Student Workbook
Unit 1

CLASSIFIERS
A Closer Look

by Patricia Lessard

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How to access the Unit 1 Online Program

The Unit 1 Online Program contains the ASL texts, activities, exercises and games from Unit 1 of the Classifiers: A Closer Look curriculum. When you see the WiFi image above in this workbook, that means you will need to access the Online Program to complete the lesson.

To access the Online Program, go to www.treehousevideo.com. Select the "For Students" link, then select "Classifiers Unit 1 Online Program."

If you don't already have an account, create one as prompted and pay the ten-month subscription fee.

Then, for the next ten months, when you visit the site, log in with your user name and password. Then go to "My Account" and you will see the Unit 1 Online Program listed there along with a link to the PDF file for this workbook. Select the button near the title to launch the Online Program. Select the PDF link to download the workbook file.

The Online Program will run on any device connected to the internet, including tablets. If you are using an iOS device such as an iPad, your viewing experience will be greatly enhanced by downloading the Articulate Mobile Player from the Apple App Store.

For technical support, contact support@treehousevideo.com.
UNIT 1
BASIC SKILLS
UNIT 1: Basic Skills

Unit Overview

Classifiers are an integral part of ASL. It is through the use of classifiers that ASL expresses such things as prepositions, location relationships, adjective information, plurals, the visual spatial properties of the language and different aspects of verbs.

A large proportion of the classifiers used in ASL are of the type that this curriculum will call ENTITY classifiers. That means that they represent a person or an object. Sometimes the handshape that you will use for an ENTITY classifier will represent the entire person or object and sometimes it will only represent one of the salient features of the person or object.

You will find pictures and descriptions of most of the classifier handshapes on pages 4 – 8 and the Unit 1 Online Program.

A special subset of ENTITY classifiers will be discussed in Unit 1, Chapter 1. It is the HANDLE classifier. This curriculum will distinguish between Manipulative HANDLES, also known as Body Classifiers (BCL), and Depictive HANDLES, often referred to as Instrument Classifiers (ICL).

TRACE and ENTITY classifiers will be presented in Unit 1, Chapter 2. TRACE classifiers are treated as subset of ENTITY classifiers, where signers use a particular handshape to trace the shape of an object. The handshape must correspond to the dimensions of the object.

The naming convention for the following classifier handshapes is taken from the Berkeley Transcription System (BTS).
Manipulative HANDLE Classifiers

CL: Baby O – pincher grip to hold a small object.

CL: Flattened O – to hold a thin, flat object like a sheet of paper.

CL: Flattened F – to pick up a small object.

CL: Bent 5 – to turn a door knob.

CL:XA – to grasp a small thin object like a match.

Basic TRACE Classifier Handshapes

CL: B – to trace the surface of a plane.

CL: B – (thumb extended) to trace the surface of a plane.

Classifiers: A Closer Look
© Copyright 2002 Patricia Lessard
CL: G – to trace the outline of a thin strip.

CL: curved L – to trace the outline of a wider strip.

CL: Flat O – to trace the surface of a three dimensional strip like the brim of a hat.

CL: C – to trace the surface of a cylindrical object like a tree branch. The wider the opening, the larger the diameter of the object.

CL: F – to trace the surface of a thin cylindrical object such as a branch or stick.

CL: I – to trace out a thin cylindrical object such as a wire string or rope, a thin line of paint.

CL: 1 – to outline the shape of an object.
Basic ENTITY Classifier Handshapes

CL: open A – ENTITY classifier used to represent objects that do not move, e.g., house, television, building.

CL: B – ENTITY classifier used to represent something that is basically flat or rectangular, e.g., piece of paper, table, lid to a pan.

CL: C – ENTITY classifier used for cylindrical objects, e.g., cup, can, bottle.

CL: F – ENTITY classifier for things that are small and circular in shape but do not have much depth, e.g., button, coin.

CL: H – ENTITY classifier used to represent a narrow plane, e.g., picnic benches, screwdriver, blade of a knife.

CL: I – ENTITY classifier for objects like string, wire, cable, rope.
CL: L – ENTITY classifier used for objects such as drills, welding irons, guns, a blowdryer.

CL: V – ENTITY classifier used to represent legs. Usually signed with the fingertips making contact with a surface, this orientation implies that the human or two–legged animal is standing on their feet. If the fingertips are facing up, it implies that the body is upside down, or in the process of falling.

CL: Bent V – ENTITY classifier that represents the bent legs of a human, two–legged animal, or chair.

2h CL: Bent V – ENTITY classifier that represents the four legs of an animal that is crouched, for example.

CL: 1 – ENTITY classifier for a person, an upright being, or a stick–like object.

CL: 2 – ENTITY classifier that shows plurality, e.g., two people, two trees.

CL: 3 – ENTITY classifier for vehicles, e.g., car, truck, bicycle.
CL: 4 – ENTITY classifier to show plurality, e.g., a line of people. Palm orientation is important in this classifier as it can show the direction that the people are facing.

CL: 5 – ENTITY classifier that also shows plurals in ASL. When the palm orientation is down, and there is a movement in a path that shows the extent of the objects, it suggests a large gathering, or a mass of objects.

CL: Bent 5 – ENTITY classifier used to represent large structures or objects, e.g., church, mansion, boulder or round objects such as balls.
UNIT 1
Chapter 1: Learning Objectives

- Identify examples of the two types of HANDLE Classifiers, Manipulative and Depictive, in the short videotexts: “Store Bought Cookies,” “Chocolate Chip Cookies” and “Peanut Butter Sandwich.”

- Demonstrate skill in using both the Depictive HANDLE Classifier, where the hand takes on the generic shape of an instrument or tool and the Manipulative HANDLE Classifier where the hand and body show how the object is manipulated, when performing a short text.

- Identify at least two examples of the classifier types covered in this chapter, per videotext, using the videotexts: “Gangster,” “Whittle,” and “Picnic.”

- Produce at least four examples of HANDLE Classifiers independently.

- Create a short story with at least four pairs of HANDLE Classifiers.

- Recognize and describe the differences between the Non-Manual Signals (NMSs), used to show emotion and those used to provide linguistic information.
UNIT 1
Chapter 1: HANDLE Classifiers

The major focus of Chapter One is the HANDLE Classifier. It is composed of two types, the Manipulative HANDLE, where the hand is showing the action of doing something to an object and the Depictive HANDLE, where the hand(s) become(s) the object.

The first HANDLE Classifier to be discussed in this chapter is the Manipulative HANDLE. These handshapes are perhaps the easiest to acquire because they represent the movement of the hand.

There needs to be a distinction made between Manipulative HANDLES and pantomime or gestures. Pantomime and gestures may not be linguistic. Classifiers, on the other hand, are rule-governed and an integral part of the language. Manipulative HANDLES are a gesture of some kind of activity where the signer is moving or manipulating an object. However, over the years, the ASL speech community has conventionalized these handshapes into the language. A native or fluent speaker of ASL can tell when a non-fluent speaker uses a gesture when a Manipulative HANDLE should have been used, or when the wrong Manipulative HANDLE was used.
VIEW FOR UNDERSTANDING

Videotext: Gangster

- See if you can find the examples of Manipulative HANDLE classifiers, e.g., putting on a hat, carrying a violin case, and picking up a gun.

- Look for the TRACE classifier that the signer used to indicate the brim of the hat and the hatband.

- Notice what handshapes he uses for the cigarette/cigar, tie, and ring. They are examples of ENTITY classifiers.

- Go to the Close-Up version of “Gangster.” Look for examples of NMSs that are linguistic (to show the size or bulk of the ring, the manner of his walk, to establish a topic).

- Look for examples of NMSs that show affect (how he feels as he curls his mustache, how he feels at the end).

- Be prepared to point out or demonstrate these elements of the text.
Slow Motion Practice ________(sign off)
Go to the SLOW MOTION version of the video.
Shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.

Interactive Activity ________(sign off)
Close-up for Non Manual practice
Slow Motion to practice classifiers
Normal Speed to prepare for performance of the text.

Checklist Activity for “Gangster”

1. Select "Exercise" in the “Gangster” Menu. Select "Begin Exercise."
Use the checklist on the following page.
2. Look at #1 on the checklist. Find the highlighted text segment on the screen that says the same thing. Click on it and watch the video clip. You will be looking for several different features of ASL in the following clips. Not every feature will be present in each video segment.
3. Look to see if there was a Classifier used there. What type was it?
Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark the box for the Role Shift that corresponds with the first highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect?
If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information?
Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
## Gangster

### Checklist

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put hat on</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Hat band</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Brim of hat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Cigar / cigarette</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Carry violin case</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Open case</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Pick up gun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Gangster

DIRECTIONS
Using the Checklist to find the segment numbers for “Gangster,” answer the following questions.

1. When the sign model puts on his hat, #1, what type of classifier is that? ___________________________________________________________

2. What is the classifier in #2? ______________________________________

3. What handshape is that? ________________________________________

4. What type of classifier is used in #3? _____________________________

5. What handshape is it? __________________________________________

6. What is the handshape used in #4?___________________________

   What kind of classifier is that? ________________________________

7. What kind of classifier is shown in #5 ________________________

   What handshape was used? ________________________________
8. What handshape was used for the ring? ____________________________

What type of classifier was that? _________________________________

9. What kind of classifiers are seen in #7, #8 and #9?

__________________________________________________________________
HANDLE Classifier Activity

Answer Sheet

DIRECTIONS

You will be shown several pictures of someone using either a Manipulative or Depictive HANDLE Classifier. Each one will be followed by a short movie so you can see how the classifier is used in context. The frozen image will re-appear after the movie. Look at the picture and decide if it is an example of a Manipulative HANDLE classifier or a Depictive HANDLE classifier. Circle your answer. Be prepared to explain why you chose that answer.

1. Manipulative  Depictive
2. Manipulative  Depictive
3. Manipulative  Depictive
4. Manipulative  Depictive
5. Manipulative  Depictive
6. Manipulative  Depictive
7. Manipulative  Depictive
8. Manipulative  Depictive
9. Manipulative  Depictive
10. Manipulative  Depictive
11. Manipulative  Depictive
12. Manipulative  Depictive
**ASSIGNMENT #1**
Prepare an original short story using at least 2 Depictive and 2 Manipulative HANDLE Classifiers. Non-Manual Signals giving linguistic and affective information must be present in your text.

You will be performing your narrative for the class.

**HANDLE Classifier Game 1**

**DIRECTIONS**

Find HANDLE Classifier Game 1 in the Unit 1 Online Program. You should do this game at least once before your teacher gives you the test on HANDLE Classifiers in class.
VIEW FOR UNDERSTANDING

Videotext: Chocolate Chip Cookies

- In the previous lesson, you learned about the two types of HANDLE Classifiers: Manipulative and Depictive. The short story, “Chocolate Chip Cookies” has several examples of HANDLE Classifiers.

- After watching the video, you should be able to point out examples of both types of HANDLE Classifiers, e.g., Manipulative HANDLE for stirring the cookie mix, Depictive HANDLE for the spoon and the knife.

- Though you have not been introduced to ENTITY Classifiers yet, you can see that there are examples of ENTITY Classifiers, e.g., the mound of cookie dough.

- You should be able to recognize and distinguish between the two types of Non Manual Signals that appear on the signer’s face.

- See if you can find examples of affect, i.e., how she feels about making chocolate chip cookies. Where are there examples of linguistic Non Manual Signals that give adverb information, indicate a topic or ask a question?
Slow Motion Practice__________ (sign off)
Using the SLOW MOTION version, shadow the performance
of the sign model.
Practice with the text a few times until you are comfortable with it.
VIEW FOR UNDERSTANDING

Videotext: Store Bought Cookies

- While watching the video, look for examples of both types of HANDLE Classifiers.

- Look for examples of the Non Manual Signals that appear on the signer’s face that show how she feels about making store bought cookies (affect) and those that give adverb information, indicate a topic or ask a question (linguistic).

Slow Motion Practice__________ (sign off)
Using the SLOW MOTION version, shadow the performance of the sign model.
Practice with the text a few times until you are comfortable with it.
ASSIGNMENT #2
Prepare an original short story different from the one you prepared for Assignment #1 using at least 2 Depictive and 2 Manipulative HANDLE Classifiers. You can also elaborate on the story you did for Assignment #1 by adding more classifiers to it. Non Manual Signals giving linguistic and affective information must be present in the text.

You will be performing your story for the class.

HANDLE Classifier Game 2

DIRECTIONS
Find HANDLE Classifier Game 2 in the Unit 1 Online Program. You should do this game at least once before your teacher gives you the test on HANDLE Classifiers in class.
Videotext: Whittle

- The focus of this videotext is the Depictive HANDLE and the Manipulative HANDLE Classifier. In addition to HANDLE Classifiers, you will see a few examples of ENTITY Classifiers. There is no real Role Shift in this videotext.

- You should be able to show your teacher at least two (2) examples of each type of HANDLE Classifier that you saw the sign model use in the video.

- When an example of a HANDLE Classifier is found, can you tell what the hands are doing [Manipulative], or what the hand(s) represent(s) in the example [Depictive]?

- Using the Close-Up version of “Whittle”, look for examples of NMSs that are linguistic, and those that are affective. What did you see?

**Slow Motion Practice__________ (sign off)**
Using the SLOW MOTION version of the video, shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.
Interactive Activity __________ (sign off)
Close-Up for Non-Manual Practice
Slow Motion to practice classifiers
Normal Speed to prepare for student performance of the text

Checklist Activity for “Whittle” __________ (sign off)

1. Select "Exercise" in the “Whittle” menu. Select "Begin Exercise."
   Print out the checklist on the next page.
2. Look at #1 on the checklist. Find the highlighted text segment on
   the screen that says the same thing. Click on it and watch the
   video clip. You will be looking for several different features of ASL
   in the following clips. Not every feature will be present in each
   video segment.
3. Look to see if there was a Classifier used there. What type was it?
   Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark
   the box for the Role Shift that corresponds with the first
   highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect?
   If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information?
   Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
## Whittle

**Checklist 1**

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reach in pocket</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. (dominant) the blade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Show blade is shiny</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Thin piece of wood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Hold knife</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Hold wood under arm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Shave wood with knife</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Wood shavings fall to the ground</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. (dominant) Hold knife</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Was there a classifier used?</td>
<td>HANDLE</td>
<td>ENTITY</td>
<td>TRACE or SASS</td>
<td>Eye Gaze/RS</td>
<td>Who's Talking (POV)</td>
<td>Affect</td>
<td>Linguistic</td>
</tr>
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<tr>
<td>10. Make hole in stick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. (dominant) as blade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Show hole in wood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Whittle

DIRECTIONS
Using the Checklist to find the segment numbers for “Whittle,” answer the following questions.

1. Was there evidence of any Role Shift in “Whittle”? ________________

2. In number 2, the sign model used his dominant hand as the blade and his non-dominant hand as the body of the knife. Neither of them represents what his hands are doing. They are examples of which type of classifier? __________________________

3. Is the NMS shown in #3 affective or is it linguistic? __________

4. What kind of classifier is used in #4? __________________________

5. What about #5 and #6? __________________________

6. In #8, the index finger is used to represent a thick wood shaving. Which type of classifier is that? __________________________

7. What about the pair of classifiers found in #9? _______________

8. In #11, the dominant hand is a(n)__________ and the non-dominant hand is a(n) ____________.
VIEW FOR UNDERSTANDING

Videotext: Peanut Butter Sandwich

- This short videotext has excellent examples of HANDLE pairs. One time the signer’s hand is holding on to the handle of the knife (Manipulative) and in an instant, her hand has changed into the blade of the knife (Depictive).

- See if you can find examples of NMSs used in the beginning of this video that show the intensity and durational aspect of WORK.

- Another good example of an adverbial NMS occurs with the sign LOOK, when the signer was looking hard to find some chicken meat. Imitate these NMSs.

- Notice the difference between those and the NMSs used when the signer says that peanut butter is not her favorite. (Affect)

- Can you recognize and correctly identify the HANDLE Classifiers you see in this text? (Wash the window, open the refrigerator, bring out the jar of peanut butter, open the jar, spread the peanut butter, etc.)
Slow Motion Practice__________ (sign off)
Using the SLOW MOTION version, shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.

ASSIGNMENT #3
Prepare an original short text that uses at least 4 sets of HANDLE pairs. Examples can be recalled from the beginning of this chapter when you learned the different pairs, e.g., rake, brush, screwdriver, etc. Perform this for a group or the class as a whole. It can be video recorded and kept as a milestone in your classifier production.

You will be performing your narrative for the class.
Handle Pair Test

Name______________________________

DIRECTIONS

Look at the following pairs of classifiers. One of them is a Manipulative HANDLE and the other is a Depictive HANDLE. Decide which one is which. Put your answer on the line below the picture. Be prepared to discuss your decisions. Your teacher may ask you to tear out this test and turn it in.

1a.___________________                1b.____________________

2a.___________________               2b.____________________
THE PICNIC SCENARIO

English Text

As the narrator, you will give the following introduction to set the scene for the picnic story.

*The picnic is going to take place in a park that has plenty of trees, and a small pond or lake. It is a wonderful sunny day. There are several picnic tables in the area.*

You are now to take on the role of the main character in the story and his interactions with the other picnickers.

You arrive early to set up the spot where your friends will join you later. You have the food, the charcoal, and an ice chest where you put the soda. You also have one of those oil drums that has been cut in half and made into a BBQ.

After removing the grill, you fill the bottom of the BBQ with charcoal. You use your hands to pat down the charcoal. You get your hands
all black and have to wipe them off on your clothes. You replace the grill on the BBQ and sit there waiting for the others to arrive.

A few people show up now and wonder if they are too early, since they see no one else. You tell them that they are not. They should help themselves to something to drink. A few more people arrive. Everyone there is having a wonderful time, talking and laughing; the kids are playing; it is great to see.

Someone reminds you that it is time to start cooking the food. You pick up the fuel container, flip open the lid, and pour some on the charcoal. You think if a little bit is good, a whole lot is better. You light a match and throw it in. Before you know it, flames shoot up from the BBQ.

You place rows of hamburgers on the grill and stand there to cook. While you are flipping the burgers, you gaze around and watch all the other folks there actively engaged in conversation. They all seem to be having fun.

You announce that the hamburgers are ready. The others line up eagerly with their plates in hand. You take a hamburger off the grill
and place it on an open bun that is sitting on a plate. They put condiments on the hamburger and bun.

They all sit down to eat. They agree that it is some of the best food they have ever tasted. You are grateful for their remarks.
VIEW FOR UNDERSTANDING

Videotext: Picnic

- Watch the video “Picnic” and see if you can recognize the times that the sign model uses his hands as Depictive HANDLE Classifiers, and when his hands are actually doing something with an object.

- There will be other classifiers used in this videotext. For example, the ENTITY classifier used for the lake, the tables, the plates, the hamburgers, and the grill. You should be prepared to demonstrate them to your teacher.

- There will be a few minor role shifts in “Picnic.” You should be able to identify the role of the Narrator, the role of the man who is doing the cooking, and the role of the picnickers.

Slow Motion Practice__________ (sign off)
Go to the SLOW MOTION version of the video. Shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.
Interactive Activity __________ (sign off)
Close-Up for Non-Manual Practice
Slow Motion to practice classifiers
Normal Speed to prepare for student performance of the text

Checklist Activity for “Picnic”

1. Select "Exercise" in the “Picnic” menu. Select "Begin Exercise."
   Print out the checklists on the following pages.
2. Look at #1 on the checklist. Find the highlighted text segment on the screen that says the same thing. Click on it and watch the video clip. You will be looking for several different features of ASL in the following clips. Not every feature will be present in each video segment.
3. Look to see if there was a Classifier used there. What type was it? Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark the box for the Role Shift that corresponds with the first highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect? If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information? Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
The Picnic Scenario
Checklist 1

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has plenty of trees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Small pond or lake</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Several picnic tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Curved surface, bottom of BBQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Removing the grill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Fill the bottom of the BBQ with charcoal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Use your hands to pat down the charcoal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Replace the grill on the BBQ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Few people show up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. If they are too early</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Classifiers: A Closer Look
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# The Picnic Scenario

## Checklist 2

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. A few more people arrive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Pick up the fuel container</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Flip open the lid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Pour some on the charcoal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Flames shoot up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Place rows of hamburgers on the grill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Flipping the burgers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Other folks there actively engaged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Others line up eagerly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Plates in hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## The Picnic Scenario
### Checklist 3

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Take a hamburger off the grill</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Place it on an open bun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. They put condiments on the hamburger and bun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. They agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. You are grateful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Picnic

DIRECTIONS
Using the Checklist to find the video segment numbers for “Picnic,” answer the following questions.

1. What kind of classifier is shown in #1? ________________________

2. Who is talking in #1 – #3? ________________________________

3. What is the classifier for #4? ________________________________

4. Why are his palms facing up? ________________________________

5. Who is the character in #5? ________________________________

6. What is the classifier type in #5? ________________________________

7. In #9, who is seeing the people show up? ____________________

8. What is the classifier type used in #9 and #11? ______________

9. What has happened in #10? ________________________________

10. Who is talking? ________________________________

11. What object is represented by the classifier in #13? ____________

12. What kind of classifier is that? ________________________________

13. What kind of NMSs are shown in #14 and #15? ____________
14. Are there any other examples of affective signals? __________

15. Number 17 is an example of what kind of classifier? __________

16. Is there another example of a Depictive HANDLE? ____________

17. What type of classifier do you see in #22? _________________

Additional Practice
There are places in “Picnic” where the description of a person or an object in the story could be more elaborate; using more ENTITY classifiers or SASS classifiers. For example:

- Describe the BBQ in greater detail.
- Give a more detailed description of the grill – trace the shape, add handles.
- What did the cook look like?
- What if the spatula had a wooden handle with grooves in it?
- Maybe there could be a red-and-white-checked tablecloth put on the table before the plates of food are set out.
- What would the hamburger look like with black grill marks?
- Add hotdogs to the food that is being barbequed; put them in buns and eat them.
- Maybe one of the children who is playing in the picnic area falls down. Describe the injury.
UNIT 1
Chapter 2 Learning Objectives

- Produce at least four examples of TRACE and ENTITY Classifiers independently.

- Create and perform short narratives using both the TRACE and ENTITY Classifiers.

- Identify when a classifier is being used in the text and label which type of classifier it is using the videotexts “Cookie Shapes” and “Making Gingerbread.”

- Identify at least two examples of either classifier type covered in this chapter in each videotext using the videotexts: “Grave,” “Aquarium,” “Cannon,” and “Going to My Aunt’s House.”

- Recognize the difference between the Non Manual Signals, NMSs, used to show emotion and those used to provide linguistic information.
UNIT 1
Chapter 2: TRACE and ENTITY Classifiers

The primary focus of Chapter 2 is the development of TRACE Classifiers and Basic ENTITY Classifiers. The TRACE Classifier does as its name implies, it traces the shape of an object. This gives information about the size and shape of the object and possibly other information about the dimensions of the object such as its thickness or diameter.

ENTITY Classifiers are used in ASL to provide information about an object such as its location and its relationship to another object. If the object is moving, ENTITY Classifiers will also provide information about the direction the object is moving and the manner of its movement.

ASSIGNMENT #4

Create a very short story that includes at least 2 ENTITY classifiers and 2 TRACE classifiers from the list on pages 4 – 8. Add these classifiers to the story you created in the last chapter or you can create an original story.

You will be performing your story for the class.
Videotext: Cookie Shapes

- The videotext “Cookie Shapes” was designed to elicit TRACE Classifiers.

- You should be able to find evidence of the rule: If it is an object that is symmetrical, both hands must be used at the same time to trace the outline of the object. (Lentz, Mikos, and Smith 1988)

- Look for examples of NMSs used for linguistic purposes. For example, the eye–blink visible after each noun in the series where English would insert a comma.

- Use the SLOW MOTION version to show the eye–blinks more clearly.

- You will see how the sign model uses the number 4 to alert the person watching that there will be a list.

**Slow Motion Practice** (sign off)
Using the SLOW MOTION version, shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.
ASSIGNMENT # 5

Create your own short story. It must include at least 4 TRACE Classifiers. Your story could also include ENTITY or HANDLE Classifiers. They will not be counted in the 4 classifiers that are required.

You will be performing your story for the class.

Suggestions for Stories

- My ruler has stencil cut-outs
- The shape of designs on my shutters
- The shape of windows in my house
- The size and shape of the posters that can be made at the local copy store
- Leaves on the trees in the local park
- Appliqué that I will sew on my jeans to cover the hole in the knee
- Rubber shapes that are stuck to the bottom of the tub so people won’t slip
VIEW FOR UNDERSTANDING

Videotext: Grave

- The short videotext “Grave” contains several examples of how ASL uses ENTITY classifiers to show plurals, e.g., crosses in the graveyard; TRACE classifiers, e.g., to outline the broad surface of a head stone; and Depictive HANDLE classifiers, e.g., the flowers laid at the grave.

- Were you able to find these examples in the video?

- There is an example of Role Shift as the signer changes from being the narrator setting the scene of the story into the character who is walking in the cemetery. This shift allows the narrator to express the emotional state of mind of the character in the cemetery.

- Were you able to find examples of Role Shift in the video?

- Using the Close–Up version of “Grave”, look for examples of when the sign model’s face showed affect or emotion.
Slow Motion Practice__________ (sign off)
Go to the SLOW MOTION version of the video.
Shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.

Interactive Activity__________ (sign off)
Close-Up for Non-Manual Practice
Slow Motion to practice classifiers
Normal Speed to prepare for student performance of the text

Checklist Activity for “Grave”

1. Select "Exercise" in the “Grave” menu. Select "Begin Exercise."
Print out the checklist on the next page.
2. Look at #1 on the checklist. Find the highlighted text segment on the screen that says the same thing. Click on it and watch the video clip. You will be looking for several different features of ASL in the following clips. Not every feature will be present in each video segment.
3. Look to see if there was a Classifier used there. What type was it? Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark the box for the Role Shift that corresponds with the first highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect? If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information? Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
Grave
Checklist

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HANDLE Depictive (Instrument)</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Crosses in graveyard first row</td>
</tr>
<tr>
<td>2. Show plural with “Z” path</td>
</tr>
<tr>
<td>3. Shape of tombstone</td>
</tr>
<tr>
<td>4. R.I.P.</td>
</tr>
<tr>
<td>5. (dominant) hand as flowers</td>
</tr>
<tr>
<td>6. (non-dominant) hand as stems wrapped in paper</td>
</tr>
<tr>
<td>7. Flowers laid at tombstone</td>
</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Grave

DIRECTIONS
Using the Checklist to find the video segment numbers for “Grave,” answer the following questions.

1. What does it mean to make a sign and repeat it while moving it in a path the shape of a “Z”? ________________________________

2. What is the type of classifier used in #1? __________________________

3. The “B” handshape in #3 is a __________________________ classifier.

4. What did the signer do just before spelling RIP? _________________
   _____________________________________________________________

5. What type of classifier is shown in #5 and #6? ______________________

6. Where is there evidence of Role Shift? ______________________________
Videotext: Cannon

- The “Cannon” videotext contains examples of several ENTITY Classifiers, e.g., to show the tamper of the ramrod, the fuse and the final image of the cannon as it fires. The sign model uses TRACE classifiers to trace the surface of the long pole and barrel of the cannon. Did you see these classifiers?

- There are a few examples of Manipulative HANDLE Classifiers. For example, when the gunpowder is poured into the barrel of the cannon; when the heavy cannon ball is lifted; when the sign model holds on to the ramrod and when he tamps down the ammunition that is inside the cannon. Find these classifiers and practice making them. Do you feel comfortable with them?

- The sign model’s face is very animated in “Cannon.” Are you able to see the difference between his face when it shows emotion or affect and when it conveys linguistic information? Can you make your face do the same?

- If you are having a difficult time seeing his face, use the Close-Up version of the video. Stop the video and look when he is giving emotional information, e.g., when he is straining to lift the cannon ball.

- Contrast this with times when Ben is giving linguistic information, e.g., when he describes the long pole and the tamper of the ramrod. That face serves to provide adjectival information and is, therefore, linguistic.
Slow Motion Practice__________ (sign off)
Go to the SLOW MOTION version of the video.
Shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.

Interactive Activity __________ (sign off)
Close-Up for Non-Manual Practice
Slow Motion to practice classifiers
Normal Speed to prepare for student performance of the text

Checklist Activity for “Cannon”

1. Select "Exercise" from the “Cannon” menu. Select "Begin Exercise."
   Print out the checklist on the following page.
2. Look at #1 on the checklist. Find the highlighted text segment on the screen that says the same thing. Click on it and watch the video clip. You will be looking for several different features of ASL in the following clips. Not every feature will be present in each video segment.
3. Look to see if there was a Classifier used there. What type was it?
   Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark the box for the Role Shift that corresponds with the first highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect?
   If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information?
   Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
## Cannon

### Checklist

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CL: 2h “C” for cannon body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Hold canister of gun powder</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lift heavy cannon ball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Show path of cannon ball down barrel of cannon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Tamper of ramrod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Long pole of ramrod</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Holding ramrod tamp it down</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>8. Show fuse on cannon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cannon fires</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Cannon

Directions:
Using the Checklist to find the video segment numbers for “Cannon,” answer the following questions.

1. How did the signer show the barrel of the cannon in #1?

2. Which type of classifier was that?

3. The classifier for a canister of gunpowder sitting on a table for example, is an ENTITY – but as soon as the movement for pouring the gunpowder into the cannon is added it becomes which type of classifier?

4. What kind of classifier was used in #5 to show the tamper of the ramrod?

5. What is the classifier type used in #7?

6. Which type is the fuse in #8?

7. What type of classifier is #9?

8. Was there any evidence of non–manual behavior?
Videotext: Making Gingerbread

- The videotext “Making Gingerbread” was primarily designed to elicit TRACE Classifiers. However, there are also several examples of ENTITY and HANDLE Classifiers.

- When done working with this video, you should be able to give at least one example of each type of classifier used: TRACE, ENTITY and HANDLE.

- The HANDLE Classifiers in this video are both Manipulative and Depictive. You should be able to detect the difference.

- Look for the following classifiers in this video text:

Examples of TRACE Classifiers:
1. The shape of the pan or cookie sheet
2. The thin sheet of cookie dough
3. The shape of the gingerbread cookie
4. The mound of flour
5. The mound of cookie dough
6. The cylindrical frosting bag

Examples of ENTITY Classifiers:
1. The sheet of cookie dough that the floured cookie cutter is being pressed into
2. The eyes
3. The mouth
4. The nozzle of the frosting bag
5. The frosting bag that is being filled
6. The frosting as it fills the bag

Examples of Manipulative HANDLE Classifiers:
1. Rolling out the cookie dough
2. Stirring the cookie mix
3. Placing the raisins on the cookie
4. Squeezing the frosting bag

Examples of Depictive HANDLE Classifiers:
1. The cookie cutter dipped into flour and pressing into cookie dough
2. The spatula to lift the cookies cut-outs from the dough onto the pan
3. Put the pan/cookie sheet into the oven
4. Take the pan/cookie sheet out and set it on a surface to cool
5. Pour the frosting into the bag

- You should also be prepared to give examples of how the sign model used NMSs in a linguistic manner.
  For example:
  1. The eyebrows that were raised to introduce a topic, e.g., the eyes and the mouth
  2. The eyes that blinked at the end of each ASL sentence
  3. The eyebrows that were raised for the rhetorical questions: “How to make the eyes?” and “How to make the mouth?”
SLOW MOTION PRACTICE__________ (sign off)
Using the SLOW MOTION version, shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.
VIEW FOR UNDERSTANDING

Videotext: Aquarium

- This video may remind you a little of the game of Charades. In this videotext, the sign model is acting out the role of a boy looking into an aquarium.

- In “Aquarium,” there are simple and brief Role Shifts. Notice the difference in the posture and demeanor of the sign model when he takes on the role of the narrator in the beginning, when he changes into the boy who is looking in the tank, and when he becomes the dead sailor at the bottom of the tank. Later you will have to perform short narratives where you will also have to shift roles between characters.

- Using the Close-Up version, notice the difference in eye gaze when the sign model is in the role of the narrator and when he shifts into the role of the boy watching the fish in the tank of water.

- His eye gaze is useful for another purpose. It tells where he is looking. Can you see the difference when he changes the direction of his eye gaze, looking downward at the skeleton of a sailor, or looking up to see fish feeding at the top?
Slow Motion Practice__________ (sign off)
Go to the SLOW MOTION version of the video.
Shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.

Interactive Activity __________ (sign off)
Close-Up for Non-Manual Practice
Slow Motion to practice classifiers
Normal Speed to prepare for student performance of the text

Checklist Activity for “Aquarium”

1. Select "Exercise" in the “Aquarium” menu. Select "Begin Exercise."
   Print out the checklist on the following page.
2. Look at #1 on the checklist. Find the highlighted text segment on the screen that says the same thing. Click on it and watch the video clip. You will be looking for several different features of ASL in the following clips. Not every feature will be present in each video segment.
3. Look to see if there was a Classifier used there. What type was it? Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark the box for the Role Shift that corresponds with the first highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect? If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information? Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
Aquarium
Checklist

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See the tank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sides of tank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Front and back of tank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Surface of water</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Fish swim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ribs of dead sailor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Bubbles and mouth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Steering the ship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Open jar of fish food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Fish eat food</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Aquarium

DIRECTIONS
Using the Checklist to find the video segment numbers for “Aquarium,” answer the following questions.

1. What is the boy’s eye gaze telling us in #1? _________________
   -----------------------------------------------------------------

2. What type of classifier is seen in #2 and #3? _________________

3. What classifier handshape is it? _____________________________

4. Why is it important to show the water in #4? _________________
   -----------------------------------------------------------------

5. Show what it looked like in #6 when he made the ribs of the sailor.

6. What type of classifier are they? _____________________________

7. Was there any eye gaze change when he was the dead sailor? _____

8. What kind of classifier do you see in #8, steering the ship? _______

9. What about “opening the jar of fish food,” #9? _________________
10. What kind of classifier do you see when the fish eat the food?

11. Did you see the eye gaze change again? ________________

When? __________From whom to whom? ________________
GOING TO MY AUNT’S HOUSE

English Text

When school was done, I got into my car and drove home. When I got into the house, I noticed that there was a note lying on the table. I picked up the note and I read what it said: “To my dear son, I have to go to work now, but I need your help. Would you mind going to your Aunt’s house? I left a package there. I need you to go there, pick it up and bring it back to the house. I’m sorry I’ve forgotten the address, but I do remember the directions to get there, so I’ve written them down. I need you to go over there and get the package because I need it tonight. Thank you.” Then she drew a big heart and signed her name: Mamma.

Okay, I could do that for her. I got into my car and I looked at the directions she had written out for me. The first one said Mowry Street. So, I drove to Mowry Street. I got onto Mowry and read the directions to see what came next. It said that I should make a left on Fremont. As a street sign got closer, I noticed it said “Fremont” and made a left there. Then the directions said, “don’t know the name of the next street, but you should look for the blue church.” Sure enough, I saw the blue church on the right. It had a cross at the top
and a steeple. It was very easy to spot. I was to make a right at that corner, so I did.

The directions then said I should look for a 7-11 on my left. And when I saw the 7-11, I should turn right, not at the 7-11, but one block past it. So I kept driving until I saw the 7-11 on my left, then I went one more block before I made a right turn. The directions then said to make the first left turn. I immediately turned onto the first street on the left. I should look for the yellow house that will be on the right, with many plants and a basketball hoop on a pole. I spotted the yellow house with the plants growing out front that kind of hung down over the planter box. I saw the basketball hoop with kids out front playing basketball.

I knew I had found the correct landmark. I turned right; I was on her street now. Ahead of me, I saw houses lining both sides of the street. I noticed that all the houses looked exactly the same. My directions said that I should look for the house whose decorative plaque, which hung on the front fence, had a star on it. It was then that I noticed that all the houses had these boards hung on the front of their fences, but they were of different designs. I had to look at the houses one by one. The first one on my right, I noticed, had a board with the shape of a moon. That wasn’t it, so I looked to the left. That shape looked
like a keyhole; that wasn’t what I was looking for. The next one I saw on the right had two small rectangles that were lying horizontally on their board; that wasn’t it either. Looking back to the left, I saw the next house had a shape like the club that is found in a deck of playing cards. That wasn’t it either. I looked back to the right and noticed it was the house with a star. I knew I was at my aunt’s house.

I pulled my car over to the curb, got out of the car, walked over to her door and knocked. My aunt opened the door and gave me a big hug. I said to her, “Gee, this is a nice house. By the way I’m here to get that box my mom left here.”

She said, “Oh I know what you mean.” Then she handed it to me.

I said, “Thanks so much. I’ve got to go. See you later.” I got back in my car, put the box on the seat next to me and drove home.

When I got home, I put the box on the table where I had found the note originally. When my mom got home, she saw the box was there and she was just so proud of her son. She gave me a great big hug and a kiss.
Videotext: Going to My Aunt’s House

- After watching the video, you should be able to answer the following questions:
  1. What does he need to get?
  2. How did the mom sign the note?
  3. After his aunt gives the box/package to him, where does he put it?

- Using the Slow Motion version, look for examples of NMSs on the signer’s face that were linguistic. What did you see?

- Are you able to point out the examples of changes in eye gaze that indicate a Role Shift? You can look for them in the Slow Motion version (note, there is no Close Up version for this videotext.)

Slow Motion Practice__________ (sign off)
Go to the SLOW MOTION version.
Shadow the performance of the sign model. Practice with the text a few times until you are comfortable with it.
Interactive Activity __________ (sign off)
Slow Motion to practice classifiers
Normal Speed to prepare for performance of the text

Checklist Activity for “Going to My Aunt’s House”

1. Select "Exercise" in the “Going to My Aunt’s House” menu. Select "Begin Exercise." Print out the checklists on the following pages.
2. Look at #1 on the checklist. Find the highlighted text segment on the screen that says the same thing. Click on it and watch the video clip. You will be looking for several different features of ASL in the following clips. Not every feature will be present in each video segment.
3. Look to see if there was a Classifier used there. What type was it? Mark the box in the appropriate column of the checklist.
4. Now look and see if there was any Role Shift. If there was, mark the box for the Role Shift that corresponds with the first highlighted text and video segment.
5. Was there a NMS for the segment that showed emotion or affect? If so, mark that box.
6. Was there a NMS for the segment that gave linguistic information? Mark that box.
7. Look for the video segment that corresponds with checklist #2.
8. Follow the same steps as you did for #1. (Steps 2–6 above)
9. Continue until you have completed the entire checklist.
Going to My Aunt’s House
Checklist 1

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Note lying on the table</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Picked up the note</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To my dear son</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I got into my car</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Looked at the directions</td>
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</tr>
<tr>
<td>6. Read the directions</td>
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<td></td>
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</tr>
<tr>
<td>7. As a street sign got closer</td>
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<td></td>
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</tr>
<tr>
<td>8. Made a left there</td>
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</tr>
<tr>
<td>9. Blue church on the right</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10. Cross at the top</td>
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</tr>
</tbody>
</table>
# Going to My Aunt’s House

## Checklist 2

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Steeple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Make a right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Saw the 7-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I made a right turn</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. I immediately turned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. With many plants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. That kind of hung down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Basketball hoop on a pole</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Kids out front playing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Houses lining both sides of the street</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Going to My Aunt’s House

## Checklist 3

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Boards hung on the front fences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Had a board</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Shape of a moon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Two small rectangles</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Lying horizontally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Looked like a keyhole</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. House with a star</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Pulled my car over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Got out of the car</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>30. Knocked</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# Going to My Aunt’s House

## Checklist 4

<table>
<thead>
<tr>
<th>Was there a classifier used?</th>
<th>HANDLE Depictive (Instrument)</th>
<th>HANDLE Manipulative (Body)</th>
<th>ENTITY</th>
<th>TRACE or SASS</th>
<th>Eye Gaze/RS Who’s Talking (POV)</th>
<th>NMS Affect</th>
<th>NMS Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Gave me a big hug</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Gee, this is a nice house</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. She handed it to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Thanks so much</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Put the box on the seat next to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>36. Put the box on the table</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>37. She saw the box</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. She gave me a great big hug</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
THINKING CRITICALLY

Videotext: Going to My Aunt’s House

DIRECTIONS
Using the Checklist, answer the following questions.

1. What classifier handshape is used in #1 to show the note on the table? ________________________________

2. What type of classifier is used to pick up the note? __________

3. Who is speaking in #3? ________________________________

4. How do you know it is not the narrator? __________________

5. Who is looking at the note? ________________________________

6. What is it called in ASL when the signer changes from one character into another? ________________________________

7. In #7, what classifier is seen? ________________________________

8. What is the first classifier handshape used for the church? ________

9. What type of classifier is used for the cross at the top? ________

10. How is the steeple of the church shown? __________________

11. How is the surface of the church building shown? ____________
12. In #15 the English text says “immediately.” How was that shown in ASL? ______________________________

13. In #16, how is the plural form of plant shown in ASL? __________

______________________________________________________________

14. What classifier type is used to show the houses in #20? __________

15. What handshape is it? _______________________________________

16. What information is provided by that handshape and its movement?

______________________________________________________________

17. What kind of classifier is used in #21 ___________________________

18. How does the signer show the shape of the keyhole? ____________

19. What classifier type was used in #24? __________________________

20. What handshape was used in #25? _____________________________

21. What information is given by the CL: 2? _______________________

22. What classifier handshape was used for the boy in #29? For the
car? _________________________________________________________

23. What kinds of classifiers are they? _____________________________

24. Who is talking in #32? ______________________________________

25. What do you call the change between the boy acting as narrator
and the boy talking to his aunt? _________________________________
26. How do you know it was the aunt handing the package in #33?
_____________________________________________________________________

27. In both #35 and #36, the boy put the box down somewhere. Why do the signs look so different? ____________________________

28. How do you know when he changed into the role of the mother?
_____________________________________________________________________

Additional Practice
If you feel you could benefit from a more challenging task, your performance of “Going to My Aunt’s House” could include adding elements to the story using more ENTITY and SASS classifiers. For example:

- More information could be added about the house, e.g., trim, colors of paint on different parts of the house – windowsills, doorframe.

- When the aunt opens the door, more information could be given about what she looks like and what she is wearing.

- She could offer her nephew some cookies. They could be cookies of different shapes. He could pick out his favorite shape.