Book Title:

True Biz by Sara Nović

# Grade Band:

High School

# Topics/Themes:

* Deaf Culture
* Civil Rights
* Coming of age
* Deaf school
* Family dynamics

# Potential Ohio State Standards (ELA):

## Reading Literature

* RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Writing

* W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
* W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Expanded Core Curriculum Standards:

## Audiology

* Understanding Hearing Loss
  + Understands that feelings about hearing loss may impact self concept

## Family Education

* Understanding Hearing Loss
  + Student is aware of the myths and misconceptions about individuals who are deaf or hard of hearing
* Education/Transition
  + Student recognizes and explains the accommodations needed in various environments

## Functional Skills for Educational Success

* Concept Development
  + Uses problem solving skills to meet personal needs, resolve conflicts and make decisions
* Comprehension
  + Able to summarize passage, identify and retell sequence
  + Access background knowledge related to a topic or book
  + Makes inferences based on background knowledge and information read
* Study and Organizational Skills
  + Participates in classroom discussions voluntarily or when called upon

## Self Determination and Advocacy

* Self Determination
  + Understanding of individual and others unique differences
  + Knowledge of deaf community, culture, traditions, norms, history, values, etc

## Social Emotional Skills

* Self-Awareness
  + Identifies self as hard of hearing or deaf
* Social Awareness
  + Predicts how others feel based on facial expressions and body language
* Social Interaction (Including Conversational Skills)
  + Recognizes communication breakdown
* Conflict Resolution
  + Demonstrates how to work effectively with others who are different from self

Reflection Questions:

* Before Reading
  + What do you know about the Deaf community and/or ASL?
    - What do you hope to learn about the Deaf community?
  + How do you define culture? Does a culture need to be associated with a certain geographic location?
  + How important is it to you to go to school with peers who have similar life experiences to you?
* During Reading
  + February is hearing and is an administrator at a deaf school. Did you have any concerns about this dynamic? Why or why not?
  + The book focuses on three main characters: Charlie, Austin, and February. How are these characters alike? How are these characters different? Which of the three characters d~~t~~o you relate with the most and why?
  + Define allyship. Which of the characters in the story do you feel is a steadfast ally to the Deaf community? How do they align to your definition of ally/allyship?
    - How might you become a better ally to the Deaf/Hard of Hearing community?
  + Identify a problem in the story that arises between charters. Analyze how this problem was addressed by both characters involved. Take the place of one of the characters in this problem—would you have approached this problem differently? How could this have been better resolved having the hindsight of the full story?
* After Reading
  + What did you learn about the Deaf community and/or ASL from reading the text?
    - Has this book sparked any curiosities about the Deaf community you’d like to further research?
  + Describe Deaf culture. What characteristics of Deaf culture categorize this population as its own culture and community? Are you aware of other disability communities/cultures?
  + What is the role of deaf residential schools in education, the deaf community, and self-identity for deaf youth?

Connected Activities:

* Research the closest deaf residential school to your community. Read about its history, services, and outreach. What events do they offer and how does this support deaf youth, their families, and the greater deaf community? Contact the school and ask to interview one student or teacher to learn more.

# Connected Texts (To Use in Unit Planning):

* *Of Mice and Men* by John Steinbeck
* *Dominicana* by Angie Cruz

# Helpful Resources:

* [Expanded Core Curriculum](https://educateiowa.gov/sites/default/files/documents/Expanded%20Core%20Curriculum%20%28ECC%29%20for%20Students%20Who%20Are%20Deaf%20or%20Hard%20of%20Hearing%20%28DHH%29.pdf)
* [Interview with author Sara Nović](https://www.youtube.com/watch?v=V-rl9O2o6OE)
* [Learning American Sign Language](https://www.nad.org/resources/american-sign-language/learning-american-sign-language/)—National Association of the Deaf
  + Includes a list of apps you can encourage your students to explore to learn some basic ASL