Westside High School – Foreign Language LOTE

WEEKLY LESSON PLAN

Teacher: Mr. Gallien

Subject: ASL (ASL II)

Week of March 3 to 7, 2025

Grade: Grade 9 - 12

6 Weeks Cycle: 5th of -6 Week – 26

Duration: 60-75 minutes

Objective:

Cultural Awareness: Students will understand the significance of Black Deaf History Month and the contributions of Black Deaf individuals to the Deaf community.

Language Skills: Students will apply ASL Unit 10 (Parts 2 & 3) content, which focuses on time markers and expressing preferences, plans, and activities in the context of discussing important events and individuals in Black Deaf History.

1. Introduction to Black Deaf History Month (15-20 minutes)

Key Contributions: Mention key figures like Andrew Foster (founder of the first Deaf school in Africa), Ella Mae Lentz (a renowned Deaf poet and advocate), Kenny Walker (a Deaf football player), and Shannon Sneed (Deaf activist and community leader). These individuals made significant contributions to both the Black and Deaf communities.

A. The Intersection of Black and Deaf Cultures

Discuss the unique experiences of Black Deaf individuals, who navigate both Black culture and Deaf culture. Talk about the challenges they have faced, including:

Language access (lack of interpreters, resources in ASL).

Social challenges (racism, ableism, and discrimination).

Educational barriers (lack of support for Black Deaf students).

B.. Impact on Societ

Emphasize that Black Deaf History Month encourages inclusivity, diversity, and representation in the Deaf community. It’s an opportunity to reflect on and honor the history, struggles, and triumphs of Black Deaf individuals.

2. ASL Unit 10 - Part 2: Time Markers (15-20 minutes)

A. Review of Time Markers

Objective: In this part of Unit 10, students will learn how to incorporate time markers in ASL to talk about past, present, and future events. This is important for discussing historical events related to Black Deaf history.

B. Common Time Markers in ASL:

PAST: Often signed by moving the hand backward from the body.

PRESENT: The sign "NOW" can be used, or the sign for "THIS" with a "here" movement.

FUTURE: Usually signed by moving the hand forward from the body or using the sign for "LATER."

C. Practice Activity with Time Markers:

Activity: Have students describe an event from Black Deaf history using appropriate time markers.

Example: “In the past, Andrew Foster established schools for Deaf people in Africa.”

Ask students to practice sentences like:

“Kenny Walker played football in the past.”

“In the future, there will be more support for Black Deaf people.”

D. Pair Practice: Have students pair up and practice using time markers in different scenarios. They can talk about any of the key figures from Black Deaf History, such as Andrew Foster, and use time markers to describe their past achievements.

3. ASL Unit 10 - Part 3: Expressing Preferences, Plans, and Activities (20-25 minutes)

A. Introduction to Expressing Preferences and Plans

Objective: In this part of the unit, students will learn how to talk about preferences (likes/dislikes), plans, and activities using ASL grammar. This skill is essential when discussing individual choices or actions in the context of Deaf history or culture.

B. Key Signs for Preferences, Plans, and Activities:

PREFER (LIKE/DISLIKE): This is used to express like or dislike, as well as a preference for one thing over another.

PLAN: Use this sign to express future actions or plans.

ACTIVITY: This is used to talk about specific actions or events.

C. Example Sentences Using Preferences and Plans:

“I plan to attend the Black Deaf History Month event this year.” (using the sign for "plan")

“I dislike when there is no access to sign language interpreters at important events.” (using the sign for "dislike")

D. Activity: Discussing Preferences and Plans for Black Deaf History Month

Activity 1: Have students express their preferences regarding Black Deaf history (e.g., “I like learning about Andrew Foster” or “I don’t like when important figures are not recognized.”)

E. Group Discussion:

After practicing, students should discuss in small groups what they are learning about Black Deaf history. Encourage them to express preferences and plans about what they hope to learn or experience during Black Deaf History Month.

4. Putting it All Together: Discussing Black Deaf History Using ASL (10-15 minutes)

A. Class Sharing

Have students share their stories with the class, encouraging them to use time markers, preferences, and plans while discussing Black Deaf history.

5. Assessment and Homework (Optional)

A. Assessment

Evaluate students on their ability to use time markers, preferences, and plans accurately in their discussions about Black Deaf History Month.

Assess their engagement and understanding of both the cultural content and ASL language skills.

Wrap-Up:

Encourage students to continue practicing ASL and learning about the intersection of Deaf culture and African American culture, ensuring they are aware of the diversity within the Deaf community.