

Teacher's Guide

Lesson Title: Deaf Smith Filmed Play

Grade Level: Targeted grade level is Middle School but the materials could also be used for Elementary, High School and Interpreter Training Programs. The suggested TEKS for Middle School are contained in the file "Deaf Smith Lesson #1 TEKS."

Estimated time: Three class periods of 50 minutes or two block periods of 90 minutes each.

Lesson Description: A filmed play about Deaf Smith is the main focus of this lesson. Students will explore the filmed play through different activities such as identifying and understanding literary expressions (simile, metaphor, personification, etc.) and making predictions about the play. (The structure of this lesson plan is taken from lessonplanet.com.)

Goals: Students will gain an appreciation for performing arts by viewing a filmed play about Deaf Smith. They will also learn some historical facts related to Deaf Smith.

Materials

- 1) PowerPoint "Deaf Smith by Laird" developed and presented by Grant Laird, Jr.
- 2) Videos of seven segments of the filmed play "Deaf Smith, The Great Texian Scout"
 - Segment 1: Texas Republic Debate - 1849
 - Segment 2: Old San Antonio Plaza - Fall 1835
 - Segment 3: Texian Camp-Spring 1836
 - Segment 4: Tragedy of the Alamo - March 6, 1836
 - Segment 5: Tale of Two Camps - Spring 1836
 - Segment 6: Battle of San Jacinto - April 21, 1836
 - Segment 7: Texas Republic Votes - 1849
- 3) Deaf Smith Filmed Play Program Book
- 4) Deaf Smith Filmed Play Selected Vocabulary
- 5) Online or paper copy dictionary

"Deaf Smith: The Great Texian Scout" was presented and filmed at Texas School for the Deaf on May 25, 1985. The film has been divided into seven segments so that it can be viewed easily from the Internet. The total viewing time for the entire play is about 35 minutes. The play was performed in American Sign Language (ASL); English captions and voicing have been added.

Lesson Objectives

- 1) Discuss the filmed play and the PowerPoint.
- 2) Make predictions about how the filmed play will end.

- 3) Identify the use of simile, metaphor, personification, and hyperbole in the filmed play.
- 4) Compare and contrast the different segments of the filmed play.
- 5) Define selected vocabulary from the seven segments of the filmed play.

Lesson Procedure

- 1) Ask students “Who is Deaf Smith?” and discuss their responses. Ask students what would they like to know about Deaf Smith? Some possible questions are “What did Deaf Smith do?” or “How did Deaf Smith communicate?”. Have students make predictions on what will happen in each of the seven segments based on the titles of the segments.
- 2) View the seven segments.
- 3) Ask students to answer questions (who, what, where, when, why) about the seven segments.
- 4) Create a timeline for the filmed play.
- 5) Find examples of similes, metaphors, personifications, and hyperboles in the filmed play.
- 6) Use either the Internet or a printed dictionary to write the definitions of the selected vocabulary in Deaf Smith Filmed Play Selected Vocabulary.

Assessment

- 1) Class discussion: 30%
- 2) Timeline: 25%
- 3) Examples of similes, metaphors, personifications, and hyperboles: 25%.
- 4) Vocabulary definitions: 20%