class, like 5-10 min,
 free time.
 if friends not here in school then they
 can use phone to let them to know
 what happen or other
 they can text on hall, lunch, out
 of school.
 also, we can use phone because
 there have photo and other

We want let use phone in school,
 because if we need talk to family.
 if we not text to family then they not know
 what happen, if friends is not there, they
 need to talk of thing. best use a phone
 to talk. They can use phone in class,
 hall, lunch, out of school. if we in class,
 we can text in 5-10 min or free time.
 we can use phone for picture or game.
 also, we can learn vocab from text.

Figure B.2: Activity 2.4: Persuasive Strategies Work Sample (Group A)

We are disagree with cell phone/pager because some student use cell phone/pager is low ~~education~~ education also people will get hook, second reason is when use the phone they're will missing part of teacher's present. Its cause bad mood, and drama. School for learning

~~We are disagree with~~

We disagree with cell phone/pager because some students get low of education, people will get hook, second reason is when people use the phone they'll missing part of teacher's present. Its cause bad mood and drama. School for learning Its not for phone and pager

Figure B.3: Activity 2.4: Persuasive Strategies Work Sample (Group B)

Persuasive Writing Sort

Introduction	
Claim: TV is not good for people...	
Supporting Argument	Opposing Argument
kairos.	Research. Big Names
Author's Opinion	
TV help people for learn from TV	
Conclusion	
TV has HD TV, mini, dvd, contact, and etc. But more money for few TV what people can't afford to buy.	

Figure B.4: RS & TD Newspaper Analysis

Persuasive Writing Sort

Introduction	
<p>"Yellowstone Makes a Triumphant Return Ten Years After Fires"</p>	
Supporting Argument	Opposing Argument
<p>Research: Must off people Tree</p>	<p>Logos: Tree still fire need hurry get water throw a tree is important about air not slow something!</p>
Author's Opinion	
<p></p>	
Conclusion	
<p>Pathos: need water throw fire tree become slow</p>	

Figure B.5: YB & AZ Newspaper Analysis

Kids homework should be instead of math or science, should be movies it would make us able remember things more easily and that would be useful in college. I think that many students would agree with me on this subject, and what happened to all people have their rights.

Reason 1

We would take tests on the movie we watched, so we still technically learned. I mean think about it we would be generating good habit of memorization what if on day we see a murder if we had these skills we could see the killers face and totally help the cops.

Reason 2

Kids are only kids for so long so we should enjoy it while we can. We only have 18 years of being a kid so why not enjoy them. Plus most kids get so caught up in life that they cant act like a kid for more than 12 years.

Reason 3

We are always nice to the people around so we deserve some kind of special treat. Why do you think the kids in this world have friends because they are nice. We kids need and deserve this and with the new ages coming maybe we can.

Figure B.6: JC Final Publication

Date: _____

	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
Should have a hook, claim, and 5 paragraphs (Intro, 3 body, conclusion)	Includes a hook, claim and 5 paragraphs	Has 5 paragraphs, has hook and/or claim	Has 3-4 paragraphs, has hook and/or claim ✓	Has 1-2 paragraphs, no hook and/or claim
Clearly understood English, with Strong vocabulary	Strong vocabulary, everything spelled correctly	Nice and good vocabulary, some spelling errors ✓	Not bad vocabulary, some spelling errors	Poor vocabulary, many spelling errors
Detailed explanation and makes sense	Clear and detailed explanation	Good explanation, not too bad ✓	Okay explanation, some not clearly understood ✓	Not enough explanation and details
Must have 5 or more sentences in each paragraph	5 or more sentences in each paragraph	4-5 sentences in each paragraph ✓	Most paragraphs have 3-4 sentences	Most paragraphs have 2-3 sentences
Must be persuasive and on topic	Very persuasive, stays on topic and convinces peoples mind and heart	Somewhat persuasive, contains some facts, strong topic	Few facts, off topic, somewhat persuasive	No clear topic, not very persuasive
Have a title and your name	Have deep topic and your name	Normal title and your name	Weak title and your name	No title and/or name ✓
Published in Magazine Format	Always in magazine format, it was perfect	Somewhat in magazine format	A little bit in magazine format	In essay format not magazine ✓

Student _____ Teacher 2.3 Total _____

Figure B.7: JC Scored Rubric

Appendix C

Artifacts of Student Work From Writer's Workshop

Appendix C Contents

MP's Student Work Samples:

- C.1: Persuasion Map
- C.2: English Outline
- C.3: Handwritten Rough-Draft
- C.4: Typed Revised & Edited Draft
- C.5: Final Publication
- C.6: Scored Rubric

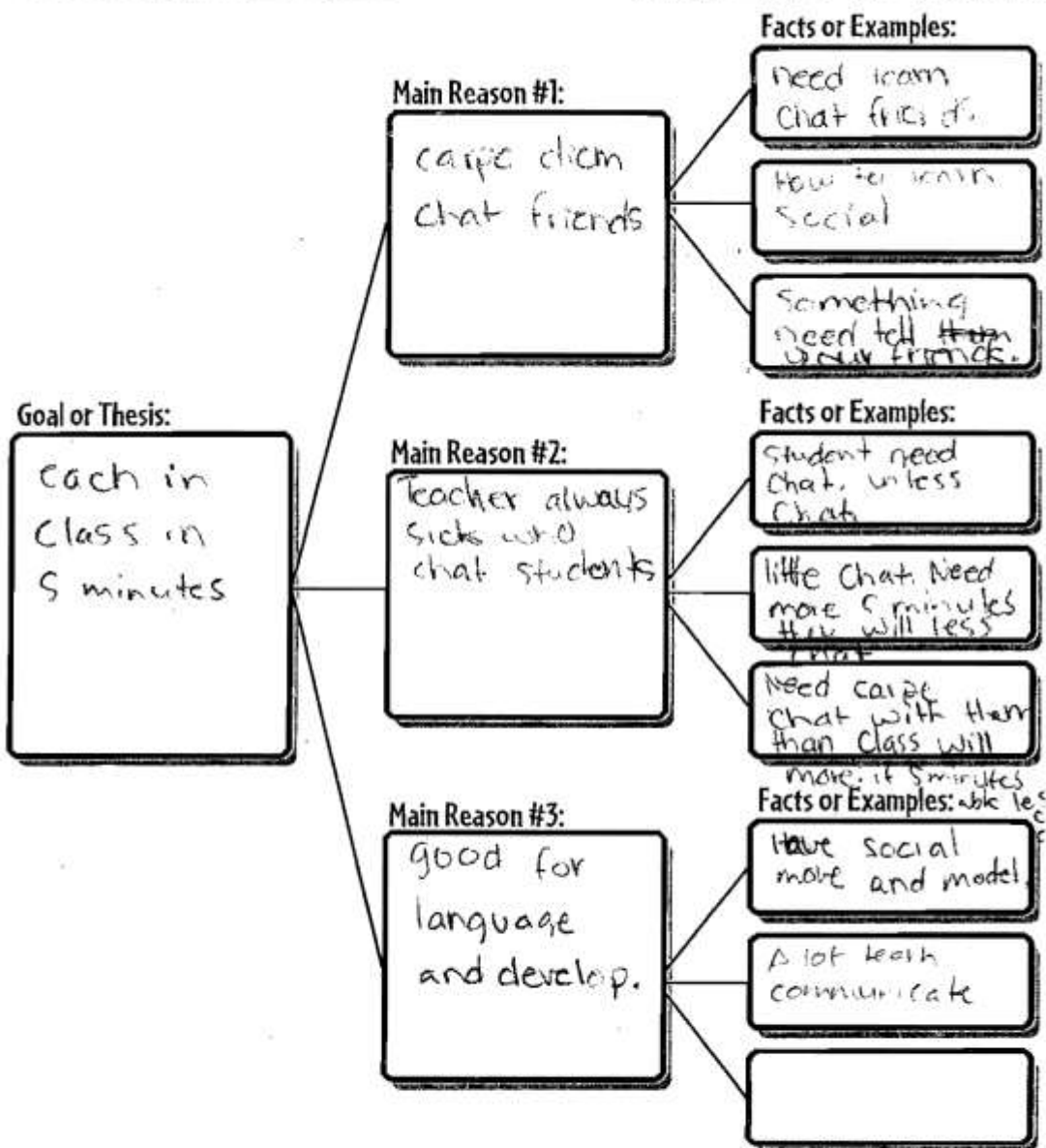
ED's Student Work Samples:

- C.7: Persuasion Map
- C.8: English Outline
- C.9: Handwritten Rough-Draft
- C.10: Typed Revised & Edited Draft
- C.11: Final Publication
- C.12: Scored Rubric

Persuasion Map

Name: _____

Title: Each in class in 5 minutes



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International Reading Association **NCTE** marcopolo

C.1: MP's Persuasion Map

<p>I. Introduction: (hook, claim, state reasons, transition sentence)</p> <p>Need learn sign and develop for social. How they want chat for social in 5 min break class</p>	
<p>II. Reason # 1: Carpe diem</p> <p>a. Need chat</p> <p>b. How to learn social</p> <p>c. Something tell your school ^{friends.}</p>	<p>III. Reason # 2: teacher always sick of student</p> <p>a. Student need chat. Unless chat</p> <p>b. little more 5 min will less chat</p> <p>c. Need Carpe diem chat with them</p>
<p>IV. Reason # 3: Good for language and develop</p> <p>a. have social move and model</p> <p>b. A lot learn communicate</p> <p>c.</p>	
<p>V. Conclusion: (transitions, restate facts and claim, closing sentence)</p> <p>What do you think it will be fine 5 min each in class. Maybe student will that feel long chat...</p>	

C.2: MP's English Outline

We are never learn how to social because we are used learn how to communicate to people will understand. I want to see they happy that long chat in fall. I don't want to see sad that less class and short for time. Police who class always chat because of less break in class will less chat in class. I have a 1st reason for come them for chat in break in class that good thing. 2nd reason teacher always sick of that because of chat in class. 3rd reason need develop and good for language.

My first reason is come them for chat need learn how to communicate with your friends. If you make 5 minutes break in class will you impressive your (ASL) American Sign Language that good for you, your skill.

ASL... need your how to social some thing enjoy with your friends. Will be cool learn ASL a lot in hall chat very enjoy. If one person need tell your friends maybe he/she was busy or leave without me or lunch something have trouble. Or forget. Need 5 minutes in class will tell maybe he/she will know.

Second reason is teacher always sick of student, because they chat a lot of less in minutes class. They always need tell friends in class. That wrong in place. Need focus. Then long later understand need be finish but it no. They did get 5 break in class will less chat in class. Maybe will success. Will process in class will be fine good for education, will be fun.

Third reason need good for language and develop because have good social and model and too will learn communicate a lot, how to understand and what they talk about will learn chat and positive. They will make happy, feel like long in 5 minutes, feel good and great chat with social and model, really fun.

What you think it fine? Need they how to model and social will be cool. Don't need called more something negative need do thing have positive they will enjoy really fun. Please get 5 minutes. What do you think this?

C.3: MP's Handwritten Rough-Draft

We are need learn how to social. Because we are need learn how to communicate to people will understand. I want to see they happy that long chat in hall. I don't want to see, they sad because of less chat in hall and short time. See who are class always chat because of less break for class. Will less chat in less. I have a one reason is carpe diem for chat in break in five minutes that good thing. I have a two reason is teacher always sick of kids because of chat in class. I have a three reason is need develop and good for language.

My first reason is carpe diem for chat. Need learn how to communicate with your friends. If you more five in minutes break in class. Will you impression your (ASL) American Sign Language that good for you, your skill ASL. Need learn how to social something enjoy with your friends. Learn ASL a lot in hall and chat very enjoys. If one need tell your friends. Maybe he/she was busy or leave without me or lunch something have a trouble or forget. Need five minutes in class will tell your friends. Maybe he/she will know doing.

Second reason is teacher always sick of student, because they chat too much. Three minutes is a less

class. They always need tell your friends in class. That wrong time. Need focus in class. Than later tell your friends. If they did set on five minutes. Will less chat in class. Maybe will be success. Will in process in class will be fine good for education, will be fun. Great time.

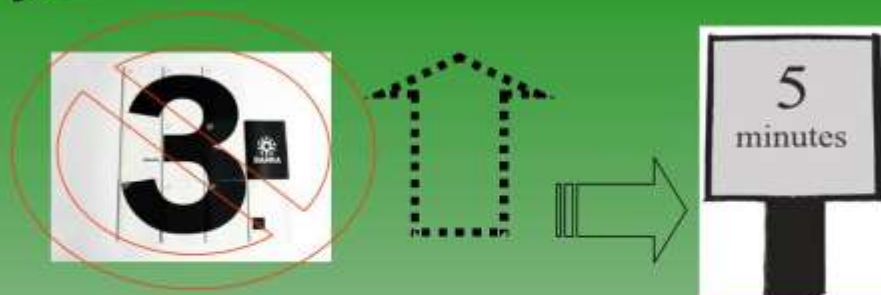
Third reason is need good for language and develop because have a good social and model and too will learn communicate a lot. How to understand what they talk about will learn chat and positive. They will

make happy feel like long five minutes. Feel good and great chat with social and model, really fun.

What do you think it fine? Need they how to model and social will be cool. Don't called moron something negative. They will enjoys really fun. Please set in five minutes. What do you think?

C.4: MP's Typed Revised & Edited Draft

Need to be five minutes between class!



We are need learn how to social. Because, we are need learn how to communicate to people will understand. I want to see them happy that long chat in hall. I don't want to see, them sad because, of less chat in hall and short time. See who are class always chat because, of less break for class. Will less chat in class. I have a one reason is carpe diem for chat in break if five minutes that good thing. I have a two reason is teacher always sick of kids because, of chatting in class. I have a three reason is need develop and good for language.

My first reason is carpe diem for chat. Need to a learn how to communicate with your friends. If you more five in minutes break in class. Will you are impression and your (ASL) that good for you, your skill ASL.

Need learn how to social something enjoyable. If one a need tell your friends. Maybe he/she was busy or leave without me or lunch something have a trouble or forget. Need five minutes before class to tell your friends. Maybe he/she will know doing.

CARPE
DIEM

Second reason is teacher always sick of students because, they chat too much. Three minutes is not enough time class. They always need tell their friends in class. That wrong time. Need to focus in class. Than later tell your friends. They did a set going on five minutes. Will less chat in class. Maybe will be success. Will process in class will be fine good for education, will be fun and great time.



~~Don't chat~~

Third reason is need good for language and develop because, have a good social and model and too will learn communicate a lot. How to understand what they talk about will learn chat and positive. They will make happy feel like long five minutes. Feel good and great chat with social and model, really fun. They will make enjoys and will good your American Sign Language your skill and will your develop skill.



ASL

What do you think it fine? Need they, how to model and social will be cool. Don't chat about something negative. They will enjoys really fun. Please set in five minutes. What do you think?

Will have a FUN!!



C.5: MP's Final Publication

Date: Nov 26, 2011

	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
Should have a hook, claim, and 5 paragraphs (intro, 3 body, conclusion)	Includes a hook, claim and 5 paragraphs ✓	Has 5 paragraphs, has hook and/or claim	Has 3-4 paragraphs, has hook and/or claim	Has 1-2 paragraphs, no hook and/or claim
Clearly understood English, with Strong vocabulary	Strong vocabulary, everything spelled correctly ✓	Nice and good vocabulary, some spelling errors ✓	Not bad vocabulary, some spelling errors	Poor vocabulary, many spelling errors
Detailed explanation and makes sense	Clear and detailed explanation ✓	Good explanation, not too bad	Okay explanation, some not clearly understood	Not enough explanation and details
Must have 5 or more sentences in each paragraph	5 or more sentences in each paragraph ✓	4-5 sentences in each paragraph	Most paragraphs have 3-4 sentences	Most paragraphs have 2-3 sentences
Must be persuasive and on topic	Very persuasive, stays on topic and convinces peoples mind and heart	Somewhat persuasive, contains some facts, strong topic	Few facts, off topic, somewhat persuasive	No clear topic, not very persuasive
Have a title and your name	Have deep topic and your name	Normal title and your name ✓	Weak title and your name	No title and/or name
Published in Magazine Format	Always in magazine format, it was perfect ✓	Somewhat in magazine format	A little bit in magazine format	In essay format not magazine

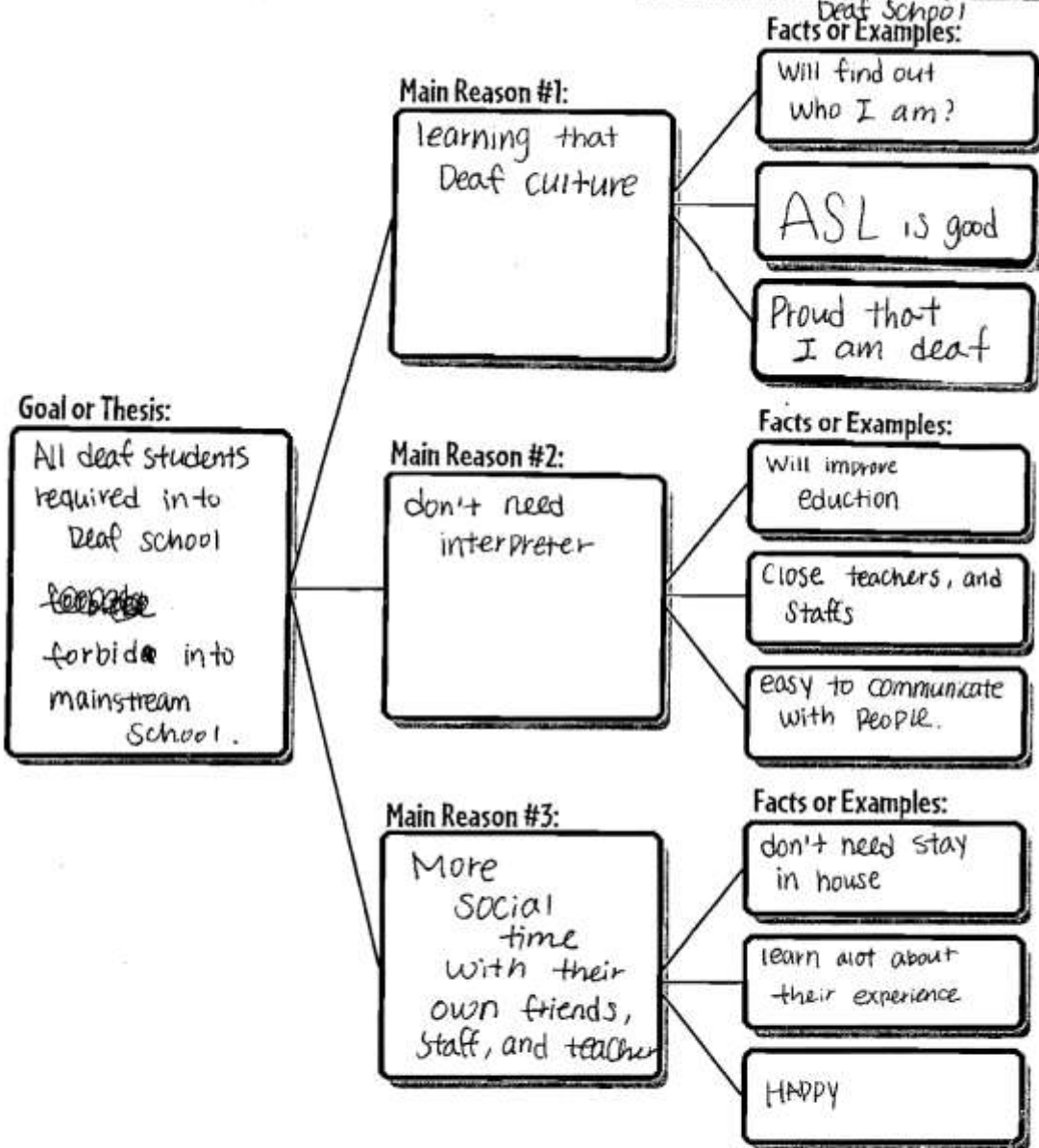
Student 36 - Tanha-2.6 - 1.15

C.6: MP's Scored Rubric

Persuasion Map

name: _____

Title: All deaf students required in to Deaf School



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C.7: ED's Persuasion Map

<p>I. Introduction: (hook, claim, state reasons, transition sentence) All deaf should attend school and learn mainstream, learn deaf culture, interpreter can be with deaf friends and improve social skills</p>
<p>II. Reason # 1: Learn about Deaf culture</p> <ul style="list-style-type: none"> a. Can find identity and who they really are b. Will improve their sign language c. Proud that I am deaf <p>III. Reason # 2: Don't need interpreter</p> <ul style="list-style-type: none"> a. will improve education b. close teachers and staff c. easy to communicate with Deaf people. <p>IV. Reason # 3: MORE SOCIAL SKILL</p> <ul style="list-style-type: none"> a. don't need stay in house b. learn alot about their experience c. HAPPY
<p>V. Conclusion: (transitions, restate facts and claim, closing sentence) Explain my experience. Talk about cottage. Many hearing family don't understand about Deaf child that's sad for it.</p>

C.8: ED's English Outline

Do you want your child be happy? Then read this! All deaf students should attend deaf school and ban mainstream. Because deaf students will learn deaf culture, don't need interpreters, and improve social skills.

First reason is learn about deaf culture. Many students don't know that what is DEAF? If learn about deaf culture they'll find identity and who they really are. They're deaf need to communicate with other than need to learn American Sign Language. Many students use sign exact English. Best is use really sign language. Many people love ASL than SEE. Many deaf people have low of proud that I am deaf after attend deaf school they'll proud yourself that I am deaf and deaf can do everything.

Second reason is don't need interpreter. If use internet many students lose motivation. If use ASL with teachers they'll improve education and close their teachers easily communicate with deaf people. Most of discuss with teachers and staffs students will more motivation of education.

Last reason is more social skills. Don't need stay in house. Learn about deaf people experience and all deaf students be happy for sure because have their friends, teacher

and staffs all can use sign language. Many hearing family don't want deaf even their have deaf child but they don't understand about what is deaf, and American sign language. That is sad for their child. If you don't like that your child go to college for all week then why not move other house close with deaf school for your child. Do you want see that your child be happy? Then attend deaf school all deaf students be happy for sure because of communicate. Ofcourse will have problems, and drama but they'll learn each other and have good experience.

I want to explain that what my experience. When I grow up I live with deaf family I happy that I have deaf family but I gonna public school for 5 years. I don't have friends and hard to communicate with teachers and friends. I never feel that I love my teacher and friends. Few years later I moved WSD (Washington School for the deaf) I love to see my friends and teachers I have learn alot from them I have low of proud that I am deaf before ~~that~~ ~~when~~ ~~people~~ ~~ask~~ ~~me~~ ~~that~~ ~~are~~ ~~you~~ ~~deaf~~? I usually say no I am hearing or hell of hearing but now I am deaf tell other people I do proud myself. WSD small number of students that's why kind of not good education but most class

have good teachers. If many students there WSD will improve education, and sports.

I am easy to shy to chat with others after into deaf school I get improve social. Now I am extrovert no more introvert. I am happy! Please let kids go to deaf school. If your child let go to deaf school they will learn about deaf culture, don't need interpreter, and more social time with their own friends, and teachers. Trust me! ☺

C.9: ED's Handwritten Rough-Draft

Do you want your children be happy? All deaf students should attend deaf school and ban mainstream. Because deaf student need to learn about deaf culture, don't need interpreter, and improve social skills.

First reason is learn about deaf culture. Many students don't know that what is deaf? If learn about deaf culture they'll find identity and who they really are. They're deaf need to communicate with other then need to teaching American Sign Language many students use Sign Exact English. Best is using really sign language. Many people love to use ASL than SEE. Many deaf people have low proud that I am deaf after attend deaf school they'll proud yourself that I am deaf and deaf can do everything.

Second reason is don't need interpreter. If use interpreter many students lose motivation for education. If use ASL with teachers they'll improve the education and close teachers easy communicate with deaf people. A lot of discuss with teachers and staffs students will learn a lot from them and fun too that's why students will improve education.

Last reason is more social skills. Don't need to stay in house for all time if more time to social with others you will learn about deaf people experience a lot, and all deaf students be happy for sure because they're have their friends, teachers, and staffs all can using ASL. Many hearing family don't know about deaf even they have deaf child but still don't understand about what is deaf and ASL. That is sad for their child if you don't like that your child go to cottage for all week then why not move other house close with deaf school for your child. Do you want see that your child be happy? Then attend deaf school all deaf students be happy for sure because of communicate. Of course will have problems and drama but they'll learn each other and have good experience. Deaf school have sports that is good

experience for other people because after January have WSBC it's nice to see other deaf school and have many deaf students.

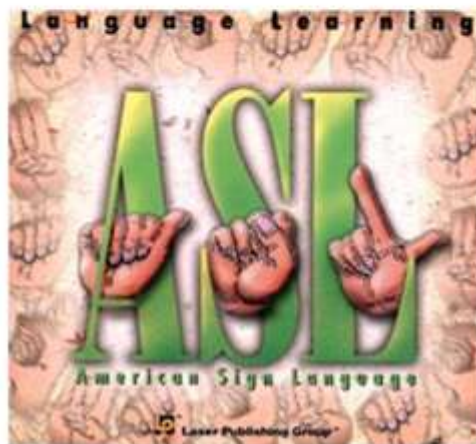
I want to explain about my experience. When I grow up in South Korea I live with deaf family I happy that I have a deaf family but I going to public school for 5years I don't have friends and hard to communicate with teachers and friends I never feel that I love my teachers and friends. Few years later I moved WSD(Washington school for the deaf) after move deaf school I love to see my friend and teachers I have learn a lot from them I have low of proud myself that I am deaf when people ask me that "Are you deaf?" I always say no I'm hearing or half of hearing but I am deaf I do proud myself that I'm deaf. WSD is small number of students that's why kind of with education but most class have good teachers if many students join WSD will improve education, and sports

I am easy to shy to chat with others after join deaf school I get improve social skills now I am extrovert no more introvert. I am happy that I am deaf and I am going to deaf school and use sign language. Please let your children go to deaf school. If you let they go to deaf school they will learn about deaf culture, don't need interpreter, and more social time with their own friends and teachers. Your children will happy for sure trust me!

C.10: ED's Typed Revised & Edited Draft

ALL DEAF STUDENTS ALL DEAF STUDENTS D SHOULD ATTEND DEAF SCHOOL

By:
ED



Do you want your children be happy? Read this my topic is All deaf students should attend deaf school and ban mainstream. Because deaf student need to learn about deaf culture, don't need interpreter, and improve social skills. I will explain about three reasons. Please open your mind to read and understand how deaf people feel. Many deaf people in the dark world I want see deaf people in bright the word

First reason is learn about deaf culture. Many students don't know that what is deaf? If learn about deaf culture they'll find identity and who they really are. They're deaf need to communicate with other then need to teaching American Sign Language many students use Sign Exact English. Best is using really sign language. Many people love to use ASL than SEE. Many deaf people have low f proud that I am deaf after attend deaf school they'll proud

yourself that I am deaf and deaf can do everything.

Second reason is don't need interpreter. If use interpreter many students lose motivation for education. If use ASL with teachers they'll improve the education and close teachers easy communicate with deaf people. A lot of discuses with teachers and staffs students will learn a lot from them and fun too that's why students will improve education. Sometime students want talk with teachers in private but teacher can't use ASL use interpreter students feel no comfortable.

Last reason is more social skills. Don't need to stay in house for all time if more time to social with others you will learn about deaf people experience a lot, and all deaf students be happy for sure because they're have their friends, teachers, and staffs all can using ASL. Many hearing family don't know about deaf even their have deaf child but still don't understand about what is deaf and ASL. That is sad for their child If you don't like that your child go to cottage for all week then why not move other house close with deaf school for your child. Do you want see that your child be happy? Then attend deaf school all deaf students be happy for sure because of communicate. Of course will have problems and drama but they'll learn each other and have good experience. Deaf school have sports that is good experience for other people because after January have WSBC it's nice to see other deaf school and have many deaf students .

I want to explain about my experience.

When I grow up in South Korea I live with deaf family I happy that I have a deaf family but I going to pubic school for 5years I don't have friends and hard to communicate with teachers and friends I never feel that I love my teachers and friends. Few years later I moved WSD (Washington school for the deaf) after move deaf school I love to see my friend and teachers I have learn a lot from them I have low of proud myself that I am deaf when people ask me that "Are you deaf?" I always say no I'm hearing or half of hearing but I am deaf I do proud myself that I'm deaf. WSD is small number of students that's why kind of with education but most class have good teachers if many students join WSD will improve education, and sports I am easy to shy to chat with others after join deaf school I get improve social skills now I am extrovert no more introvert. I am happy that I am deaf and I am going to deaf school and use sign language. Please let your children go to deaf school. If you let they go to deaf school they will learn about deaf culture, don't need interpreter, and more social time with their own friends and teachers. Your children will happy for sure trust me!



C.11: ED's Final Publication

Date: May 26, 2011

	4 Exceeds expectations	3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
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Student 3.4 Teacher 3.6 Final 3.5

C.12: ED's Scored Rubric