

YOO~HOO!
COME &
LET'S PERUSE PERU!

A CURRICULUM GUIDE
EXPLORING THE WONDERS OF PERU

CREATED FOR THE
DEAF AND HARD-OF-HEARING CHILDREN

at the

NEW YORK STATE SCHOOL FOR THE DEAF

in

ROME, NEW YORK, USA

by

~ Vicky Stockton ~

their teacher of
Music, Latin, Culinary Arts, USA Citizenship,
and American Sign Language

in recognition and celebration of her participation in the

2016 FULBRIGHT-HAYES SEMINAR IN PERU

YOO-HOO! COME AND LET'S PERUSE PERU! is a curriculum created to share the wonders of a truly amazing country with wonderful and equally amazing deaf and hard-of-hearing children ages 3 through 21 at the New York State School for the Deaf (NYSSD) in Rome, New York. Within these pages, students and staff at NYSSD may enjoy a taste of the innumerable, unforgettable, and life-changing experiences that this writer experienced as a participant in the 2016 Fulbright-Hayes Seminar in Peru.

Lessons herein address related content for children ages 3 through 21 in those teaching areas for which I am responsible: Music, Latin, American Sign Language (ASL), Culinary Arts, and USA Citizenship. Each content segment includes an option for collaboration with classroom and support teachers throughout the school. Content listings are not exhaustive; rather, each lesson is provided as a starting point for further exploration and development as the curriculum is implemented throughout the coming years. Content offerings include a reference to the related New York State Education Department (NYSED) Learning Standards addressed within each outline (when applicable).

Like fine teachers and students everywhere, we at NYSSD work hard every day to make as great a gain possible in as many ways possible. All NYSSD students are deaf or hard-of-hearing. Many also bring with them to the land of pedagogy unique physical, comprehension, processing, vision, psychological, and learning challenges. At NYSSD, on a daily basis, one has the fine opportunity to teach, and learn from, this delightful array of students.

BACKGROUND INFORMATION ABOUT DEAF AND HARD-OF-HEARING CHILDREN

More than 90% of all deaf babies are born to unsuspecting hearing parents, most of whom are totally unprepared for the arrival of a precious little newborn who does not hear. For these congenitally deaf children, the greatest handicap is not the inability to hear. Rather, it is the inability to learn a first language in the natural and effortless way hearing children learn a first language – by *hearing* it. From the fifth month *in utero* on through the earliest years of life, the hearing child gets a jump-start on learning language (and, by extension, on learning, itself) simply by being bathed in a world of sound, be it the cooing of loved ones or the chatter of playmates; the big-screen jungle sounds of roaring animals or the flat-screen inescapable jingles of blaring commercials; the nursery rhymes establishing meter, rhythm, and rhyme or the special words used in counting and naming and time; the planned lessons intentionally taught or the peripheral learning incidentally acquired.

The gift of language presents itself in an often-elusive package not quite fully opened for most deaf children. It is for that reason that every lesson in this exploration of Peru includes a focus on the development and comprehension of related language goals. These seemingly simple points are key elements in unlocking the treasures of the magical land I have discovered through my participation in the Fulbright-Hayes Seminar in Peru.

RESOURCES AND PRIMARY SOURCES

My fellow participants in the Fulbright-Hayes 2016 Seminar in Peru brought a breadth of knowledge and experiences to this program; each individual's presence had a unique impact on the entire experience for me. We shared quandaries and questions, ideas and laughs within the continually unfolding wonder of the Fulbright-Hayes Seminar and Peru, itself.

A treasure trove of Peruvian musical instruments, cooking utensils, food items, fiber arts, traditional clothing, folk tales, music, songs, and unexpected discoveries accompanied me home. My students have full access to all! These tangible items, complemented by the nearly five thousand (yes – 5,000!) photos taken, are allowing the wonder of my magical experiences to become a part of my students and colleagues.

To the leaders of our program, Ms. Marcela and Ms. Mariam, I extend thanks without measure. These two wonderful women made certain that the Peru they know and love would become, for us, an experience to be lived and never forgotten.

A saying we learned about the taxis and tuk-tuks has become, for me,
a summation of my time in the Land of the Incas ~

You do not find Peru. Peru finds you.

I am honored to have been found.

I look forward to sharing the beauty, magic, challenges, history, marvels, and wonder of this amazing country with my students and colleagues through the ongoing development and implementation of this new, and growing, curriculum:

Yoo Hoo!
Come, and
Let's Peruse Peru!

Respectfully submitted in partial fulfillment of the expectations of
the summer 2016 Fulbright-Hayes Seminar in Peru

Vicky

Victoria J.G. Stockton
Stittville, New York
25 October 2016

CONTENT AREA: AMERICAN SIGN LANGUAGE

NYSED LANGUAGES OTHER THAN ENGLISH (LOTE)

STANDARDS 1, 2, AND 3

<http://www.p12.nysed.gov/ciai/pub/publote.html>

Student study of American Sign Language (ASL) includes grammar, word meanings, syntax, structure, deaf history, and the cultural impact and importance of a language to a people. Through awareness of the five parameters of any sign (handshape, palm orientation, location, movement, and facial expression/body posture), the connections of those signs into the 'language' of sign, and the meaningful presentation of content via conversation and formal presentations, students develop a system of meaningful communication together with increased cultural and historical awareness.

Parallels are made in the following areas:

1a. Significance of the Quechua language to the native Andeans (Quechua people)

1b. Significance of ASL to the Deaf community

2a. The impact of the imposition of Spanish language in the education of native peoples

2b. The mandate for oral education (and subsequent prohibition of sign language) in educational programs for the deaf

2c. The development of Signed English (a non-language) as a manual representation of written English mandated as the language of communication in certain deaf education programs

3a. The development of Peruvian Sign Language

3b. The development of American Sign Language

4a. Specific signs in Peruvian Sign Language

4b. Specific signs in American Sign Language

- 5a. The presence of Peruvian Sign Language on television and in public places
- 5b. The presence of American Sign Language on television and in public places

- 6a. The availability of sign interpreters in Peru and the subsequent impact on the deaf population
- 6b. The availability of sign interpreters in the USA and the subsequent impact on the deaf population

- 7a. Educational opportunities for deaf children and adults in Peru
- 7b. Educational opportunities for deaf children and adults in the USA

- 8a. The role of Peruvian Sign Language in the arts
- 8b. The role of American Sign Language in the arts

- 9a. The role of facial expressions and non-manual markers in Peruvian Sign Language and general conversation
- 9b. The role of facial expressions and non-manual markers in American Sign Language and general conversation

CONTENT AREA: LATIN

NYSED LANGUAGES OTHER THAN ENGLISH (LOTE)
STANDARDS 1 AND 2

<http://www.p12.nysed.gov/ciai/pub/publote.html>

Students at NYSSD follow the standard Cambridge Latin Curriculum, an internationally developed and accepted curriculum used throughout English-speaking countries world-wide. As with the instruction of any language, a study of the culture and history of the people complements the learning of the language.

Latin is the one language in NYS which

- a. requires the teaching of English, and
- b. does not require a speaking component.

As such, it makes for a highly applicable and challenging ‘Language Other Than English’ (LOTE) elective for our deaf students.

Within the study of Latin, students address the following areas that can be further enhanced through our Peruvian connection:

1. Word derivations

While approximately 52% of English is derived from Latin, Spanish (a Romance language) is a direct derivative of Latin. Students will explore English derivatives of Latin vocabulary and compare a select number to Spanish translations of the same words.

Students will further explore Quechua translations of the same words and discuss why these words are, or are not, derivatives of Latin.

2. History

The Romans were conquerors and colonizers. How does the Spanish exploration and colonization of Peru and other areas in the Americas relate to the Roman exploration and colonization of much of what is now Europe, the Middle East, and North Africa?

3. Culture

Homes and lifestyles in any given culture reflect the unique needs of the peoples of any given area. Compare and contrast the home lives of the families in Pompeii with Spanish Peruvians of Lima and the Quechua people of the Andes. Consider the lifestyle, home structure, socio-economic standing, and language transmission of each culture.

CONTENT AREA: MUSIC

NYSED MUSIC (ARTS)

STANDARDS 1, 2, 3, AND 4

<http://www.p12.nysed.gov/ciai/arts/pub/musprekto4.pdf>

Students at NYSSD participate in a full music program incorporating general music, music electives, instrumental music, band, ensembles, handbell choir, sign choir, music therapy, and music lessons.

Complementing the above, in accordance with NYSED Learning Standards, the curriculum also incorporates dance, movement, storytelling, and drama.

1. Students will listen to, learn about, and play a variety of traditional Peruvian wind and percussion instruments.

Students will use these these traditional instruments to accompany the telling of Peruvian folktales and the acting of Peruvian stories for classmates, friends, and families.

Students will learn about a new Peruvian instrument each week for the first two months of school, complementing the general music unit on Instrument Families.

2. Students will compare and contrast dances and costumes from various regions of Peru.

Students will identify and locate the regions on a large map of Peru, speculating why the costumes and dance movements vary from region to region.

3. Students will listen to/read a variety of Peruvian folk tales and traditional stories, acting each story and adding traditional instrumental accompaniment when applicable.

A sampling of books and music purchased for staff and student use:

[Peruvian Short Stories](#)

Marting, Dorila A.

[Turn Right at Machu Picchu: Rediscovering the Lost City One Step at a Time](#)

Adams, Mark

[Moon Peru \(Moon Handbooks\)](#)

Dubé, Ryan

[Moon Rope/Un lazo a la luna](#)

Ehlert, Lois

[Paddington Bear](#)

Bond, Michael

[The Llama's Secret - A Peruvian Legend \(Legends of the World\)](#)

Palacios

[The Thunder King: A Peruvian Folk Tale \(Folk Tales of the World\)](#)

Loverseed, Amanda

[Andes](#)

Vargas Llosa, Mario

[Peru: A Musical Journey](#)

Son, Inca

[The Rough Guide to Peru](#)

Jenkins, Dilwyn

[Zorro and Quwi](#)

Hickox, Rebecca

[Miro in the Kingdom of the Sun](#)

Kurtz, Jane

CONTENT AREA: USA CITIZENSHIP

<https://www.uscis.gov/us-citizenship>

Approximately 20% of NYSSD's deaf and hard-of-hearing students are international students who have come to our school

1. through the Refugee Center in Utica, NY;
2. as adoptees;
3. as children of families who have chosen to move to the USA.

Many children coming to our school through the Refugee Center do not have a ready path to becoming citizens through the naturalization of their parents. As a result, after learning English, they must go through the Naturalization process themselves to become citizens. Preparation for that process requires mastering one hundred (100) questions about our country, the United States of America. This knowledge will be tested during an in-person interview at a Homeland Security location.

CONNECTIONS WITH PERUVIAN HISTORY

Compare and contrast with US history:

1. study of the slave trade
2. knowledge of Peruvian Independence Days
3. the inauguration of the new Peruvian administration
4. administration and types of education in Peru
5. Spanish colonization of Peru
6. Impact of colonization on the life and language of the Incas

CONTENT AREA: CULINARY ARTS

www.p12.nysed.gov/cte/facse/documents/FNC0609.doc

Our elective course in Culinary Arts offers a basic introduction to food preparation while emphasizing reading comprehension and language development within the familiar context of working with food.

Connecting with my Peruvian experiences, students will compare and contrast the following while considering our shared experiences at home (NYS) and stories and photos of my experiences in Peru:

1. food sources
2. food costs
3. food preparation techniques
4. foods unique to varying regions of Peru
5. food preparation tools
6. potatoes
7. quinoa
8. recipes
9. where to buy food
10. guinea pig
11. worms as medicine, nutrition, and garnish