Curriculum project proposal: deaf art students using K-W-L strategy

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Curriculum Project Proposal

DEAF ART STUDENTS
USING K-W-L STRATEGY

Master's Project

Submitted to the Faculty
of the Master of Science Program in Secondary Education
of Students who are Deaf or Hard of Hearing

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By

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Abstract

The purpose of this project is to determine if the use of the K-W-L teaching model will foster Deaf art students' cognitive knowledge and ability to express in an art form what they have learned regarding a specific subject.

The following observation was made over a three year period working with Deaf art students. Deaf students need guidelines and a method of developing their ability to determine:

- prior subject knowledge;
- if additional information is needed;
- results of research and;
- how to use the information to express their creative ideas about a topic.

K-W-L provides a visual structure to record prior knowledge and document additional information a student may want to learn about a subject. It provides students with a method of recording what they learned, comparing prior and new knowledge, in addition to providing a structure for interactive classroom discourse.

K-W-L has been proven to be effective with second language learners and would be an appropriate strategy to explore as a curriculum project for Deaf art students.

These curriculum activities will be conducted at Rochester School for the Deaf and will explore the use of K-W-L strategy in a "Studio in Art" classroom to determine if the students can effectively utilize this strategy to express knowledge on a particular subject in an art form.
Chapter I

INTRODUCTION

This project will focus on using the K-W-L teaching model to determine if it is appropriate with deaf students and fosters their ability to express knowledge in an art form on a particular subject.

K-W-L charts will be used to assess students' prior knowledge, develop a plan for accessing resources to find the answers to their questions, and provide students with an appropriate forum for interaction and discussion about the topic that they have researched. Finally, the students will produce an art project to demonstrate their overall knowledge on the chosen subject.

In general, educators of the deaf have found that deaf students are passive readers, and have underdeveloped critical thinking skills. (Strassman, 1992) They have more difficulty with research due to reading skills, and lack the ability to integrate existing knowledge with new information because their schemata are less developed. (Schirmer & Winter, 1993)

Many educators have found that K-W-L is an effective strategy for activating students prior knowledge and helping them determine their purpose for researching for further information. There is limited primary research regarding the effective use of K-W-L strategy for deaf students, and no previous research was found regarding the use of K-W-L in an art classroom. However, the K-W-L curriculum seems to be a perfect strategy to help deaf students in the art classroom to improve their metacognitive knowledge when learning about familiar and unfamiliar topics and to develop their research skills when seeking resource information.

This project will use K-W-L with a group of six deaf students at the Rochester School for the Deaf to determine if it facilitates their ability to find appropriate information on a subject, and apply this knowledge in a resulting art
Deaf Art Students Using K-W-L Strategy

The projects' procedures will be evaluated for determining the effectiveness of K-W-L in this type of classroom setting.

In the K-W-L chart, the K column emphasizes the students' strengths (what they know), rather than weaknesses (what they don't know). This information will be used initially to determine if the topic is familiar or unfamiliar. This will allow an appropriate time frame to be allocated for research prior to commencing the art project.

K-W-L strategy is an instructional technique for Deaf students because each step will activate their cognitive knowledge, develop language, develop communication skills when interacting with peers in the classroom, and develop research skills when seeking information. This strategy can subsequently be used to enable students to transfer their knowledge through art. This will be the basis of the curriculum project. The use of the resulting information to create an art project will serve as a communication tool to express what they know and have learned regarding a topic.

This paper provides background information regarding the K-W-L teaching model. It explores students' ability to use prior knowledge to expand their cognitive knowledge with familiar and unfamiliar topics. The schema theory is employed with Deaf students' to improve their knowledge of story structure, foster Deaf students' metacognitive awareness and increase their reading achievement. Vygotsky's theory of interactive learning, the role of mediation, and findings as they relate to the use of K-W-L have been used with various groups of students will be review.

A detailed activity plan is provided for this curriculum project with an example of the lesson plan that will be used with a group of deaf art students at Rochester School for the Deaf.
Chapter II

LITERATURE REVIEW

The K-W-L Teaching Model

K-W-L has been developed through research based on the concept of Schema and Vygotsky's theory. The concept of the Schema theory is to assist students in becoming independent by activating their prior knowledge. This enables students to expand their metacognitive awareness, develop their research and communication skills resulting in meaningful knowledge building, and to compare their new knowledge with their prior knowledge. Vygotsky's concept of the social nature of learning and the role of mediation to facilitate peer interaction in classroom discourses is utilized in the K-W-L model. This approach encourages students to work in groups to think about issues and questions, gives students an opportunity to develop their interests, and facilitates comprehension of text through peer interaction.

K-W-L is an instructional technique. The K stands for "What we KNOW", the W stands for "What we WANT to find out", and the L stands for "What we LEARNED and still need to learn". K-W-L is a teaching model used to expand students' knowledge when reading expository material and to promote active thinking when reading to gather information.
Example of K-W-L chart

The K-W-L chart was developed by Donna M. Ogle in 1986. Below is an example of K-W-L strategy consisting of three basic steps representative of the metacognitive steps used by the students as they utilize the strategy with expository text:

K-W-L strategy sheet

<table>
<thead>
<tr>
<th>1. K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we KNOW</td>
<td>What we WANT to find out</td>
<td>What we LEARNED and still need to learn</td>
</tr>
</tbody>
</table>

2. Categories of information we expect to use:

A. E.
B. F.
C. G.
D.

The first cognitive step is when the teacher begins by addressing students' background knowledge (i.e., their existing schemata) as teacher asks students to brainstorm and list in the "K" column. Students immediately become active participants in this first stage of the strategy:

K - What we KNOW

This is opening step and has two levels of accessing prior knowledge:

1) The first part of the brainstorming consists of what the group knows about the topic,
2) The second part of the brainstorming involves categorizing their background knowledge. These categories of information are documented under #2 on the chart, and will be useful to students in their reading for additional information.

The second cognitive step is when the teacher asks students to list in the "W" column what they want to know about the topic:

**W - What we WANT to find out**

The teacher facilitates student discussion to raise questions and categories of desired information. Students are encouraged to research the topic to find answers to their questions that will increase their knowledge on this topic.

This strategy encourages cognitive flexibility. Students work together to learn from each other, learn to use a variety of resources, and develop communication skills.

The third cognitive step is when students find the answers to their questions and list them in the "L" column. Subsequently, they list what additional information they would like to learn:

**L - What we LEARNED and still need to learn**

Students are encouraged to share with others what they learned from reading and what they would like to continue to learn.
Prior Knowledge and K-W-L

In the K-W-L chart, the K column is to emphasize the students' strengths (what they know), rather than weaknesses (what they don't know). Teachers have the responsibility to facilitate students' participation in classroom discussions and help students share their background knowledge when discussing both familiar and unfamiliar topics.

Students can use K-W-L strategy to learn both familiar and unfamiliar topics. It is critical to assign both familiar and unfamiliar topics to enable students to expand their cognitive knowledge and to develop their literacy skills. Teachers need to be aware when they are selecting unfamiliar topics and extend students more time to read the new information.

Carr and Thompson (1996) investigated the inferential comprehension performance of students' decoding ability and ability to determine prior knowledge related to familiar and unfamiliar topics. Students with learning disabilities (LD) were tested with their Non-Learning Disabled (NLD) age-level and NLD reading-level peers on passages from the inferential reading comprehension test. Researchers found that "the students in the LD group and the students in the NLD eighth and fifth grade groups were similar in terms of levels of prior knowledge for both the familiar and the unfamiliar topics." (p. 54) Additionally, when the three groups of students "have an adequately developed knowledge base for the topic, students with LD can answer inferential questions, although not as efficiently as their NLD age-level peers." (p. 58) Thus, prior knowledge is important in being able to answer inferential questions.

In another study, Kelly (1994) explored reading proficiency among 18 deaf high school students. Nine students were average readers and the other nine students were above average readers. They were tested to determine their ability to hold prior text information when reading about familiar
and unfamiliar topics. The research study indicated that there were no significant differences in the two groups in their reading time. "Both groups appeared to benefit from the ability to hold prior text information in working memory" when they were not interrupted. (p. 18) Both groups also indicated that there were no differences between low and high reading levels when learning about familiar and unfamiliar topics. Both groups were slower when reading about unfamiliar topics and tended "to engage in the top-down process of using background information." (p. 18)

Carr and Thompson (1996) and Kelly (1994) have made it clear that there are no differences between low and high reading level or learning disabled and nonlearning disabled groups when reading/learning about the familiar and unfamiliar topics. In addition, the research indicates that both groups tend to read slower when they read unfamiliar topics rather than familiar topics.

The consequence of these two studies indicate that Deaf students and students with learning disabilities seem to share similar experiences related to interactive reading with text. Both groups use prior knowledge when reading materials. Thus, they will profit from using K-W-L strategy when learning about familiar and unfamiliar topics.

Schema Theory Research studies with Deaf Students

In the K-W-L chart, the "W" column is to encourage students to brainstorm what they want to know about the topic and write questions on the worksheet that may be answered by reading the text. This column assists students in developing a plan for their research and increasing their reading skills.

Schirmer and Winter (1993) looked at textual and content schemata of deaf students. Textual schema is knowledge and expectations students have about reading materials.
(e.g. story structure) Content schema is prior knowledge about reading topics. They examined the cognitive schema that deaf children use during reading for comprehending narrative text. Twenty-four deaf children participated in this study. They had severe to profound hearing losses and were from a residential school for the deaf. These students ranged from fifth to eight grade. Students were randomly assigned to one of two treatment groups. Two stories were used in the study, Tardy and The Dancing Class. Both groups were required to read these two books. "Group A read the well-formed story preceded by the organizer and the non-well-formed story without the organizer. Group B read the well-formed story without the organizer and the non-well-formed story preceded by the organizer." (p. 29)

Schirmer and Winter's study was to analyze deaf students' ability to use textual and content schemata when they were reading. Also, researchers gathered the data "to find if a deaf child is able to create a prediction or read with a purpose in mind related to reading comprehension and reading ability." (p. 29) On the basis of this study, there were indications that "the thematic organizers were more effective with abstract text and readers with limited prior knowledge of the text material. Additionally, thematic organizers may activate the students content schema. However, deaf children do not independently apply their knowledge toward comprehending what they read. Thematic organizers were not sufficient to activate the children's background knowledge." (p. 31)

Results of the study "provided support for the hypothesis that children who are deaf use textual schema for comprehension processing when reading narrative text." (p. 31) The findings concerning content schema were inconclusive. Deaf children, however, are able to use their prior knowledge about textual structure when interacting with text.
Solomon and Rhodes' (1995) article indicated that K-W-L works well for students with English as a second language because it helps them become more interactive readers and helps them learn more as they read. There are several assessment strategies used by teachers who work with the K-W-L teaching model. For example, teachers ask students at the end of the term which of the articles they recalled learning, or interview students questioning them about the content of the articles they have read. Another technique is to evaluate the students' worksheets to determine any significant change from the beginning to the end of the school term. Teachers can also use videotapes to monitor the changes in their students work and analyze these changes.

Akamatsu (1987) looked at prior knowledge related to schema theory application when using knowledge of story structure. She studied the classroom instruction for teaching deaf children to read and write and their knowledge of story structure. Two deaf students participated in this study. One was 11 years old and from a deaf family and the other was 12 years old from a hearing family. Both students attended a public elementary school with a program for hearing-impaired children in an urban area. The school was using the Total Communication Philosophy.

The students received a story passage to read. They wrote and summarized in their own words or using words from the text. The three procedures of baseline, intervention, and maintenance were used to check these two students' reading and writing performance for three weeks. This study was focused on using a cognitive task to build literacy skills.

Results of the study were that, "baseline measures revealed that the subjects had only a meager knowledge of story structure. During intervention, subjects' performance rose dramatically. Although the summaries they produced were not mechanically perfect, they had the structure of a story and therefore appeared to be better writing samples than those produced before intervention." Both Akamatsu and
Schirmer and Winter found that textual schema helped deaf children understand reading better.

The class K-W-L chart serves as a means for intervention at any time during the class. This intervention can take place prior to, during, or at the conclusion of an instructional unit. The teacher is responsible for reviewing each student's reading process at all times throughout the unit and making sure each student is staying on the correct track. The teacher may realize a student is having difficulty with reading comprehension with simple fragments of information. Or they may have misconceptions with more complex English structures. When this happens, the teacher helps the student make connections in reading by discussing the meaning and interpretation of sentences and phrases within the text. The teacher can also ask questions as a guide to encourage each student to reflect on the importance of the information by responding to their questions such as "What do I want to find out?" or "Why is this information important for me?"

Griffith and Ripich (1988) further investigated Deaf students' knowledge of story structure through retelling. They analyzed deaf students' ability to make up stories, to organize their stories according to a story schema and internal story schema for comprehending and recalling stories told to others. This study of Deaf students was designed to compare their performance with learning disabled (LD) and non-disabled students (NLD) from previous studies. Eleven deaf students participated in this study. These students were enrolled in public school day classes and used Total communication. Five students were from deaf families who used ASL. The other six students were from hearing families who did not sign. Students were given four stories to read. (Three books with pictures and one book with no pictures.) They were asked to make up a story or to listen to and retell a story to friends. Transcripts were analyzed for correct descriptions of events and for correct story structures.
Results found that "1) deaf students do make use of story schema in recalling and generating stories. As story structures become more complex, they do less well, 2) the use of pictures presented in the text of a story improves deaf students accurate recall of story events, 3) deaf students who have deaf parents appear to perform better than students who have hearing parents, and 4) when presented with pictures, deaf students are better able to make up a story than LD and NLD." (p. 48) This study reinforced deaf children's ability to use the textual schema when creating stories.

**Metacognitive Awareness and Reading Achievement**

In the K-W-L chart, the "W" column fosters students' metacognitive awareness about a variety of reading materials when seeking the information. The "L" column enables students to expand their cognitive knowledge through natural discussion with peers based on what they have learned. Students will discuss what they would like to continue to learn and what will benefit them in gaining new knowledge. Students can check their own "L" column to compare with their "K" column of previous knowledge. Students will know if they increased their knowledge through their reading.

McLain (1993) examined strategy versus no strategy instruction related to metacognitive awareness and reading achievement of third and fifth grade hearing students. Fifty-seven students were in fifth grade and 51 students were in third grade. These students attended four city schools in an Indiana community. Three groups were randomly assigned to the three fifth and three third grade classrooms. One of those groups (one fifth and one third grade) "was assigned to K-W-L experimental group. They were taught the K-W-L comprehension monitoring strategy while reading the assigned expository text using whole class instruction." (p. 9)
Metacognitive awareness was measured by the Index of Reading Awareness (IRA). Reading achievement was also measured by the Gates-MacGinitie Reading Tests.

McLain gathered data on the third and fifth grade K-W-L experimental groups and compared with other types of strategies. Results indicated that using K-W-L strategy increased metacognitive awareness and reading achievement of students.

Strassman (1992) investigated questions about deaf students' metacognitive knowledge and schemata. She interviewed 29 prelingually, profoundly deaf adolescents from a state residential school to assess their metacognitive knowledge about school-related reading. The examiner's in-depth interview questions were tailored to encourage communication when asking the deaf students to define reading.

Results state that "deaf students' reading schema apparently lacked metacognitive knowledge and they were passive readers. It is very possible that they have learned that reading is a passive, skill-based activity because that is what they have been taught." (p. 329) Also, research indicates it is not clear these "adolescents had metacognitive knowledge about why they did what they did in school-related reading or what the long term goal of reading in school was." (p. 328) Only a small percentage of students "mentioned understanding of text or thinking about the materials read" as critical for reading comprehension. (p. 329)

Research focusing on deaf adolescents' metacognitive knowledge indicate that at this age, deaf students are not as metacognitively aware as hearing students." (p. 326) K-W-L will enable Deaf students to become active readers, rather than passive. If deaf students use the K-W-L comprehension monitoring strategy, they will increase metacognitive awareness.
Vygotsky's Theories with Deaf Students:

The K-W-L charts utilize Vygotsky's theory for the W and L columns because these two parts of K-W-L include classroom discussion for learning, and Vygotsky's theory of interactive learning tools applies. Hartman (1996) transcribed the classroom conversations of seven profoundly deaf 13 and 14 year old students and their teachers. The transcripts were analyzed, applying Vygotsky's theory on the social nature of learning and the role of mediation. In this study, Hartman described her classroom discussions. She explained how she illustrated the project, transcribed student and teacher comments during the discussion from the videotapes, and wrote an analysis of the discussion with four communication moves. The four communication discourse moves are initiating, extending, eliciting, and responding. These four types of communication moves are to check if deaf students are able to initiate the topic, ask questions during the class discussions, take up another person's idea, demonstrate thinking strategies, and respond to others' questions or comments. The results found that the students could function successfully within a group discussion using all the communication moves. This research study of classroom discourse supports the idea that Vygotsky's concept of interactive language learning use among deaf students can contribute to cognitive development. The results demonstrates "how meaning is created, explored, and expanded on by individual contributions to the group conversations." (p. 98)

The K-W-L method emphasizes that class discussion is a very important feature throughout the unit. The teacher may need to help scaffold the discussion so students can generate questions from their knowledge and share new knowledge with others. Teachers may need to model interest statements and personal reactions to help establish a risk-free environment. Therefore, students learn they have permission to share personal responses during the discussion. It is crucial for
the teacher to encourage students to get more practice by participating in the class discussion and assuring them they are in a safe environment when discussing topics and sharing their own ideas.

Baldwin's (1997) qualitative study "was in a bilingual school for the deaf to examine how meaning is negotiated during literacy events in this setting." (abstract) This study gathered data through observing classroom interactions, conducting interviews with three different teachers, and gathering relevant documentation. Three female teachers with extensive teaching experience in schools for the deaf were informants. One was hard of hearing and taught a third grade class of five students, the second was hard of hearing too but culturally deaf and taught six seventh graders, and third was hearing and taught a ninth grade class of four students. The students were relatively well-balanced from both hearing and deaf families.

The study found that each teacher used different kinds of leading (scaffolding): "one teacher's method was the basic development and awareness of language and communicative competence in the context of emerging literacy, the second teacher's method was the use of discussion and discovery to help students negotiate meaning and develop metalinguistic awareness, and the third teacher's method was to build on pre-existing metalinguistic awareness in order to encourage the negotiation of meaning in more advanced reading and writing grounded in whole literature and the students' own writing such as reader and writer workshop." (p. 18) This described three different ways teachers used scaffolding. It was noted "The advantage of student to student interaction is the chance to use language productively. Language output or production is very important as part of negotiation of meaning." (p. 19)
Hartman and Baldwin support Vygotsky's theories for Deaf students in the classroom discourse. This approach applies to K-W-L strategy by using the "L" chart to foster deaf students interaction with others and to scaffold the topics when they are discussed.

K-W-L: Second Language Learners, and Assessment:

Deaf students are like second language learners when addressing challenges in becoming literate. Many English as Second Language (ESL) educators found K-W-L is effective because it is so interactive, and it gives students many opportunities to learn from one another. K-W-L offers many advantages to assess students' prior knowledge during all three steps and it helps teachers assess the content material learned.

K-W-L is especially effective for second-language learners and students experiencing difficulty constructing meaning, because it immerses them into a natural discussion and offers a strong scaffold provided by teacher support and student interaction.

Solomon and Rhodes (1995) stated that:

many teachers have success using K-W-L to begin and end a unit of study. Before the unit, this strategy enables teachers to gain an awareness of students' background knowledge and interests. Afterward, it helps teachers assess the content materials learned. K-W-L charts can be developed as a class activity or on an individual basis. For students with limited English proficiency, the chart can be completed in the first language or with illustrations (p. 43).
Solomon and Rhodes explored ways to identify alternative assessment strategies that are appropriate for the academic language proficiencies of English language learners. They sent surveys to over 500 ESL educators across the United States. They only received responses from 157 educators.

The survey consisted of eight open-ended questions that asked ESL educators to share "about their perceptions of academic language and the strategies they find most useful for assessing academic language" (p. 27) for second language learners. The results from the survey indicates that teachers are assessing the academic language of ESL students through a wide range of alternative assessments.

The survey results indicated seven types of alternative assessment strategies for the academic language which ESL teachers also found the most useful for second language learners. K-W-L is one of the seven alternative assessment strategies. This study implies that ESL teachers use K-W-L charts to teach second language learners to enable them to gain their background knowledge, interests, and content material learned.

Second language learners and deaf children have similar problems related to difficulties with reading and writing skills. ESL educators and teachers of the deaf share similar concerns about how to improve their students' academic English language abilities through reading and writing skills. A variety of strategies that ESL educators find useful for their students to achieve the academic language may also be useful for teachers of Deaf students.
Conclusion

The ultimate goal of the K-W-L teaching model is to help facilitate deaf students' efforts to increase their literacy by helping them to build on their prior knowledge. K-W-L is a tool to help increase reading comprehension with textual and content schema. Teachers can encourage students by talking about the topic with peers, writing about the topic by using K-W-L charts and doing something creative with their knowledge about the topic. K-W-L benefits teachers in identifying students' background knowledge, guiding students to build knowledge, and assisting students to become independent readers. In addition, K-W-L is a strategy for activating students' prior knowledge and helping them determine their purpose for reading expository texts. Therefore, it helps the student to understand how reading is a process where the reader's prior knowledge and metacognition play an important role. K-W-L has a sound theoretical research base. However, additional research evaluating its effectiveness is still needed.
Chapter III

ACTIVITIES

The basis of the current curriculum project with deaf students will be to use the K-W-L strategy to enhance their learning and choice of appropriate kind of reading materials they can use related to creating artwork. They will demonstrate their new knowledge by creating designs, and artwork based on what they discovered from reading and other informal research.

These curriculum activities at Rochester School for the Deaf will explore the use of the K-W-L strategy in a "Studio in Art" classroom. According to the New York State Education department, students are required to learn about visual arts through experiment and create art works, in a variety of mediums such as drawing, painting, sculpture, ceramics, printmaking, animation and computer graphics. Students learn to develop their own ideas and images through the exploration and creation of art works based on themes, symbols and events. In addition, students gain comprehension about the elements and principles of art such as line, color, texture, and shapes in order to communicate their own ideas in works of art. Students also become informed of the characteristics of various mediums such as two-dimensional, three-dimensional, and electronic images. Students are to obtain knowledge about some cultural institutions such as museums and galleries and community opportunities like art festivals to increase their understanding of art. Students also learn how to reflect on, interpret, and evaluate works of art by using the language of art criticism. Students are required to include the whole creative process in their portfolio to meet the course criteria. Students are required to learn about the art histories and aesthetic principles and how these two are connected to works of art. Students are asked to look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events.
of those cultures. All of these exercises are required for students to learn in the traditional art classroom before taking the "Studio in Art" course.

The "Studio in Art" course allows students to explore a new form of expressing themselves. Students are free to select a medium for a work of art based on their experience with the medium and their desire that it should look a certain way. Students are allowed to create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images. Students are able to demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition. Students are encourage to reflect on their developing work to determine the effectiveness of selected mediums and technique for conveying meaning in their artwork.

K-W-L will be used with six 9th grade Deaf students to communicate ideas through artworks. The librarian at Rochester school for the Deaf and I met several times before I began to teach this group of students. I inquired about the resources in their media center. We looked at web internet sites, books, magazines, and other sources. I searched a variety of topics and chose tropical rainforests because of its familiarity to students and abundant resources. The information on tropical rain forests seems to be convenient for students to access about the particular subjects they want to find.

There is a wide range of material for students to use to gather information about their specific topic. The librarian and I agreed that the tropical rain forests would give students an opportunity to develop their research strategy skills and provide access for each student to participate in the class activities. This class will design posters to communicate about a subject related to tropical rain forests. This class has prior knowledge of tropical rain forests from an Earth Science class taken when they were in 5th grade.
K-W-L is an ideal program for this class to help them recall what they know about the tropical rain forests and help refresh their memory. This class may also demonstrate new knowledge of the subject and demonstrate through the use of an art medium their interpretation of the subject matter. This is a 7 week assignment, and the class meets three times each week for approximately an 80 minute block.

The 9th grade Deaf art students, using K-W-L, will be involved in five basic types of activities to include:

- creating questions prior to doing research (through K-W-L Charts and group discussion)
- participating in group discussions talking about their interest in learning and exploring information about the subject.
- doing informal research by inquiring, exploring and finding information at the media center or on web sites regarding their subject.
- demonstrating their informal research through creative ideas by recording the information using the sketchbook, expanding their ideas to design the rough sketches, and preparing their artworks for their final project to communicate what they discovered about the topic.
- producing visual art consisting of poster design which will represent the information they discovered about subjects related to tropical rain forest.

This curriculum study is to determine if the K-W-L teaching model is an effective way to communicate information by using an art form. Each student will create a portfolio that can be used to evaluate the artwork results of using the K-W-L strategy.
Unit Project

This is a seven-week unit designed for the grade 9 high school Deaf art students. Each project is to encourage students to establish rapport, and engage people easily by focusing on their class activity related to their discovery of the Tropical Rain forests.

This unit project is designed:

1. To allow students to take ownership of projects through construction of the K-W-L Charts in the classroom activities.

2. To encourage students to develop their critical and creativity thinking, analytical and synthesis skills, and encourage cooperation within a group.

3. To increase students' awareness about procedures in relationship to "informal research" and resource materials in the media center.

4. To increase students' research strategy skills about their subjects by exploring, investigating, and finding the resource materials in the media center using computer internet sites, books, magazines and other sources.

5. To increase students' knowledge about their subjects by discovering fact information and understanding the importance of documentation of information.

6. To develop the class into a community of research that encourages inquiry when gathering all of the information about their subjects and presenting their findings via art as communication.

7. To demonstrate their creative ideas by using the sketchbook, designing the rough sketches, and preparing their poster design for their final project as they want to communicate about their discoveries regarding the Tropical Rain forests.

8. To allow students to explore a variety of art medium when creating the poster design to communicate familiarity of the subjects.
**Unit Curriculum Activities Plan:**

**Activity 1:** What do you KNOW about Tropical Rain forests?

Students will be introduced to what is known as a K-W-L Chart where they are encouraged to discuss and brainstorm what they currently KNOW about Tropical Rain Forests. After the class discussion, students are to write down the information from KNOW Chart in their sketchbook.

**Activity 2:** What do you WANT to learn about Tropical Rain forests?

Students will review the KNOW chart based on what we discussed about Tropical Rain Forests in the last class. They are encouraged to categorize their background knowledge and to document under #2 on the chart. Then, students will be able to identify what they WANT to learn about Tropical Rain forests and what they hope to find from the resources.

**Activity 3:** Research

Students will be introduced to resources in the media center using computer internet sites, books, magazines, and other sources. Students will seek and find appropriate information about the subjects they WANT to learn. Students will be able to discover factual information and develop their research strategy skills.

**Activity 4:** Continue Research

Students will continue seeking and gathering the information relevant to what they WANT to learn about a subject. Students will be introduced to the importance of documenting information.

**Activity 5:** Preparing for Poster design

This project is a three-week process of doing the sketchbook, designing the rough sketches, and creating the poster design.

Students are encouraged to use the sketchbook to construct their idea and develop the rough sketches to prepare the poster design.

Students are encouraged to think about the type of art styles and explore various art medium to communicate their new knowledge of the subject.
Activity 6: What I LEARNED?

Students are required to give at least a 5 minutes oral presentation to demonstrate and share prior and new knowledge of the subject with others. They are expected to explain the art medium as an interpretation of the subject matter.

Each student is required to write a one page K-W-L strategy sheet to present new knowledge of tropical rain forests.

Each student is required to write a self critique of their poster design and ask a peer to evaluate his or her artwork.

(Please see Appendix A for samples of K-W-L lesson plans.)

Assessment and Evaluation:

Each student will:

- be required to create a portfolio to record initial ideas with thumbnail sketches, several rough sketches, and prepare for final poster design artwork.

The instructor will:

- keep a daily log based on observation and record events in the context of class activities and lesson plans.
- evaluate the whole artistic creativity process, the artworks, and the quality of the design work.
- videotape each student's oral presentation for documentation.
- assess students' videotape presentation to determine if they demonstrate prior and new knowledge of the subject and explain their art medium as an interpretation of the subject matter.
- assess how well each student participates in class activities, follows the whole procedure of artistic creativity, follows instructions for the design process, and demonstrates appropriate effort to use art style as communication.
Chapter IV
DISCUSSION

Introduction

This project focused on using the K-W-L teaching model to determine if it was appropriate with deaf students. The project fosters the student's ability to express knowledge in an art form on a particular subject.

K-W-L Charts were used to assess students' prior knowledge, develop a plan for accessing resources to find the answers to their questions, and provide students with an appropriate forum for interaction and discussion about the topic that they researched. The students produced an art project to demonstrate their overall knowledge on the chosen subject.

Many educators have found that K-W-L is an effective strategy for activating student's prior knowledge and helping students determine their purpose for researching additional information. There is limited primary research regarding the effective use of K-W-L strategy for deaf students, and no previous research was found regarding the use of K-W-L in an art classroom. However, the K-W-L curriculum seemed to be a perfect strategy to help deaf students in the art classroom to improve their metacognitive knowledge when learning about familiar and unfamiliar topics and to develop their research skills when seeking resource information.

This project used K-W-L with a group of six deaf students at Rochester school for the Deaf to determine if it facilitated their ability to find appropriate information on a subject, and to apply this knowledge in a resulting art project. In the K-W-L Chart, the K column emphasizes the students' strength (what they know), rather than weaknesses (what they don't know). This information was used initially to determine if the topic was familiar or unfamiliar to the students. Based on the student's familiarity with the subject
an appropriate time frame was allocated for research prior to commencing the art project.

This K-W-L strategy was subsequently used to enable the students to transfer their knowledge through art. This was the basis of the curriculum project. Following are the outcomes of the project and the resulting conclusions.

**Process and Observations**

Throughout the K-W-L curriculum process, I observed the six Deaf art student's ability to interact with reading expository material in the media center about the rainforest topic. I found that three students were passive readers. They were heavily depending on me for guidance and required facilitation to enable them to see information about their subjects. These three students had difficulty understanding what they should do with informal research. They were capable of reading the information from all sorts of reading materials. However, they were unsure of what to do when trying to work independently. They insisted on an explanation regularly as to why it was important to integrate prior knowledge with new information and apply their knowledge in an art form. It took a few weeks for them to acquire a full understanding of the meaning of this project.

The other three students were very active and independent when they were seeking resource information in the media center. They were willing to try something new. They did not indicate they had difficulty with the informal research process and they were capable of finding information easily. I oftentimes asked these three students to set a model for the others with weaker reading skills, and to show them how to find the right resources.

The social nature of learning in this classroom was difficult to begin with because the students were highly competitive. They put each other down and treated their peers as if they didn't know anything about the Tropical
Rainforest. They were concerned with their intellectual competition with each other. I repeatedly admonished them for their competitive approach and patiently explained again why it was important to have good interaction and discussion about the Tropical Rainforests topic throughout the whole project. The first few weeks as I tried to teach the students to work in groups as they thought about their questions, they were kind of confused with the new learning approach. They were encouraged to help others, and given the opportunity to develop their self-motivation when they explored new information. They were encouraged to think for themselves. At the end of the project, the students stated they slowly gained a better understanding of why it is significant to have communication with peers in the classroom.

Over the course of the project, I noticed the three passive readers increased their self-confidence with their ability to investigate reading materials. At first, they were resistance because they were anxious about what they didn't know about their subjects. I explained the purpose of this project is for them to focus on what they KNOW. How to build with what they already KNOW and gain new information by using prior knowledge. All six Deaf art students were learning how to think about their issues and questions on their own. It was as if they were not previously taught to think independently and had not been given prior opportunity to develop their own interests when exploring new information. The students often mentioned they had never experienced this type of teaching; me playing the role of mediator to assist them in becoming independent readers and researchers. Also, they expressed how much they truly appreciated my patience with them, and my work as a facilitator encouraging them to better understand how to use this type of process. They appreciated being encouraged to work with their peers and participate in classroom discourse once they understood how this process helped them improve their project.
During the design process from the beginning to the final poster, students were encouraged to think about what they LEARNED about their subject. How they WANTED to demonstrate their artwork and communicate with others and what they LEARNED. I realized that they were not previously taught about the design process. The Art teacher told me that the students at RSD were not interested in learning about the design process from thumbnail sketches to final project. Based on her personal experience with Deaf art students she thought they were not motivated to learn the design process. I felt it was important to teach Deaf art students to understand the design process focusing on their topic. This way they would have the opportunity to express their creative process from thumbnail sketches to final poster design. With the whole design process, they were exploring the means of designing, producing the artwork, and discussing ways to improve their creative ideas by communicate with their peers. Understanding this process will assist them in future art projects and will also assist them in other types of projects that require building blocks to complete the project.

This project was not limited to creative art. The purpose of this project was to foster students' abilities to communicate their idea for poster design, use a variety of sources for developing their knowledge, and to convey their ideas through artwork. In addition, as part of the process they learned how to give appropriate feedback and critique their peers artwork. I taught them to interact in the "sandwich theory". For instance, they were taught to give positive information as the first layer of feedback; what they liked about their peers artwork. Secondly, they needed to give the negative statement to describe what they saw in the work of art that could be improved. Third, they needed to close with a positive statement; what they think the artwork is about. With the repetition of going through the design process, they gradually understood the concept of how to provide a constructive critique.
All of the Deaf art students completed their poster design on the due date. They completed the written information on time and posted it adjacent to their artwork for others to read about their poster design. Also, they shared their artwork at the presentation and discussed what they learned about their topic. (Please see Appendix B and C for samples of students' writing and final poster design.)

**Conclusion**

In the overall process with the K-W-L lesson plans, I found this curriculum approach to be is an appropriate strategy for Deaf art students. Through the process of leveraging what they knew to find additional information about what they wanted to learn, they gained confidence as well as additional knowledge.

However, K-W-L might achieve much more if work was coordinated with other teachers. It would be nice to work with two or more teachers to collaborate and achieve an integrated approach. If this could be done then I would like to revise my lesson plan to focus more on the characteristics of various visual arts to communicate the student's topics more effectively. In addition, to be more effective the students need prior awareness of how to use the Internet to explore images of public art and compare visual ideas with their artworks. If this knowledge was not present, the lesson plan would need to include some up front work with the Internet.

The interactive nature of the project made the students aware of what can be achieved through collaboration. Being given the responsibility of selecting the art medium most appropriate to convey their new knowledge helped the students think independently. In addition, all the students increased their ability to do informal research and to use the information they found. These were good results that were achieved in a relatively short period of time.
REFERENCES


Kelly, L. P. (1994). Building better readers: From the bottom up or the top down. Perspectives in Education and Deafness, 12(4), 10-11, 18-19.

McLain, K. V. M. (1993). Effects of Two Comprehension Monitoring Strategies on the Metacognitive Awareness and Reading Achievement of Third and Fifth Grade Students. (ERIC Digest no. ED364840)


Appendices
Appendix A

**Project #1:** What do you KNOW about Tropical Rain forests?

**Project #2:** What do you WANT to learn about Tropical Rain forests?

**Project #3:** Research

**Project #4:** Continue Research

**Project #5:** Preparing for Poster design

**Project #6:** What I LEARNED?
Tropical Rainforests
Project #1

What do you KNOW about Tropical Rainforests?
**Lesson Plans**  
[K-W-L Guidelines]  
**"Tropical Rainforests"**  
**Project #1**  
**KNOW Chart**

**Anticipatory Set:** What do you KNOW about Tropical Rainforests?

**Goals:**  
- Student will learn K-W-L Chart  
- Introduce "KNOW" Chart  
- Students will share what they KNOW about Tropical Rainforests

**Objectives:**  
Students will be able to:  
- Identify what they KNOW Tropical Rainforests  
- Explain to others about the Tropical Rainforests  
- Discuss and brainstorm what they KNOW about Tropical Rainforests

**Materials:**  
Teacher's supplies: Butcher paper  
Markers  
Student's supplies: Sketchbooks  
Pencils

**Keywords:**  
Tropical Rainforests  
K-W-L Chart  
KNOW Chart

**Class Activity:**  
Introduce "STEP K" [KNOW] Chart - "What I KNOW?"  
Introduce a word of TROPICAL RAINFORESTS for students to contemplate what they KNOW about the Tropical Rainforests  
Ask the students what they KNOW about the Tropical Rainforests  
In a facilitated class discussion, students are encouraged to share and brainstorm what they KNOW about Tropical Rainforests
Focus Questions:

What is a TROPICAL RAINFOREST?

What can you tell me about a Tropical Rainforest in general?
- Animal life
- Plant life
- Layers of the Rainforest

Do we have Tropical Rainforests in North America?

Where can you find Tropical Rainforests?

Why are they called "Tropical Rainforests"?

What does a Rainforest look like?

How do humans depend on Rainforests? [Greenhouse effect]

Do people live in Rainforests?

Can Rainforests grow back once they have been destroyed?

Wrap-up/Closing:

Write the information from 'KNOW' Chart in the sketchbook

Review what we discussed about Tropical Rainforest

Do your Independent Practice

We will continue discussion on Tropical Rainforests in our next class

Evaluation: Class participation
<table>
<thead>
<tr>
<th>Step</th>
<th>What I Learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step W:</td>
<td>What Do I WANT to Learn?</td>
</tr>
<tr>
<td>Step K:</td>
<td>What I KNOW?</td>
</tr>
</tbody>
</table>
Tropical Rainforest
Step K

What I KNOW?
Step K
What I KNOW?

Name: ______________________
Independent Practice

Assignment #1:
Tropical Rainforest

Define Tropical Rainforest:

Write the information from "KNOW" Chart in your sketchbook

How do you know about Tropical Rainforests? Did you learn about it from friends, library, TV show or science class?

Write a paragraph; about what you learned from others during the class discussion about Tropical Rainforests?

Write a list of what you would like to learn about Tropical Rainforests

Draw a picture of a Tropical Rainforest
Tropical Rainforests
Project #2

What do you WANT to learn about Tropical Rainforests?
"Tropical Rainforests"
Project #2

WANT Chart

Anticipatory Set: What do you WANT to learn about Tropical Rainforests?

Goals:
- Student will review what we discussed last week
- Introduce "WANT" Chart
- Students will share what they WANT to learn about Tropical Rainforests

Review: Student will be able to:
- Review the KNOW Chart based on what we discussed about Tropical Rainforest last week

Objectives:
Students will be able to:
- Identify the subjects they WANT to learn about Tropical Rainforests
- Explain to others what subjects they WANT to learn about and what they hope to find from the resources.

Materials:
Teacher's supplies: Butcher paper
Markers

Student's supplies: Sketchbooks
Pencils

Keywords: Tropical Rainforest
WANT Chart

Class Activity: approximate 5 minutes
Students will form in a circle group and be asked to review what we discussed about the Tropical Rainforests

Focus Question:
What did we discuss last week?

approximate 10 - 15 minutes
Introduce "STEP W" [WANT] Chart - "What I WANT to learn?"
Ask the students to look at the KNOW Chart on the board, which categories of information do you WANT to learn?
Facilitate the class discussion:

- Students are encouraged to participate in the class discussion

Focus Questions:

Let's review, look at the KNOW Chart on the board.

Is this what you WANT to learn?

Which categories of information might you be interested in learning more about?

The subject you WANT to learn...Is in which categories?

Is the subject you WANT to learn still the same? No change?

Explain what you hope to learn about your subject?

Discuss about the locations of Tropical Rainforests.
Think about your subject and which parts of the Tropical Rainforest your subject is related to?

Wrap-up/Closing:

Write the information from 'WANT' Chart in the sketchbook

Review the class discussion related to "What students WANT to learn about Tropical Rainforests"

Do your Independent Practice

We will talk about how to seek information about Tropical Rainforests at the media center at our next class.

Evaluation: Class participation
Step W

What Do I WANT to Learn?
Step W
What Do I WANT to LEARN?
Independent Practice

Assignment #2:
Tropical Rainforests

What did you learn from others during the class discussion regarding the things on your WANT list:

What are your questions about your subjects?

Write a list of resources where you think you will be able to find information to answer your questions:

Define Research:
Tropical Rainforests
Project #3

RESEARCH
"Tropical Rainforests"
Project #3

RESEARCH

Anticipatory Set: How do you seek information about Tropical Rainforests?

Goals:
- Students will be introduced to resources in the media center
- Students will seek and find appropriate information about the Tropical Rainforests related to their questions
- Students learn what informal research is and how to complete the research

Objectives:
- Students will be able to:
  - Discover factual information about Tropical Rainforests
  - Develop research strategy skills
  - Explain what is research
  - Find appropriate information to answer their questions
  - Gather information related to their questions

Materials:

Teacher's supplies:
- 3 holes punch
- Staple
- copy machine

Student's supplies:
- Sketchbooks
- Pencils
- 3-rings Notebook

Keywords:
- Research
- Library
- Magazines
- Resources
- Discover
- WWW
- Media Center
- Seek
- Books
Class Activity: (approximate 20 minutes)

Students will form a circle group and discuss the research

Facilitate the class discussion:

- Students are encouraged to share what they know about the resources in the media center
- Students are encouraged to discuss and write a list of resources on the board

Focus Questions:

Can you explain what is research?

Research is like: Explore
Investigate
Look into
Look up
Fact-finding

How do we seek and find information about the Tropical Rainforests?

What is a resource?

Resource is: Books
Magazines
Encyclopedia
World Wide Web
National Geography
and etc.

Where can we find information about the Tropical Rainforests?

Do you think we can gather information about the Tropical Rainforests in the Encyclopedia? If yes, where in the Encyclopedia?

What type of Magazines have information about the Tropical Rainforests?

Can we seek information about the Tropical Rainforests in the National Geography?

Can we also find information on the Internet? If yes, how do we find information related to the Tropical Rainforests on the Internet?
After the class discussion about library, resources, and research:

Tropical Rainforest books are available on the table for students to seek and gather the information at the media center.

Five computers are available in the media center for students to seek the information on the Internet.

Students are encouraged to find appropriate information to answer their questions.

if you find the information, be sure to write:

- important documentation of what you learned,
- write the name of the title, page #, and author's name.

Wrap-up/Closing:

Do your Independent Practice

We will continue to seek resources and research information about Tropical Rainforest in our next class

Evaluation: Class participation
Independent Practice

Assignment #3:
Tropical Rainforest

Write a paragraph describing how you felt about seeking information related to your subject BEFORE and AFTER you participated in this activity:

BEFORE:

AFTER:

Did you find the information? YES or NO

If YES, be sure to write the important documentation and write the name of the title, page #, and author's name.

If NO, do you need help to seek the resources?
Is there any new knowledge you learned today? YES or NO

If YES, write a paragraph about the new information you learned about your subject?

If NO, write a paragraph about why you feel that you have not learned new information about your subject?
Tropical Rainforests
Project #4

Continue RESEARCH
"Tropical Rainforests"
Project #4
Continue
RESEARCH

Anticipatory Set: Did you find any information to answer your questions?

Goals: Students will continue seeking appropriate information about the Tropical Rainforest related to their questions.

Objectives: Students will be able to:

- Understand the importance of documenting information.
- Continue to explore, investigate, and find the resource materials in the media center.
- Continue to gather information relevant to their questions.

Materials:

Teacher's supplies: 3 holes punch
Staple
copy machine

Student's supplies: Sketchbooks
Pencils
3-rings Notebook

Class Activity: Remind students that they will continue seeking information about the Tropical Rainforest.

Students will discuss their research together as a review from the last class activities:

Did you find the right resources to answer your questions?

If not:

What other resource materials do you think you may be able to find answer to your questions?

Did you explore the information on the Internet?

Talk with your teacher if you are not able to find to answer your questions.
If yes:

Do you have all of the resources with you on your desk?

Do you need more information?

Do you need to duplicate the materials? Ask your teacher for permission to go to copy room.

Did you write down all the important documentation?

Wrap-up/Closing:

Keep all of your information in your sketchbook

Review each student's research progress

Do your Independent Practice

We will begin to design some ideas with thumbnail sketches for poster design in next class

Evaluation: Class participation
Independent Practice
Assignment #4: Tropical Rainforests

Write a "Today I learned..."

Write a paragraph describing your experience about seeking information with a variety of resources. For example: Were your experiences frustrating, good, enjoyable or...when finding the information to answer your questions?

Was it difficult or easy to find answers to your questions?

What do you think of informal research?

Did you keep all of your information in your sketchbook?

Are you ready to begin working on new creative ideas for the poster design?
Tropical Rainforests
Project #5

Preparing for Poster Design
"Tropical Rainforests"
Project #5

PREPARING FOR POSTER DESIGN

Anticipatory Set: We will learn how to transfer prior and new knowledge of Tropical Rainforests into artwork and design the poster art as communication.

Goals: Students will create poster design to communicate with others about their subjects.

Students will determine the type of art style and art medium they want to use to create the poster design used to communicate their ideas and knowledge.

Objectives: Students will be able to:

Create the poster design to express the meaning of what they learned about Tropical Rainforests.

Demonstrate all of their design process from the beginning of thumbnail sketches to final poster design.

Develop creative ideas for 10 thumbnail sketches and improve artistic artwork for 5 rough sketches, 2 comp sketches, and 1 final poster design.

Experiment and create artworks with a variety of art mediums.

Materials: large white paper
pencils
a variety of art medium
magazines and color papers for collages
color paints
paint brushes

Keywords: art style
thumbnail sketches
final artwork
art medium
rough sketches
poster design
comp sketches
Class Activity:

Approximate 10 minutes

Instructor will facilitate a class discussion about the first four projects. Included in the discussion will be the procedures used in finding resource materials and gathering information relevant to the student's questions.

Focus questions:

What do you think of the whole process that you did the last two weeks?

What do you think of informal research?

Is the media center with a variety of resources helpful to you in finding the information you need?

Is the whole procedure of informal research helpful to you and does it help to stimulate your ideas for your poster design?

Approximate 30 minutes

Teacher talks:

Now, we are ready to begin our new creative ideas to create the poster design. We will communicate our knowledge of Rainforests through artwork.

I want you to be aware that your artworks will be put in a miniature art gallery on the first floor near the main office for others to see your work. I want you to think about the poster design and how you want to share with others based on what we learned about our subjects.

This project from the beginning to end of artwork is about a 3-weeks process.

Any questions?

Approximate 15 minutes

On the board:

I want you to take a look at the board. This is a demonstration of the whole design procedure and demonstrates how to create the poster design.

Please take a look at all the samples that you are require to prepare for your final artwork poster design.

Sample of 10 thumbnail sketches
Sample of 5 rough sketches
Sample of 2 comp sketches
Sample of 1 final poster design

Now, you see all of the samples of what you need to prepare, all of the design process from thumbnail sketches to final artwork poster.

Any questions? About these samples?

Approximate 10 minutes

KEY points:

Please take a look at the KEY points of what I hope to see you accomplish with your artworks.

KEY points written on the board:

1. I am interested in your design process.
2. Do not skip any of design process. You are required to complete all of design process. This is 50% of your grade.
3. I want you to show me your creative ideas when you create your artwork.
4. I want you to think about the elements and principles of art to communicate your own ideas.
5. I want you to try something new with art medium and techniques to influence your creative decisions.
6. I want you to communicate familiarity of your subject when creating the poster design.

Any questions? About the KEY points?

Approximate 15 minutes

First step:

I want you to make a portfolio - size 20 x 18 and put your name on it.

We have a shelf where you can keep your portfolio in the same place throughout the project.

Show students where the shelf is located.

Portfolio is for you to keep all of your design process from the beginning of thumbnail sketches to final artwork. The whole procedure will be used by me to evaluate your creative process for your school grades. Please keep your sketchbook in your portfolio at all times. Do not lose your sketchbook. Your sketchbook is also part of your grade.

Each time you come into this class, I want you to pick up your portfolio. I want you to begin work independently. Do not come in this class and wait for me to tell you what to do next. I believe you are capable of working on your own. Please raise your hand if you need my help.

Any questions?
Approximate 1-2 days

Second step:

We need to develop 10 thumbnail sketches - size 2 x 3

I will foster the concept of the students expressing their creative ideas when developing the thumbnail sketches.

Students are encouraged to look at their sketchbook and use their sources for developing and conveying ideas, images, themes, symbols, in their creation of the poster design.

Student will meet at the circle table to overview their thumbnail sketches. They are encouraged to participate in the critique discussion.

I will foster students to explain their reflections and their own ideas of their thumbnail sketches.

Students and I will select five best thumbnail ideas and improve the design drawing for rough sketches.

Approximate 3 - 5 days

Third step:

We need to create 5 rough sketches - size 4 x 6

Look at your five best thumbnail ideas. Students are encouraged to continue communicating their own visual ideas and improving their sketch drawings.

Students are encourage to think about how to improve their design in which they use their understanding of composition, color, line, space, and other elements of artworks.

When students have completed the rough sketches, students are encouraged to go to "critique" table for others to view their ideas. In a facilitated discussion, students will discuss, share, reflect on, interpret, and evaluate their own artwork and the artwork of others. Students are encouraged to discuss how they can improve their own design. Students will ask others to help them select the two best drawing for comp sketches.

Approximate 3 - 4 days

Fourth step:

We need to create 2 comp sketches - size 6 x 12. Comp drawing will help you see if this is what you want your final poster to look like.

Students will need to reflect about a variety of art mediums. They will select art mediums work based on their experience with the medium and their desire that the poster have a certain look. Also, students will need to think about the type of art style, and how they want to portray their final artworks.
After they complete the comp sketches, Students will go to "critique" table for others to view their artworks again. Students will ask others to evaluate and share their analyses of their artworks. Students will ask others to help them to select one best drawing for final poster design.

Approximate 5 days

Fifth step:

We need to create ONE final poster design - size 12 x 24.

Pah! Last project Yippee! One more project - final poster artwork.

Be ready to demonstrate your best design about your subjects.

Reminder, when we complete our final poster design, we will display our posters in a miniature art gallery downstairs on the first floor near the main office.

Don't forget the suggestions from your group critique. They offer you ways to improve your final poster design.

Keep up the good work and be patience.

Wrap-up/Closing:

When the project is incomplete:

Students will save their artwork in their portfolio

We will continue to work on poster design in the next class

When the project is completed:

Students are encouraged to arrange their work for display.

We will talk about what we LEARNED and how to present your knowledge of the subject with others in our next class.

Evaluation Criteria:

Students demonstrate that they:

participated in class discussion about the Tropical Rainforests

can work independently

are willing to share with others without judgment

are capable of creating the poster design

explore the art medium as interpretation of subject matter

present new knowledge of Tropical Rainforests
Tropical Rainforests
Project #6

What do you LEARNED about my subject living
in the Tropical Rainforests?
"Tropical Rainforests"
Project #6
LEARNED Chart

Anticipatory Set: What I LEARNED about my subject living in the Tropical Rainforests?

Goals:
- Students will review the whole design procedure of poster design in their portfolio
- Students will chose a partner to evaluate the quality of their poster artwork
- Introduce "LEARNED" Chart
- Encourage students to share what they LEARNED about Tropical Rainforests when present about their subject living in Tropical Rainforests
- Prepare students for their final presentation

Objectives: Students will be able to:
- Review their portfolio independently
- Write a critique with their partner discussing areas of improvement for their artwork
- Present the information for the presentation
- Discuss what they LEARNED about Tropical Rainforests

Materials: Teacher's supplies: Video-camera
Videotape

Student's supplies: Present their own artwork

Keywords: Presentation LEARNED Chart Evaluation/Assessment

Class Activity:

Approximate 20 minutes

STEP one
Students will be asked to preview in their portfolio.

Focus questions:

Look in your portfolio:

Do you have all of your design process from the beginning to end?
Be sure you check that you have in your portfolio:

Sketchbook [with context information]

KNOW Chart

WANT Chart

Research information you found from the media center

All of the important documentation you found

LEARNED Chart

10 thumbnail sketches

5 rough sketches

2 comp sketches

1 poster design

Do you have all design process in order?

Is your portfolio completed?

Please put your portfolio on my desk for me to review all of your design process for your grades.

Approximate 15 minutes

STEP two

Students will be asked to write a critique and evaluation of their own artwork.

After students completed the self-assessment, then students will be asked to choose a partner to write a critique of their partners artwork.

Approximate 30 minutes

STEP three

Students will be asked to go to Computer Lab to write ONE PAGE about their subjects.

A guideline handout will be given to students to provide the appropriate written format.

Students will be asked to show me their first draft before they finalized their paper.
Approximate 30 minutes

STEP four

Students will be asked to prepare for their presentation

Instructor will explain:

You will be giving a presentation about your topic. It should be at least 5 minutes - no more than 10 minutes.

You will need to present the information with your Poster Design

I want you to be aware that there will be a Video-camera. I will videotape each of your presentations with your poster design. I would like you to ignore the Video-camera. present your subject to your classmates.

I would like for you not to look on your paper notes when you give your presentation. Therefore, you will need to practice your presentation before you are ready to give the presentation to the class.

You will need to explain your subject in a similar format to what you used when you wrote about your subject.

You need to introduce what you KNOW about your topic, explain what you WANT to learn about your subject, and share what you LEARNED about Tropical Rainforests. Also, you will need to explain about art medium as interpretation of subject matter.

Approximate 30 minutes

STEP Five:

Introduce "STEP L" [LEARNED] Chart - "What I LEARNED?"

Each student shares "What I LEARNED" about his/her subjects living in Tropical Rainforests.

Students also talk about why they decided to design the poster in a certain art style.

Wrap-up/Closing:

Review the class presentation related to "What I LEARNED?"

NICE PRESENTATION - GOOD JOB!

Evaluation:

Class participation

K-W-L written information

Oral Presentation
Independent Practice
Tropical Rainforests Guideline

This guideline sheet is your guidance for you to write about your subject. After you have completed your writing, you will be asked to put your paper adjacent to your artwork to share with others about What you LEARNED? Use this information to help you to prepare for your presentation. Please write on the computer and follow the same format written on this sheet. WRITE ONE PAGE ONLY.

1. What do I KNOW?
2. What do I WANT to learn?
3. What I LEARNED?

Lists of examples you can write:

The type of Rainforest animals
Eating habits
Average sizes
Natural habitat

The type of Rainforest plants
This plant attracts ___________, for what purpose?
Why?
How?

This plant is used for ___________, for what intention?
Why?
How?
Who?

What is the average size of your subject?

What can cause their extinction?

What are special facts about [your subject] that depend on Tropical Rainforests for living?

a.
b.
c.
d.
e.

4. Explain why you designed the poster in a certain style?
Visual Art Self and Peer Assessment

Name: ______________________  Peer Name: ______________________

Date: ______________________  Art Project: ______________________

Self Evaluation

In this art project, I tried to:

One choice I made was:

Something new I learned was:

Something I would change:

Peer Evaluation

The first thing I noticed was:

Something special about this project is:

Suggestions:
Step L

What I LEARNED?
Step L
What I LEARNED?
Appendix B

Samples of Writing by Deaf Art Students
"MONKEY"

What do I KNOW?

I knew that monkeys are cute. They are good climbers. They eat both plants and meats. And they love bananas.

What do I WANT to learn to learn?

I wanted to learn about

- monkey's birthplace?
- how much they weight?
- what is their favorite food?
- what are their enemies?
- where is their home forest?

What I LEARNED?

I learned that the birthplace is usually on the tree or on the ground. Baby monkey's weight is 1/2 pound and adult monkey's weight is range from 10 to 15 pounds. Baby monkey's favorite food is milk, adult monkey likes to eat fruit, insects, seeds, leaves, and small animals. Their enemies are tigers, leopards, big snakes, eagles, wild dogs, lizards. This monkey is called Macaques. Their home place is at Asian rain forest. Monkey are not extinction because trees are still around, and fruits are still growing, their diet like seeds, leaves, insects, and small animals are still around. So, monkeys are all safe and not starving to death.

Why I designed the poster in a certain style?

I decided to use water color paint because I haven't tried it for a long time. I just wanted to try pointillism. Pointillism is a technique when painting in the style of dots colors to create images in the background with trees, that is what I used pointillism for my background. In the foreground, I used water color to paint the mother monkey and the baby monkey. It was a good experience for me.
Laurette Evringham  
Art report  

"Tropical Rainforests"  
Toucans and Plants  

What do I KNOW?  
I know that rainforests have beautiful toucans, unique plants and heavy rains. Animals and plants depend on the rainforest to survive. I know the rainforests also have insects and strange animals that we do not see it in America. Rainforests rain lots there. People destroy animals' home by cutting down the trees. I know there really hot place because it is near equator.  

What do I WANT to learn?  
I wanted to learn about:  
- Are toucans and plants endangered?  
- Do toucans depend Tropical Rainforests plants for the food source?  

What I LEARNED?  
I found out that Tropical Rainforests toucans and plants are not endangered because people preserve them very well. Toucans are depending the Tropical Rainforests plants daily. Toucans really need Tropical Rainforests plants to survive because the plants are the food source that they eat it. I also learned that toucan's beak have different colors. It can be plain in one color, or different in many colors on beak.  

Why I designed the poster in a certain style?  
I was looking at a variety of Tropical Rainforests books and I choose a subject about toucans and plants. Then I saw a picture of Toucan and many types of plants. I never saw that picture before. I came up with creative idea to combine the background of Toucan with the foreground of a variety of plants. I thought what I did with creative art was cool. I was surprise I did create the image as I wanted. I really glad that I did it because I have never done like this project before. I used color collage papers and oil pastel to create the Tropical Rainforests plants. I used the watercolor paint to create a toucan bird.  

Critical Thinking:  
What I did with the art materials for this project was to explore the creative solution when I tried to express the meaning of my poster design. If I do this similar poster design next time, I would like to use other type of art materials because I want to learn how to use different ways of using art techniques.
"Tropical Rain Forest Culture"

What do I KNOW?

I am interested to learn about the rain forest culture because the way their life seem very interesting.

What do I WANT to learn?

I wanted to learn:

• How do they climb the tree?
• Do they live in a house?
• What clothes do they wear?

What I LEARNED?

I learned that they wear different kind of clothes. They wear cloth around their private area like "underwear" but it is not an underwear. We used clothes that cover our body and they don't. They don't live in a house. They live in a hut. I learned that they eat spiders, snakes, maybe grass and other kinds of animals that we don't normally eat. They used poison dart frog for their spear to kill animals, not gun. A lot of them got disease because their food are not clean or they do not clean their body everyday like we do. I thought the people who live in the rain forest area are very interesting because their culture are unique.

Why I designed the poster in a certain style?

I used tempera paint to create the image of a huge tree. I also used paper collage to show what tropical rain forest people look like with their clothes, how they seek for food, use arrow to hunt for food. I have never done this kind of project before. It is so new for me. So, I decide why not to explore this kind of art medium. I really enjoy it, but doing this project is hard and frustrate for me. I still enjoy learning about this project.
David Spiecker

"Cup of Bromeliad"

What do I KNOW?

I know that bromeliads live on the bottom of the rain forest because they gather water. There are many kinds of Bromeliads in the rain forests. When there's water in the bromeliads, frogs come and lay their eggs in the cup of bromeliad.

What do I WANT to learn?

I wanted to learn about

- if the bromeliads were endangered?
- how many kinds of bromeliads were there?
- Also, I wanted to find out if bromeliads came in a variety.

What I LEARNED?

I found out that bromeliads are not endangered. They gather a lot of water at the ground when the rain comes. They are also called earth stars because of their leaves' pattern. Frogs like the cup of bromeliads a lot because it is a place where they can lay their eggs safely. When animals get thirsty, they drink out from the open spaces inside the bromeliad. The frogs lay their eggs in the most closed parts so their eggs would be safe. If there's a shortage of water, animals can always rely on cup of bromeliads for water because they hold a lot of water and they are bowl shaped plants.

Why I designed the poster in a certain style?

I was experimenting with different art medium. I was wondering if I could combine all of the three art medium (oil pastel, magazine collage, and paint) together and will it be effective to communicate as to what I want to design about the cup of bromeliad? First I used red oil pastels on the top part of the bromeliad. Usually, cup of bromeliad grow in green and it will turn in red when it is fully grown. Then I used collage from a variety of magazines to find any green colors and clipped the green paper on the background. The collage tell the observer that the background of the bromeliad was different from the foreground. Next, I used tempera paint of lighter green color to combine with the green collage to show it is the ground. I also added some frogs behind the cup of bromeliad. I wanted to show the picture of frogs that rely on the cup of bromeliads for laying their eggs. I hope my design helped the observer to focus more on the cup of bromeliad itself.
What do I KNOW about Jaguar?

I know the Jaguars live in the rain forest and jungles. Also I know Jaguars eat meat such as rabbits, deer-like creature and Jaguars love to live in trees.

What do I WANT to learn about Jaguar?

I wanted to learn:

- Is Panthera onca different from Jaguar?
- What is Jaguar's average size?
- What is Jaguar's eating habit and habitant?

What I LEARNED about Jaguar?

I learned that Jaguar is a member of the big cat family, Panthera onca. Panthera onca have two different kinds of cats. One is Jaguar and the other is Black Panther.

Eating Habit:

Jaguars like to eat ground living animals such as capybara, tapir, peccary, sloth, armadillos, fish, frog, turtles, birds, and monkey.

Average Size:

Jaguar weight about up to 300 pounds. This cat's body length is about 1,200 to 1,800 mm.

Home Range:

Jaguars' home ranged from the southern US (Southern California, New Mexico, Southern Arizona, and Texas) throughout Central America and to Venezuela, Guianas, and Brazil.

Other Facts:

Jaguar is endanger animal because it is now extinct in Uruguay and United States, mostly in Mexico and Argentina.

Why I designed the poster in a certain style?

I designed this poster with two different art medium. One was tempera paint and other was collage. I painted the bold black outline of Jaguar with nice warm color of orange. Also, I collected the shredded green collage from magazines (small pieces of paper) on the background which combine very well with the picture paint of Jaguar. I wanted my poster design to show that the Jaguar is laying on the low land rain forest of amazon basin.
Appendix C

Samples of Poster Design by Deaf Art Students