Student Workbook
Unit 5

CLASSIFIERS
A Closer Look

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Table of Contents
UNIT 5

Classifiers: A Closer Look

How to access the Unit 5 Online Program

The Unit 5 Online Program contains the ASL texts, activities, exercises and games from Unit 5 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 5 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 5 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.

Classifiers: A Closer Look

UNIT 5
PUTTING IT ALL TOGETHER

Classifiers: A Closer Look

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Overview

This unit of the curriculum does not introduce any new skills. Instead, you will have the opportunity to put into practice the knowledge and skills that you have acquired since you started working with this curriculum. If this is the first unit of the curriculum that you have worked with, you may have to ask your teacher to let you see the material covered in previous units in order to feel comfortable and prepared to perform the Reunion Game and the videotexts found in Unit Five. You can ask for access to the Online Programs to view the texts and activities that correspond to Units One through Four. These materials can help you review the basic **classifier types** (Unit One), and give you an introduction to concepts that this curriculum has referred to as **Visualization and Mental Rotation** (Unit Two). You can also look specifically at Unit Three to get help with developing skills in creating or performing ASL narratives that contain more than one **Point of View**. The material found in Unit Four is there to help you further improve your ASL narratives. The goal of that unit is to introduce the concept of **Perspectives** in ASL. The videotexts and activities associated with the unit are there to help you develop your ability to incorporate multiple viewpoints and perspectives into your performance of the prepared texts, or when you perform the texts that you have created.

The videotexts that you will work with in Chapter 1 are **"Tug-of-War"** and **"WTO."** "Tug-of-War" is a very short text, but contains many examples of **ENTITY** classifiers**, Role Shift**, and changes in **Perspective**. "WTO" is a longer and more complex text. In it you will find examples of **HANDLE** and **ENTITY** classifiers, and pairs of classifiers used in a **FIGURE/ GROUND** relationship. The text includes several characters, which means there will be segments of the narrative that will need to be given from each of their

respective **Points of View**. In addition, you will find examples of changes in **Viewpoint** and **Perspective**.

In **Chapter 2** you will work with a videotext called **"Elephant Seals"** which is the most difficult text of any found in this curriculum. In addition to all the elements of a good ASL narrative that were mentioned on the previous page, you will see that "Elephant Seals" is a longer text and is one that will require you to shift among the **Points of View** of the narrator, several major characters as well as a few minor characters.

Review of Classifiers

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 an entity, which can be a person, an animal other animate or inanimate objects, for example. Sometimes the handshape that you will use for an ENTITY classifier will represent the entire person, animal or object and sometimes it will only represent one of the salient features of the person, animal or object.

You will find pictures and descriptions of most of the classifier handshapes on pages 9 – 13.

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

The Manipulative HANDLE classifier handshapes are perhaps the easiest to acquire because the hands take on the action as if they are holding on to an object. The hand will change its grip to fit the size and shape of the object being held.

6

For example, how would someone?

Steer a car
Hold the telephone to their ear
Put the handset of the phone on a TTY
Play the slot machines
Push a grocery cart
Wash a window
Open the refrigerator – single door, double door
Pull open a sliding glass door
Use the remote control to change the channel on the TV
Turn on the lights
Carry a protest sign
Open a jar of peanut butter
Swing a baseball bat
Hold on to a cup that has no handle
Hold a big coffee mug or beer stein
Hold onto a teacup or maybe an Italian espresso
Use a screwdriver
Brush your hair
Put on chapstick

When using the second type of HANDLE Classifier, the Depictive HANDLE, the hand actually represents the thing being talked about. They are a special type of ENTITY classifier because they imply that there is a hand holding on to the object and using it as a tool of some kind.

Examples of Depictive HANDLE Classifiers (signs that you might have seen or know as):

GUN
RAKE
SHOVEL
SPATULA
KNIFE
SCREWDRIVER
TOOTHBRUSH
MASCARA WAND
BLOWDRYER
HAIRBRUSH
COMB
TELEPHONE

TRACE and ENTITY Classifiers

Examples of TRACE and ENTITY classifiers will also be presented and discussed in this Unit. TRACE classifiers are treated here as a subset of ENTITY classifiers, where signers use a particular handshape to trace the shape of an object or trace the outline of the object. The handshape must correspond to the dimensions of the object.

For example, if you wanted to represent a flat circular object like a saucer, you would use the CL: Curved L, or two-handed CL: Curved L, to represent the size (diameter) of the saucer and its thinness or shallow depth. If you wanted to show a larger, thin, flat circular object such as a dinner plate, you would us the two-handed CL: Curved L, (though not as bent as your hands were when you made the classifier for the smaller saucer) to show its size (diameter), and the "L" would represent its thin (shallow) depth.

If you wanted to show a tuna can, an ash tray, a spaceship, or a raft, for example, you would use the CL: bent H, like the CL: C, but with only two fingers. This would show that there was more depth to these objects than a plate.

If you wanted to show an object like a bowl, a cup or another cylindrical object that had even more depth, you would use the CL: C. If the object you wanted to talk about was large or was being shown in large scale, you would use the two-handed CL: C where you could indicate the diameter of the object as well as its depth.

The Descriptive Classifier (DCL) or Size and Shape Specifier (SASS) will not be covered in detail in this curriculum. There is an excellent treatment of them in the VISTA Signing Naturally curriculum.

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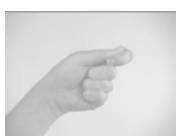
CL: XA – to grasp a small thin object like a match.

Basic TRACE Classifier Handshapes

CL: B – to trace the surface of a plane.
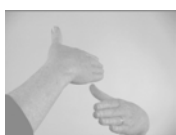
CL: B – (thumb extended) to trace the surface of a plane.
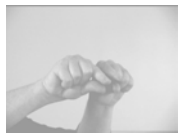
CL: G - to trace the outline of a thin strip.
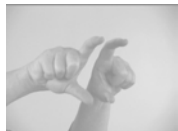
CL: curved L - to trace the outline of a wider strip.
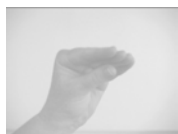
CL: Flat O - to trace the surface of a three dimensional strip like the brim of a hat.

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.
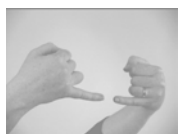
CL: I - to trace out a thin cylindrical object such as a wire string or rope, a thin line of paint.
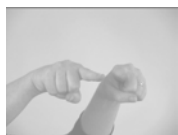
CL: 1 - to outline the shape of an object.

Classifiers: A Closer Look

Basic ENTITY Classifier Handshapes

CL: open A – ENTITY classifier used to represent objects that
      do not move, e.g., house, television, and
      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.
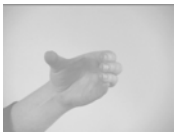
CL: C – ENTITY classifier used for cylindrical objects, e.g.,
      cup, can, bottle.

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.

Classifiers: A Closer Look

CL: L – ENTITY classifier used for objects such as drills, welding irons, guns, a blow-dryer.

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.
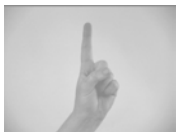
CL: 1 – ENTITY classifier for a person, an upright being, or a stick-like object.
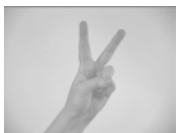
CL: 2 – ENTITY classifier that shows plurality, e.g., two people, two trees.

Classifiers: A Closer Look

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.

Important Vocabulary

The terms perspective, viewpoint and point of view are often used interchangeably in the literature you might read about ASL. For the purpose of this curriculum, the following distinctions will be made:

> **Perspective:** (Changes in scale) When performing an ASL narrative that includes classifiers, you will find that you are acting like a camera that shows an object or an event from different distances, i.e., a long shot, a close-up. You have the opportunity, and sometimes are required, to introduce an event originally from one perspective (size or scale) and then describe it further using another size or scale. The fact that you might use a classifier that portrays the object in small scale, as in a long shot, does not mean that the object is far away. It just happens to be the perspective that provides you with the best means to make your description.

According to Stokoe, "In a signed language ... narrative is no longer linear and prosaic. Instead the essence of sign language is to cut from a normal view to a close-up to a distant shot to the close-up again and so on, even including flashback and flash forward scenes exactly as a movie editor works ... not only is signing itself arranged more like edited film than like written narration, but also each signer is placed very much as a camera: The field of vision and angle of views are directed but variable." (Sacks 1990.)

Although Bauman spoke of ASL poetry in his presentation at the 1999 Deaf Studies VI Conference held in Oakland, California, his observations could also apply directly to ASL narratives. He said, "The signer's body and its immediate environment create the frame of the text. An ASL poet fills this space in a similar manner to how cinematographers fill cinematic space: through a series of close-up, medium, and long shots. Because ASL's grammar consists of the body movements through three-

Classifiers: A Closer Look

dimensional space, it has a variety of shots. Non-manual signals such as facial expressions often convey a close-up shot of a character. In addition, ASL makes extensive use of a classifier system consisting of classes of hand shapes and their movements that are able to describe the physical properties of an object -- their location, size, shape, dimension, scale, and number -- and also their movement: Speed, direction, and attitude. Classifiers easily create distant shots ... but can also be used to describe the shape and dimension of an object, say a single cell, from an extreme close-up shot."

Viewpoint: (Changes in camera angle) When it is physically impossible for you to describe or manipulate the objects or elements of your narrative from one camera angle, or viewpoint, you can show the object or event from another camera angle or viewpoint. This means that you, the signer, have mentally rotated an object to allow you to have a better vantage point from which to describe its attributes or dimensions. You also may have had to mentally rotate the environment or setting of your narrative in order for you to more easily and more clearly articulate the physical layout of the environment during that part of your narrative.

Example of changes in viewpoint or camera angle

180

270 □ 90

0

Classifiers: A Closer Look
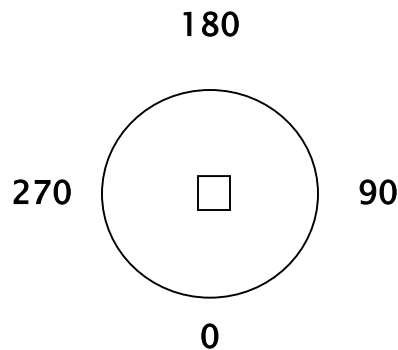
Suppose an object like the square in the diagram on page 15 is what you are talking about. The description is generally given from the signer's view. The signer, situated at the point designated as 0 in the picture above, you will act as if there is a camera sitting on your shoulder and usually begin describing it from the 0 degree viewpoint. Sometimes it is not physically possible for you to continue with the description from this viewpoint and you will have to act like a camera that has been moved to a location 90 degrees from the original position for example, and continue giving your information. Moving to a location 180 degrees from the original view also provides you with the means for making a clear description of the object. Likewise, you could use the viewpoint of a camera that is positioned at the 270-degree location if that makes it easier for you to describe the object or event. In ASL, a signer is not limited to only these three other angles from which to talk about an object or an event, but they are the easiest ones to begin with.

> **Point of View:** (Whose eyes?) This is when you have created or introduced a character into your narrative and you are portraying the event as if you are seeing the elements of the environment or event laid out from their eyes. This can be very obvious as in a role shift or character shift, where you re-enact the actions of the character and interact with objects as that character would have.

A change in point of view could also be subtle as in a referential shift where what is happening in the event is given from that character's view as they are experiencing it. If this is the case, you will need to sign your narrative in the same way as the sign models in this curriculum have done. You will have to move the "floor" of your signing space up very high – at eye level. Referential shift will not be discussed in detail in this curriculum, but you will see many examples of this and other cinematic techniques being used in the course videotexts.

UNIT 5
Chapter 1: Learning Objectives

- Recognize and identify the following components of ASL evident in the prepared videotext for this chapter: WTO.

    1. The narrative is being told from more than one Point of View – one major and two minor characters

    2. Changes in perspective

    3. Changes in viewpoint

    4. Examples of Figure and Ground

    5. Examples of Non Manual Signals used for affect or emotion

    6. Examples of Non Manual Signals used for linguistic purposes

- Include the same components of successful ASL narratives in student performance of the text.

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Review of Perspective Pairs

DIRECTIONS

Pairs of perspectives (Camera A and Camera B) are given below. Your teacher will model the pairs of classifiers for you before you are expected try to do them on your own. These examples have all been taken from the videotext material that can be found in this unit as well as the first four units of the curriculum.

The video clips associated with this activity can be found in the Unit 5 Online Program.

"Cedar Trees"
Camera A: shows you driving a car in real world size. You have to slam on your brakes to avoid hitting a tree.

Camera B: shows the car from a far away perspective and uses the "3" handshape (vehicle) ENTITY classifier and the index finger as the tree.

"Train Story"
Camera A: shows a tree (your full arm from elbow to fingertips) that has fallen across the railroad tracks.

Camera B: shows this same scene from a far away shot, using the index finger, ENTITY classifier, as the tree.

Classifiers: A Closer Look

"Watch Your Step"
Camera A: shows a person boulder hopping, but just the foot, using an ENTITY classifier to represent the foot.

Camera B: shows this same event from a distance, and shows the ranger slipping on a rock.

"Picnic"
Camera A: shows people real world size at a picnic lining up with plates in their hands.

Camera B: shows this same event, but from a distance, using the "4" handshape, ENTITY classifier.

"Tug-of-War"
Camera A: shows a group of people real world size lining up to play tug-of- war.

Camera B: shows this same shot from a distant perspective using the "4" handshape, ENTITY classifier.

"Elephant Seals"
Camera A: shows tourists real world size walking with cameras.

Camera B: shows this same event from a far away perspective, using the "Bent 5" handshape, ENTITY classifier.

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"WTO"

Camera A: shows the police in real world size, linked arm-in-arm.

Camera B: shows this same event, but from a distance, using the "4" handshape, ENTITY classifier.

"Tug-of-War"

Camera A: shows one team pulling on the rope in the Tug-of-War.

Camera B: shows this same event from a far away shot, using the "4" handshape, ENTITY classifier.

ASSIGNMENT

Look through the video material you have worked with so far in this curriculum and find at least 3 more examples of multiple perspectives. You can look at the Online Programs for Units One through Four.
If you do no longer have access to those units, ask your teacher to let you view their material. You may have to arrange a separate time outside of class to view them.

After watching the videotexts, you must be prepared tell which videotext(s) you watched. You also must be prepared to demonstrate the changes in perspective that you saw in each clip.

Your teacher will ask you to demonstrate your examples to the class.

Classifiers: A Closer Look

VIEW FOR UNDERSTANDING

Videotext: **Tug-of-War**

- Even though "Tug-of-War" is a short videotext, it has many examples of changes in POV and Perspective.

  For example, in the beginning the sign model tells you that there are several people standing upright. He uses the CL:4 ENTITY classifier handshape. However, this does not give you any information about the orientation of the people. Are they standing side-by-side? Facing each other? Back-to-front? The missing information is provided by the next ENTITY classifier, CL:2, that represents the eyes of the first member of each team facing each other.

- In addition, there are examples of NMSs that show the affect or emotion of the people.

- You will also see examples of NMSs that give additional grammar information; question forms, introduction of a topic, adverbs, etc.

- If the NMSs are difficult for you to detect, you can use the Close-Up version.

- Be sure to watch for changes in eye-gaze. They are always present in a Role Shift. These are visible when viewing the Normal Speed version of the text, but can be better detected either on the Slow Motion or Close-Up version.

Classifiers: A Closer Look

- Several times the action of one team results in some kind of action or response by the opposing team. Can you find these?

- Practice these pairs of actions yourself so you can successfully include them when you perform the text.

- Do you see the set of classifiers that are used when the sign model describes what happens to the team member who is very close to the mud puddle? Look carefully and see if you can notice the change in perspective from a close-up of just a foot, to a more distant perspective of the whole team toppling to the ground, to another close-up of one team member who lands face down in the mud.

- Watch for another change in perspective as the sign model describes the length of rope and then adds that there is something in the middle section of the rope. How does he show the length of rope? Is it from a distant perspective or close-up? What about when he tells us that there is a handkerchief tied to the rope; what perspective is that?

Slow Motion Practice_____ (sign off)

Go to the SLOW MOTION version of the video. Shadow the performance of pthe 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 "Tug-of-War"

1. Select "Exercise" in the "Tug-of-War" Menu. Select "Begin Exercise." Use 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.
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 1-6 above)
9. Continue until you have completed the entire checklist.

Tug-of-War

Checklist 1

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
1. Line of people							
2. Eyes look at each other							
3. Team A							
4. Team B							
5. Mud puddle							
6. Surface of mud							
7. The whole rope							
8. Something tied on the rope							
9. Handkerchief							
10. One team pulls							

Tug-of-War

Checklist 2

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
11. Other team moves							
12. Foot slips on edge of mud puddle							
13. Pull on rope							
14. Whole team moves							
15. Be the person getting "tugged"							
16. Foot slips on mud							
17. The whole team topples							
18. Face covered with mud							

THINKING CRITICALLY

Videotext: **Tug-of-War**

DIRECTIONS
Using the Checklist for "Tug-of-War," answer the following questions.

1. What kind of classifier is shown in 1? _____

2. What grammatical information is also given by this classifier?

   _____

3. Why did the signer have to include #2 - #4? _____

   _____

4. What kind of classifiers are #5 and #6? _____

5. Why does there need to be both of them? _____

   _____

6. What is the classifier type in #7? _____

7. Did we need to have #8? _____

   _____

8. What happens in #10 and #11? _____

9. What is the classifier type in #12? _____

10.   What is important about #13 and #14? _____

      _____

11.   What is seen in #15? _____

12.   Is there evidence of other Role Shifts? Where?

      _____

WTO

English Text

This past December the World Trade Organization, or WTO, decided to host an international conference in Seattle, Washington. When the people who lived in the surrounding area heard that the conference was going to be held in their city they got together and discussed the possibility of staging a protest. They were opposed to the WTO because of the politics of the organization. They felt it was not right that member companies were making huge profits by building factories outside the United States in countries around the world where they not only didn't employ US citizens, but forced the people in the country to do hard and often heavy labor from morning till night. They even hired children to work at the sewing machines or on the assembly lines in the factories. The pay was terrible. Once the products were manufactured, they were brought to the US where they were sold for huge profits, which were kept by the companies not paid to the employees. When the local residents found out that the meeting was going to be held in Seattle, they thought that it was the perfect time to protest what they viewed as unethical business practices. They prepared everything that they would need, like placards they would carry when they protested.

The first day of the conference finally arrived. Various delegates were there. All the protesters congregated at the conference site, carrying their placards and protesting, announcing to the world that they were opposed to these unethical practices. Of course, when the few police who were there saw what was going on, they got on their radios and called for reinforcements. They stood in a line shoulder to shoulder in an effort to keep everything under control. The protesters carried their signs up and down in front of the line of police.

Somehow, and no one knows who was at fault or exactly how it came about, but suddenly pandemonium broke out. When the police saw what was going on, they turned huge fire hoses on the crowd. The force of the water knocked the protesters off their feet. People were being thrown everywhere. Some people fell back against walls; some just tumbled to the ground. Some people were frightened away by what they saw. Others became enraged and started breaking out storefront windows to retaliate for the brutal actions of the police. It was total chaos. The police got angry and charged into the crowd, hitting them with their nightsticks and taking them down. They beat people about the head and body and even in the face. Some people were seriously injured. Some people were bleeding from their faces as police took them down to the ground. Another tactic the police used to control the crowd was to shoot rubber bullets into the mass of

protesters. People were staggering everywhere as the police shot into the crowd. Other police shot canisters of tear gas into the crowd. Huge clouds of gas rose in among the crowd and people started gasping and crying. Things became even more chaotic. To add to the confusion, fights broke out among the protestors.

After a couple of hours, the crowd dispersed. Many people had sustained injuries of one sort or another. Since the event, people have debated about whose fault it was. Some of the protesters have said that they were behaving in an orderly fashion. They were very surprised. They thought the police overreacted. The police, on the other hand, said that somebody in the line of protesters was responsible for initiating the trouble. It was their duty to put a stop to the ruckus. And so the debate continues. People will look back on this event as a sad time in the history of the WTO, a time when people were punished for exercising their right to voice their opinion.

VIEW FOR UNDERSTANDING

Videotext: **WTO**

- WTO is more complex than "Tug-of-War" because it is a much longer story with a more complicated plot, has several characters and is told using multiple perspectives.

- The Slow Motion version of the text is helpful for showing these these complex segments of the text.

- The Close-Up version of the text could be used to practice using the proper NMSs, helping you give the correct affect and linguistic information.

- The Close-Up version is also helpful for you to see where there is a change in eye gaze at the time of a Role Shift.

- The protestors and the police in "WTO" are in antagonistic roles. You will see several interactions between them. Just like you saw in the actions of the two teams in "Tug-of-War", the action of one group will have an effect on the other.

- When you watch the videotext, see if you can identify the types of classifiers that are being used.

- You should also see if you could correctly identify the perspective that is being used. Is it a close-up shot or from a distant perspective? Are there several perspectives woven together in a segment?

Classifiers: A Closer Look

- Are you able to identify which character is present? Do you recognize the change in posture or demeanor that informs you of the shift?

- Can you tell when the sign model has changed from the role of a character back into the role of the narrator? Why did he do that? What is the purpose or function of the narrator at that point?

- Pay close attention to the segment where the sign model describes the hose that is used on the crowd. Do you see any changes in perspective there?

- If yes, what are they? Why did he include them?

- What about the segment where the police are hitting the protestors with nightsticks? Do you see how he had to show both roles; the ones doing the hitting and the ones being hit?

  Often we forget to include that second piece in our narratives. This is important information than often can be left implied in English, but is necessary in a successful ASL narrative.

- You will see the same technique used when the police fire teargas into the crowd. See if you can identify the separate pieces pertaining to the actions of the police that the sign model has chained together to make a more coherent story.

Slow Motion Practice_____ (sign off)

Go to the SLOW MOTION version of the video. Shadow the performance of pthe 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 "WTO"

1. Select "Exercise" in the "WTO" Menu. Select "Begin Exercise."
   Use 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.
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 1-6 above)
9. Continue until you have completed the entire checklist.

Classifiers: A Closer Look
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WTO

Checklist 1

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
1. The people who lived in the surrounding area heard							
2. Discussed the possibility							
3. Residents found out that the meeting was going to be held in Seattle							
4. They prepared everything							
5. Like placards they would carry							
6. All the protesters congregated							
7. Carrying their placards							
8. Announcing to the world							
9. They got on their radios							
10. Reinforcements							

WTO

Checklist 2

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
11. They stood in a line should to shoulder							
12. Carried their signs up and down							
13. Police saw							
14. They turned huge fire hoses							
15. On the crowd							
16. Force of the water							
17. Knocked the protesters off their feet							
18. Being thrown everywhere							
19. Fell back against walls							
20. Tumbled to the ground							

WTO
Checklist 3

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
21. Were frightened							
22. Became enraged and started breaking out storefront windows							
23. The police got angry							
24. Hitting them with their nightsticks							
25. About the head and body and even in the face							
26. Some people were bleeding							
27. Police took them down to the ground							
28. Shoot rubber bullets into the mass of protesters							
29. Police shot canisters of tear gas							
30. Huge clouds of gas rose in among the crowd							

WTO

Checklist 4

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
31. People started gasping and crying							
32. People have debated							
33. Protesters have said							
34. Police, on the other hand							
35. In the line of protesters							
36. It was their duty							

THINKING CRITICALLY

Videotext: **WTO**

DIRECTIONS
Using the Checklist for "WTO," answer the following questions.

1. What is being shown in #1? _____

2. Who is being shifted? _____

3. Who is talking in #9? _____

4. What has changed between #10 and #11? _____

5. Who do we see in #12? _____

6. What classifier handshape is used in #14? _____

7. What kind of classifier is that? _____

8. What information is provided by #19 that is not in #18? _____

    _____

9. What information is provided by #20 that is not in #19? _____

    _____

Classifiers: A Closer Look

10.   What information is provided by #21 that is not in #20?

_____

11.   Why do we need to have both #24 and #25?

_____

12. What perspective is shown by #26? _____

13. How many roles are seen in #28? (2) Who are they? _____

_____

14. What classifier handshape is used in #28? _____

15. What kind of classifier is that? _____

16. What roles are being shifted in # 29 through #31? _____

_____

17. Who is talking in #32? _____

UNIT 5
Chapter 2: Learning Objectives

- Recognize and identify the following components of ASL evident in the videotext prepared for this chapter: "Elephant Seals."

  1. The story being told from more than one Point of View – one major and two minor characters

  2. Changes in perspective

  3. Changes in viewpoint

  4. Examples of Figure and Ground

  5. Examples of Non Manual Signals used for affect or emotion

  6. Examples of Non Manual Signals used for linguistic purposes

- Include these same components of a successful ASL narrative in student performance of the text.

Classifiers: A Closer Look

The Reunion

DIRECTIONS

The Reunion is an interactive game that was designed to test your ability to visualize and mentally rotate elements in a narrative. If you have not worked with Units Two, Three or Four of this curriculum, you might want to ask your teacher to let you work with the activities related to Visualization and Mental Rotation in those units first before you work on The Reunion. You may have to arrange for time outside of class to work with those materials.

The sign model will give you the instructions for the activity. As you work your way through the game, you will receive immediate feedback on your answer choices.

ELEPHANT SEALS
English Text

There is a state preserve that is located along a stretch of the northern California coast. On any given day, you can find a ranger standing on the beach keeping watch over the land and the animals that live there. Today the ranger on duty is looking over his schedule to see what he is scheduled to do for the day. As he looks down the page, he sees that he will be leading a group of visitors on a tour of the park. He is prepared for the group to arrive. When the tour group arrives, many have cameras hanging around their necks and video cameras held up to their faces. As they approach, he waves to them and begins taking them on a guided tour of the area.

The group eagerly follows behind the ranger. Eventually they come to an area where there are elephant seals. The elephant seals are lying scattered along this stretch of the beach. The ranger explains to the group that the elephant seals they see lying along the beach are all females. It is easy to detect which is the bull, or male seal because of his size and because he usually sits with a more upright posture. An alpha bull seal, the most dominant of all the male seals, is very territorial, guarding all the females in his harem. The ranger points one out to the group. He looks very tough. If another male happens

to come around the harem, the alpha bull would first size-up this interloper to see whether there was any threat of losing the hold he had over his harem and his territory to this challenger. If the seal determines there is sufficient reason to feel his territory is threatened by the challenger, there would have to be a fight for dominance.

As the group stood observing the seals on the beach below, another male did approach the harem. The ranger called this to the attention of the tour group, and they all looked over the hill anxiously waiting to see what was going to happen. They saw the first male rear up and raise his head back in a threatening posture toward the newcomer. The two males stared directly at each other and advanced quickly. They looked singularly focused. They apparently disregard everything in their paths, including the baby seals lying in the sand. A young pup could suffer serious injury or even death if caught in the path of the charging bull seals.

Male elephant seals have tusks that they used to gouge into the neck of their opponent. They rear back and crash their heads together, striking blows at vulnerable spots on the neck and chest of the other bull seal with their tusks. The ranger told the tour group that the elephant seals have to rear their heads back to lift their tusks to the right position in order to plunge them into the chest of the other

male. The two male seals on the beach did this over and over as the group watched: rearing back, striking the opponent with their tusks.

The crowd watched the bulls fight for a very long time. The females quickly tried to get out of the way. As the males fought their way back and forth across the beach, the ranger explained that if one male decides to give up the fight, he could not turn his back on the other male and crawl away. If he did, the other male would attack him from the rear, gouging his tusks into the vulnerable backside of the retreating male. This could cause serious injuries and even death. If a male wants to give up, he would have to back away from his opponent trying his best to stave off another attack.

This is exactly what happened with the two bull seals the tour group was watching. As the first seal posed victorious, the second seal backed off, with a futile waving of his tusks. The first seal then looked back toward his harem to make sure that no other challengers had approached while he was fighting. An alpha bull tends to be very territorial because he has mating rights to the females in his harem. Any time another male seal approaches his harem there will be displays of aggression. He must assume this threatening posture to assert his rights.

The tourists are fascinated by what had played out before them. They had tried to capture the drama that unfolded on the beach below with their cameras and video recorders. The ranger explains that all of this excitement is a just part of a day in the life of elephant seals. The whole group is amazed by it all. Then the ranger moves the tour to another part of the beach where there is still more to see.

VIEW FOR UNDERSTANDING

Videotext: **Elephant Seals**

- "Elephant Seals" is a complicated text because it contains multiple characters, multiple changes perspectives, multiple changes in viewpoint and examples of many of the types of classifiers that have been discussed in the curriculum.

- You should be able to recognize that there are several different characters or roles in this text. What does the sign model look like when he is in the role of the narrator?

- What does he look like when he takes on the role of the alpha male? What about when he changes into the role of the "loser" male seal? What about when he changes into the role of the tourists or the ranger?

- How do you know when the sign model has changed from one of the characters into the narrator? Did you notice a change in eye gaze, posture, or position in the signing space?

- What is the function of the narrator when he appears in a segment of the text?

- Are you able to recognize any of the changes in perspective? Can you see the difference between a life-size representation of the tourists or the ranger and a distant perspective of them?

Classifiers: A Closer Look

- What about when the sign model is describing the fights that occur between male seals? Do you see any changes in perspective there? What about Role Shifts? How many? From what character into what character or role?

- Some of these changes in perspective or eye gaze may be difficult to see using the Normal Speed. You can use the Slow Motion or Close-Up versions of the videotext to help you.

- The Slow Motion and Close-Up version are also helpful for recognizing the NMSs that are used to show affect.

- See if you can find examples of NMSs that are used for grammar or are linguistic. Do you see examples of questions? Introduction of a topic? Conditionals? Adverbs? Eye blinks that serve as utterance boundaries?

- Can you find examples of FIGURE and GROUND?

- How many ENTITY classifiers can you find?

- Do you see any examples of Manipulative HANDLE classifiers?
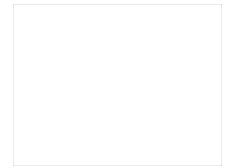
Slow Motion Practice_____ (sign off)

Go to the SLOW MOTION version of the video. Shadow the performance of pthe 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 "Elephant Seals"

1. Select "Exercise" in the "Elephant Seals" Menu. Select "Begin Exercise." Use 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.
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 1-6 above)
9. Continue until you have completed the entire checklist.

Classifiers: A Closer Look

Elephant Seals

Checklist 1

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
1. Looking over his schedule							
2. He looks down the page							
3. Group of visitors							
4. Tour of the park							
5. Tour group arrives							
6. Cameras hanging around their necks							
7. Video cameras held up to their faces							
8. As they approach							
9. He waves to them							
10. Group eagerly follows behind the ranger							

Elephant Seals

Checklist 2

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
11. Seals are lying scattered							
12. Ranger explains							
13. A more upright posture							
14. Guarding all the females							
15. His harem							
16. Male happens to come around the harem							
17. If the seal determines							
18. Territory is threatened							
19. Male did approach the harem							
20. Called this to the attention							

Elephant Seals

Checklist 3

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
21. They all looked over							
22. Male rear up							
23. Raise his head back in a threatening posture							
24. Two males stared directly at each other							
25. Advanced quickly							
26. Baby seals lying in the sand							
27. Pup could suffer serious injury							
28. Caught in the path							
29. Charging bull seals							
30. Seals have tusks							

Elephant Seals

Checklist 4

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
31. Crash their heads together							
32. Striking blows							
33. Neck and chest							
34. With their tusks							
35. Rear their heads back							
36. Plunge them into the chest							
37. Did this over and over							
38. The group watched							
39. Rearing back							
40. Striking the opponent							

Elephant Seals

Checklist 5

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
41. Quickly tried to get out of the way							
42. Males fought their way back and forth across the beach							
43. Could not turn his back							
44. Crawl away							
45. Would attack him from the rear							
46. Gouging his tusks into the vulnerable backside							
47. Back away from his opponent							
48. First seal posed victorious							
49. Seal backed off							
50. Waving of his tusks							

Elephant Seals

Checklist 6

Was there a classifier used?	HANDLE Depictive (Instrument)	HANDLE Manipulative (Body)	ENTITY	TRACE or SASS	Eye Gaze/RS Who's Talking (POV)	NMS Affect	NMS Linguistic
51. Looked back toward his harem							
52. No other challengers had approached							
53. Very territorial							
54. Another male seal approaches his harem							
55. Displays of aggression							
56. Assume this threatening posture							
57. With their cameras							
58. Video recorders							
59. The whole group is amazed							
60. Moved the tour							

THINKING CRITICALLY

Videotext: **Elephant Seals**

DIRECTIONS
Using the Checklist for "Elephant Seals," answer the following questions.

1. What is the handshape used in #1? _____

2. What kind of classifier is it? _____

3. Was there any evidence of Role Shift between the beginning of the story and #2? Where? What did it look like?

   _____

   _____

4. Any other examples of Role Shift in the opening scene? _____

   From whom to whom? _____

5. What are the classifier handshapes used in #10? _____

   _____

6. What kind of classifier are they? _____

7. What is the handshape used in #11? _____

8. What kind of classifier is that? _____

9. Who is talking in #18? _____

10. How do you know? _____

_____

11. What is the handshape used in #19? _____

12. What kind of classifier is that? _____

13. What does the classifier in #24 represent? _____

14. What kind of classifier is that? _____

15. Where is there an example of perspective shift? _____

16. Why was it used? _____

_____

_____

17. Who is talking in #27? _____

18. What kind of classifier is used in #30? _____

19. What are the characters we have seen so far? _____

_____

20. What changes in perspective have we seen so far? _____

_____

Classifiers: A Closer Look

21.   Give an example of a real-world, close-up perspective.

    _____

22.   Give an example of a body part ENTITY that the sign model
       used in the text. _____

    _____

Additional Practice

There are places in "Elephant Seals" where you could embellish the description of a person or an object in the story using more ENTITY classifiers or SASS classifiers. For example:

- Give a detailed description of the ranger
- Describe the tourists in more detail
- Add information about the seals: their size, the snout of the male seal, the fur, the scars on their necks
- Have the tourist engage in a dialogue with the ranger
- Have the ranger go back in time and relive a previous tour where one of the male seals actually chased the tour group

FIGURE and GROUND
Cumulative Review

ASSIGNMENT #17

For this assignment, you can go back and use the videotexts from any of the previous Units of this curriculum, or the videotexts found in this Unit. Find at least four more examples of classifiers that are in a FIGURE and GROUND relationship. Several examples are provided for you here.

The video examples discussed below are in the Unit 5 Online Program.

For example:

1. **"Family Dinner"** – the table is the GROUND for the FIGURE FATHER BE-SEATED, the turkey (GROUND) and the potatoes (FIGURE), the potatoes (GROUND) and the vegetables (FIGURE).

2. **"Going to My Aunt's House"** – the landmarks/ the buildings that the young man in his car passes on the way to his aunt's house are the GROUND for his car, which is the FIGURE.

3. **"Driving in San Francisco"** – the VW bug (FIGURE) parked in between the other cars (GROUND).

4. **"Driving in San Francisco"** – the pedestrian (FIGURE) crossing in front of the car (GROUND).

5. **"Train Story: Narrator's POV"** – the fence, the tracks, the mountain (see View for Understanding)

6. **"Train Story: Narrator's POV"** – the tree lying on the tracks (GROUND) as the train approaches (FIGURE).

Classifiers: A Closer Look
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7. **"WTO"** – the hose (GROUND) and the water coming out of it (FIGURE).

8. **"WTO"** – the nightstick (FIGURE) and hitting the protestors (GROUND).

9. **"Elephant Seals"** – the male seal (FIGURE) that approaches the harem (GROUND).

10. **"Watch Your Step"** – the boulders (GROUND) that the ranger (FIGURE) hops over.

11. " **Cedar Trees"** – the two neighbor trees (GROUND) and the homeowner's tree (FIGURE) that fell between them.