

SEMESTER 2

UNIT 4: INTO AFRICA

Into Africa:

Through research and watching videos, I can demonstrate my knowledge about the life of Andrew Foster and his work in the country of Africa.

I can research the education, culture, and economics of an African country and present my findings to the class by comparing/contrasting that country with mine.

I can create a skit in ASL with 2-3 characters adapted from an African proverb and present it to the class acting out all characters and utilizing body shift, eye gaze, and taking on the mannerisms of the characters.

Concepts:

Body shift when making comparisons, body shift when showing dialog, taking on the characteristics of the animal or person being portrayed, the use of miming. Learning the struggles and perseverance of Andrew Foster and his contributions to the Deaf in Africa.

Intro: (30 min)

You may want to decorate the room with various pictures/items from Africa, along with a map of Africa. Begin the class by having the students answer the questions from "Intro To Africa"

Intro to Africa Questions

After students have had time to guess the answers, have them get into groups or with a partner and create a list just from memory (no phones or computers allowed) of as many African countries that they can think of. Have some share with the whole class then give them time to actually research how many countries and languages there are and any other information that they want to research about Africa.

Africa Map

Here is a link that you can show to give them an idea of how large Africa is:

Vocabulary 4a: (40 minutes)

Print out the animal list and cut them up in strips. Fold each one once and put in a small box or envelope. Have students take turns coming to the front of the room, choosing a slip of paper and act like that particular animal (or a person interacting with the animal) while the class guesses which animal is being portrayed. If the class doesn't know the sign, they can fingerspell, then you can teach them the sign. After they've gone through all the animals, you can teach the remainder of the signs. Assign voc. 4a video for homework.

Animal List

Vocab 4 A List

Vocab 4 A Video

Video: Patrick Speaks (5 min to watch video + 10-15 min to answer questions or more depending on discussion afterward)

Show the video “Patrick Speaks” and then have them answer the questions
 You can follow this with a discussion and/or having students share answers and/or thoughts.
 For homework have them watch “Patrick Speaks Update 10 weeks Later” and have them answer the following questions.

Patrick Speaks
Questions

Patrick Speaks
Video 2- Questions

Taking on characteristics: (20 min; you may want to split it into 2 days: people characters on one day and animal characters on the next.)

Discuss the importance of taking on the mannerism of a character when relaying a dialog.
 Call 3 students at a time to come to the front of the class. Assign all 3 of them one of the

character/situations listed. On the count of 3, they must act like the character assigned. The class guesses the character/situation being portrayed and votes on who did the best job. Call 3 more students, and continue down the list. You may want to have the winners from each set of three compete against each other as you go down the list and make it a fun competition. You may want to allow students to come up with their own characters.

Character List
People/Animals

Fables: (2-3 half days)

After explaining what fables are and how they teach a moral/lesson through a story, lay out several Aesop’s Fables. In the top right corner is a number indicating how many characters are involved. Explain that these fables are generally narrated and short. Students get into pairs/groups depending on the number at the top of the fable and choose a fable that they will adapt into a short skit. Give them poetic license to add or change it. They most likely will need to add additional dialog. Instruct them that there should be no narration, instead, teach them how to change it to a combination of dialog and self-talk. (ex: “I see something moving behind the tree. I’m scared....) You will probably have to help them in how to act, sign, and move as the animal that they are portraying. Spend one day having them get into groups/pairs, choose a fable, and adapt it into a short skit. Have them write out their own part into ASL and turn in one script per pair/group for you to look over. The next day, pass them back and have them practice. You may want to give them a couple of days to practice, then they present to the class.

Aesop Fable
List

20 Pt Evaluation

While the students are working on their fables, have them generate a list of needed vocabulary and then teach; video students signing them and assign for hw.

Andrew Foster Life and Legacy: (You may want to do this either in class or assign for homework. I've found that it works better giving them class time to work on it so that they don't get too frustrated because they won't understand everything that is signed.) I project the questions at the front of the room and they write their answers on a separate piece of paper while watching the video on their own computers/tablets. It is a long video so it is divided into smaller sections that you can spread out over several weeks.

Full clip of Andrew Foster Life and Legacy:

<https://www.youtube.com/watch?v=F-LsCfcZsKo>

Andrew Foster Pt A

Andrew Foster Pt B

Andrew Foster Pt C

Andrew Foster Pt D

Andrew Foster Pt E

Andrew Foster Pt F

Andrew Foster Pt G

Andrew Foster
Answers

African Country Research: (several days)

You may want to do this and the Andrew Foster assignments at the same time: half the period working on projects, and the other half of it doing Andrew Foster.

Optional group forming activity:

Print out the attached photos (in color if possible) and cut each one into fourths. Get four different colors of paper and fold each fourth of a picture into one of the four colors. Do enough so that there is $\frac{1}{4}$ of a picture for each student. If your class is not divisible by four, use a picture that can be figured out with just three. Have students stand in the corner of the room depending on their personality compass (NSEW) from previous unit. Give all the students standing in one corner the same color. It may not be divided equally, that's okay. Instruct students to find the people who have the rest of their picture by describing their portion in sign. They should NOT show their picture to others until all four have found each other. When they have all found the other members of their group, inform them that they will be working together on the next project.

African Animal Photos

As a group they are to agree on a country in Africa to research. (You may let them choose any country in Africa or limit it to one of the countries in which Andrew Foster founded a school.) When their group has agreed on a country, have one student from each group go to the front of the room and write the name of the country that they will be doing so that others know which countries are taken. (Make sure you write down who is doing what) They are to research education/languages, economics/housing, culture/religion, and government/history. In their groups they must decide on who is researching which part.

Allow them several days to do research and take notes and then create a PowerPoint that includes information and photos that they will later present to the class. Each student in the group is responsible for doing their own research and creating their own PowerPoint pages.

As they are researching, generate a list of supplemental vocabulary that they will be needing. Encourage them to help the other members in their group. After several days of researching, creating PowerPoint, and practicing their part of the presentation, have them present to the class. Have them also, compare/contrast their findings with those in America. The class should take notes on the various presentations in preparation for their country quiz. Tell them they can use their notes on the quiz.

Here are some supplemental links you may want to show that portray life in Africa:

Daily life of Omissalle, Kenya

<https://www.youtube.com/watch?v=XpSDzMXQv8I>

Massai life through a child's eyes

<https://www.youtube.com/watch?v=XQ7wV9DeEqw>

A Day in The Life of Elisa (water point)

<https://www.youtube.com/watch?v=PSY3z7LwCNg>

Joel Barish Adventures in Africa

<https://www.youtube.com/playlist?list=PLI9GM7tBH4YENpFYLS50xC8PR2smKOYp->

Country quiz: (30 min)

Students are allowed to use the notes they took on the various presentations. Have them take out a sheet of paper, choose two countries that were presented and write down as many similarities and differences as they can between the two countries. Have them write a paragraph on the back about how life in Africa is different than life here, and include anything they've learned from their research and from their observations of others.

Country Quiz

Alternate Country Quiz

Possible Class Project:

After discussing the differences between Africa and the U.S., as well as the many resources, etc. that we have here and often take for granted, you may want to suggest a class project to do something to help children in Africa. (ie: donate to a Deaf school in Africa, or organizations that help children such as Hope Alive, African Child Ministries, etc.) Your class can organize a fundraiser or do something to create awareness in your community.

Voc quiz 4a: (10-15 min depending on how much time you give for review or for a review game prior)

Quiz 4 A

Supplemental voc for fables quiz. (You may want to include this with voc. Quiz 4a)

Teach voc. 4b: (20 min.)

Teach the vocabulary and assign the voc. video for homework.

Vocab 4 B List

Vocab 4 B Video

African Proverbs: (several days: one day to choose a proverb and brainstorm ideas, one day to create a skit and write it out in ASL, several days to practice, and several days to present.) Explain how just as fables teach a lesson through stories, many cultures use proverbs (short sayings that teach a lesson). Show or have a student read the list of African proverbs. Have students turn to a partner/group and discuss the meanings of some of them. You may want to have a discussion as a class. Project the list at the front of the room and have students decide on their favorite. They are to create a skit (much like they did for the fables), only this time individually, in ASL that has 2-3 characters that depicts the proverb they have chosen. They need to present their skits individually, acting out all the characters using body shift, eye gaze, and taking on the mannerisms of the characters they are portraying. There is to be no narration. It should be all dialog and miming. Again generate a list of supplemental vocabulary that they need.

African Proverb List

40 Point Evaluation

Thomas Hopkins Gallaudet and Andrew Foster Research: (one day for research and half day for test)

Allow them an entire period to research and take notes on Thomas Hopkins Gallaudet and Andrew Foster. Tell them that they will be able to use their notes for the upcoming test, so it is to their advantage to take good notes. They can also include in their notes, any information they learned from watching the Andrew Foster Life and Legacy video.

Here are a few links you may want to show:

Woman sharing in ASL about life of THG and EMG:

<https://www.youtube.com/watch?v=jgOTZfNvRBs>

Life of Gallaudet: Brief Summary https://www.youtube.com/watch?v=xdrY-_NIHsw

All in ASL https://www.youtube.com/watch?v=NtbC_vHlsgk

Vocab Quiz 4 B

and supplemental voc. Quiz:

(30 min with time to review including a review game.)

Unit 4 Test: (30-40 minutes)

This test is different than other tests. They are allowed to use their notes (not computer/phone) to take this test.

Unit 4 THG/AF Test

UNIT 5: THE COURTROOM

I can share with the class a person in my life who has had a positive influence in my life by signing about their physical characteristics, their personality, how he/she has inspired me and how I plan on continuing that person's legacy.

After being given a court case, I can improvise in my group to present our case. I will pay attention to the testimonies of the witnesses and questions of the lawyers and adjust to any new information presented in order to prove my case. When my group is not presenting, I will be a good juror by taking notes on the presenting groups and make my decision of guilty or innocent based on evidence that was presented.

Concepts: Describing the physical characteristics and personalities of people.

Teach vocabulary 5a: (20 min) and assign vocabulary 5a for homework.

Vocab 5 A List

Vocab 5 A Video

Describing People:

Part 1:

Explain the general order that should be used when describing people: 1) gender 2) height 3) body type 4) hair color 5) hair style. You may want to display this on the board or on a poster and leave it there for the next several days. Also mention the facial expression (eyebrows up) and the sign for "see" if the person is present and "know" if the person is not present. Describe various students in the room and have the class guess who you are describing. Do the same going more into detail about clothing and accessories. Have students take turns describing one

another. Mention that in most cases, if the person is present and the only one wearing a hat, you don't need to go through the whole list, just sign, "See boy hat red?"

Part 2:

You can do this on the same day as part 1 or wait until the next day. Have two students step outside the classroom. Follow them out there and instruct them to change/switch as many things as possible. (ie: switch jackets, necklaces, put hair back in ponytail or let down, take off glasses, etc.) Let them be creative in what they change. Have them come back in the room and stand in front of the class. The class must guess in ASL what is different. Call on students one at a time to mention one thing they see different. To add some fun, you can be one of the ones that goes outside and switches things with a student (depending on how much you trust your class to be by themselves for a couple of minutes).

Describing People Part 1

Describing action figures: (45 min depending on class size)

This is more fun if you actually have toy figures. You can start now collecting them from fast food kid meals, frequenting thrift shops/garage sales, or asking friends who have small children. In the meantime, you can use the attached photos and project them one at a time at the front of the room. Have all students take out a sheet of paper and number it up to how many students there are. Cut up small pieces of paper that have one of the letters A-G on each and place them in an envelope. Have students come to the front of the room one at a time, choose a letter randomly, and look closely at the figure with the corresponding letter without giving away to the class which one they're staring at. (Make sure you don't put the letter back in the envelope.) He/she should describe that character using the correct sequence and include as much detail as possible about the character's features, clothing, accessories, etc. The class will try to figure out which character that person is describing and write the letter next to the number on their paper. (first person is #1, second person is #2, etc.) Remind them to write their own down so that the numbers won't be off, or you can have them write the person's name first. After about 6 students have gone, ask the class which letter they had for number 1, etc. You can continue in this manner replacing each slide after six students have described. Continue until all students have had a chance to describe.

An alternate/additional activity is to have them get into partners and take turns describing.

Photo of Characters

Guess Who: (40 min)

If you are able to get your hands on a Guess Who board game, that would be great, but not necessary. If you don't have one, skip right to **Live Guess Who** below. Divide the class in half and have them turn their desks around so that they are facing each other. Give one person from each side a Guess Who board with the characters. Allow a different student from each team to choose one of the character cards. Students take turns on each side asking only yes/no questions (ie: Does your person have brown hair? etc.) The person with the board panel will flip

down all the characters on their board that do not fit the description. It goes back and forth until there is only one character left up so then that team can guess who the other team is. Let a different student do the flipping each time. Remind them that it is important to pay attention to other people's questions so that they don't waste a turn asking something that has already been asked.

Live Guess Who:

Next (or if you don't have a Guess Who game, you can start here), have the students on each team get together and choose a person from their team to be the character being careful not to let the other team know who it is. Have them write it down and give it you. All students stand up on both sides. When one person asks a question such as "Does your person have a black shirt?" If the answer is "no", all those with black shirts sit down. Keep going back and forth until they are able to take a guess as to who the person is. Kids seem to really enjoy this. You can make this activity last as long as you want, depending on their interest level. You can also do it at a later day if you have extra class time.

Quiz 5 A

(20 min, depending on how much time you give them to review)

Teach Vocabulary 5b: (20 min)

Assign voc. 5b homework.

Vocab 5 B List

Vocab 5 B Video

What's Different?: (20 min.)

Have students move their desks so that they are sitting across the room from their partner, with half of the class having their backs to the projector screen. Project version A of the What's Different picture. The students facing the screen are to describe their picture in detail to their partners as their partner makes a list of all the descriptions. When they're all done, close/cover the projector and have them switch places. Project version B, then have the other person describe in detail as their partner makes a list. When they're all done, have them make a list of all the things that were different from their partner's. Have them turn-in their lists and then allow them to see both pictures so that they can compare.

What's Different

Describing Personalities: (20 min)

Using the attached photos (or if you can acquire some well-known action/Disney figures), put about 6 of them on the ledge of the front board with a letter of the alphabet above each. Describe the personality of one of them and have the class guess which one you are referring to by holding up on their hands the corresponding letter. Do this a few times switching some of them as you go, then have students take turns describing. You can continue by having students

come up with a well-known character, describe it, and have the class guess who they are describing.

Inspirational Person

Inspirational person: (several days)

Describe a person in your life who has inspired you. Start with telling who the person is/was. Describe the physical characteristics using the correct order of gender, height, body type, hair color, hair style and anything else about that person's appearance including type of clothing or accessories they generally wear (always has a baseball cap, always wears dangling earrings, etc.). Then list that person's personality including specific examples that demonstrate them. (very generous; I remember one time when she helped a homeless person by....) End with specific examples of ways you are or will try to be like that person.

Give students time to think of a person who has influenced their life. It has to be someone they know/knew personally (it can't be a celebrity or famous person they don't know personally). Then have them write an outline describing all of the above and turn it in for you to look over to make sure they have included everything and that it's in the correct order. Make sure they cite specific examples of their character traits and steps they will take to be like him/her. Generate a list of supplemental vocabulary that they will be needing. After you have given them a few days to practice, have them present to the class. As the class is observing, have them have a piece of paper out. After each person presents, ask them a question concerning the person's presentation and have them write the answer on their paper and turn it in when everyone is done.

(ie: What color hair?, How did they meet?, List two personality traits that were mentioned. What example did he/she give to show how that person is generous? etc.)

Inspirational Person
Instructions

20 Pt. Evaluation

Describing People Part 2

Quiz 5b: (20 min with time for review)

Quiz 5 B

Teach supplemental voc and assign hw: (20 min)

Who Am I?: (20 min)

Have students write the names of two famous people that most of the students would know on a small pieces of paper and fold. The person can be living or dead (ie: Abraham Lincoln, Elvis Presley, Steph Curry, Beyonce, etc.) Go through the names quickly and weed out the duplicates or names that are not well known to your students. Put them in a small box or envelope. Have students take turns choosing a name and without telling anyone who it is, they must go to the

front of the room and describe that person's physical characteristics as well as personality. The class must guess who they are describing.

Variation 1 of Who Am I?:

Tape one of the papers to the back of each student without telling who it is. The students must circulate around the room asking only yes/no questions to determine who the person is. (ie: Am I still living?, Do I have curly hair?, Am I a singer?, etc.) They can only ask two questions of each student. If they are really struggling to figure out who they are, they can come to you for a hint.

Variation 2 of Who Am I?:

Ask for a volunteer to come to the front of the room and face the class. You write the name of the famous person on the board behind him/her. The student asks the class yes/no questions until he/she can figure it out. Or instead of the volunteer asking questions, the class can take turns giving one piece of information about the person until the volunteer guesses correctly.

Courtroom: (several days)

You may need to spend some time explaining how the court system works. There are two sides: the prosecution and defense. The plaintiff is the accuser and has a lawyer (prosecuting attorney). The defendant is the person who is accused of committing the crime and also has a lawyer. You may want to show a video clip of a crime show (Old Perry Mason show, etc.)

You may also want to act out a short courtroom scene together as a class with volunteers acting as the lawyers, the plaintiff, the defendant, and a witness for each side. Explain as you go the order in which things take place.

Jurors rise as judge enters.

Judge gives the particulars of the case (who is accused of what, when, where, etc.)

Prosecuting attorney: opening statement telling how he will prove the guilt of the defendant.

Defense lawyer: opening statement telling how she will prove the defendant is innocent.

PA: call the plaintiff to the stand and questions.

DL: cross examines the plaintiff

PA: calls the plaintiff's witness and questions.

DL: cross examines the witness to find a discrepancy between their stories.

DL: calls the defendant to the stand and questions to get the defendant's side of the story.

PA: cross examines the defendant.

DL: calls the defendant's witness and questions

PA: cross examines the witness to find a discrepancy between their stories.

PA: makes closing remarks pointing out evidence that proves the defendant's guilt

DL: makes closing remarks pointing out evidence that proves the defendant's innocence.

Jury makes a decision of guilt or innocence based on facts and evidence that was presented.

Put students in groups of 6. Have them decide who will be taking which part from the above list. You can have one person from each group choose a random crime by cutting up the list of crimes below and placing them face down or allow them to choose the one they want. Together as a group they should decide on the particulars of the case (when and where it took place, etc.). After they have all agreed on the basics, they should split up (prosecution team and defense team) and in their smaller groups plan out their case. Stress the importance of making

sure their alibis match with each other (what they were wearing, what they did, etc.). Encourage them to be creative and produce evidence (ie: movie ticket stub, receipt, etc.). The lawyers should prepare questions to ask but remind them that they need to be flexible in their questioning depending on the answers. The point is to find a way to discredit the testimonies of the opposing side. Give them a couple of days to discuss and prepare their cases and predicting what questions might be asked. (Gather any supplemental vocabulary needed)

Supplemental Vocabulary: (30 min)

Teach supplemental vocabulary, have them create vocab. video and assign for homework.

Have one group present each day. Make copies of the juror forms and pass out enough for each student to have one for every group besides their own. Instruct the class that they must pay attention and take notes on the case as it is presented, because they will have to make a decision on whether the defendant is guilty or innocent. They **MUST** include their reason based on evidence that was presented along with their verdict. Tell them that the winning side will receive extra credit as an incentive to do their best. You can act as judge or if you have an extra student, you can assign it to him/her, or just have that person be an additional witness. Really play it up by having the class stand as the judge enters, and swear in each witness before they take the stand. Instruct lawyers ahead of time that they should stand to the side of the person they are questioning so that the class has a clear view of the questions. Remind them to pay attention to the testimonies of others so that they can adjust their testimonies accordingly. It's fun to see the twists and turns the cases make. After both lawyers have made closing remarks, the jurors (observing students) fill out their juror forms and turn them in. Tally the guilty and innocent verdicts and announce the outcome. (You may want to give extra credit to the winning side.)

Crime List

Juror Forms

50 Pt Evaluation

Supplemental vocabulary quiz: (20 min depending on review time)

Review of units 4 & 5: (45 min)

Pass out the semester two review sheet. Have the students use the links to the homework slides and any notes from unit 4 to answer the questions. This review sheet can be used to study off of for the unit 4,5 test, as well as a study guide for the semester two final.

Semester 2
Review Sheet

Semester 2
Review Sheet Answers

After everyone has completed the review sheet and you have given them points, pass them back and go over the answers in class while students correct their own papers.

Test 4/5

Test 4/5
Answers

Final:

