A Journey into the Deaf-World
By: Harlan Lane, Robert Hoffmeister, & Ben Behan

Chapter 1: Welcome to the Deaf-World
1. What does C.O.D.A stand for?
2. What does it mean to write the word “deaf” with a lower-case d or with an upper-case D?
3. What determines a person’s membership in the Deaf-World? Why does language competency vary among members of the Deaf-World?
4. What information is given about each of the following in the introductions to Gloria:
   Jake:
   Roberto:
   Laurel:
   Henry:
5. Why is it a mistake to refer to Deaf people as “Hearing-Impaired?”
6. How does each of the characters answer Gloria’s question about when and how their parents discovered they were deaf?
   Jake:
   Roberto:
   Laurel:
   Henry:
7. How does Henry describe his and his wife’s reaction to having Deaf children? How do they raise they kids?
   a. How did his parents and in-laws react to their grandchildren? How does that affect Henry?
8. Describe Laurel’s experience. How have her parents’ reactions affected her?
9. How valuable is the ability to speak and lipread to the members of the Deaf-World?

Chapter 2: Families with Deaf Children
1. Deaf parents reaction to Deaf child:
   a. Why would some Deaf parents prefer having a Deaf child? How does this affect the child?
   b. Why do some Deaf parents react in part with sadness in finding that their child is Deaf? How does this affect the child?
2. Explain the “two pieces of strategic advice” that professional who work with Deaf infants tell Deaf parents. How does this affect the child and the parents? (p. 29-30)
3. After the book was published many hospitals now perform hearing tests on infants before they leave the hospital (often within 24-48 hours of birth). Please read the subsection titled “hearing Screenings” at the website: http://www.babysfirsttest.org/newborn-screening/screening-procedures#WhenDoes. How do you think getting the procedure done within 24-48 hours of birth positively and negatively affect the situation?
4. Read the pdf packet titled “Genetic Deafness.” List and describe 5 things you learned from this document.

Chapter 3: Language of the Deaf-World
1. Name the 5 common fallacies/misconceptions about ASL that the author de-bunks in Ch. 3?
2. Compare and contrast the process of acquiring a spoken language and ASL from birth.
3. “A comparison of dictionaries of modern LSF and ASL has found __________ percent cognates in a sample of eighty-seven; that is a majority of the signs with similar meaning in two different languages resemble one another” (p. 57). What caused this large percentage of cognates between LSF and ASL?
4. What was voted on resolution of the Milan Conference of 1880 and how did it affect schools for the Deaf?
5. Read the “pdf” document titled “Name Signs_Ch.3.” Name and describe the two classes of name signs.
6. “Language has fundamentally three roles in bonding a group of speakers [users] to one another and to their culture. It is the symbol of social identity, social interaction, and a store of culture knowledge.” Explain how ASL fulfills these 3 roles in the culture of the Deaf-World.

Chapter 4: Form and Function on ASL
1. Towards the beginning of chapter 4 on page 79-80 it states “there are rules that restrict the composition of signs” in ASL. The book names two of the ASL rules for the composition of signs on page 80.
   a. The 1st rule states “if both hands are moving in a sign, than the handshapes, locations, and movements of the two hands must be the same.” Provide 5 ASL signs that are examples of the 1st rule.
   b. The 2nd rule states “if two hands in a sign have different handshapes, than one must be stationary. Furthermore, only six of the score of allowable handshapes in ASL are permitted on the stationary hand.” Provide 5 ASL signs that are examples of the 2nd rule.
2. Under the sub heading of Facial Grammar on page 92 it discusses 2 ways how ASL uses adverbs. The two adverbs described use the facial shape “mm” or “th.” What do these two adverb facial shapes mean and give two examples of when you could use each facial shape.
3. Are spoken languages and ASL processed on the same side of the brain? What side is ASL processed on? Explain.
4. Describe how do you rhyme in ASL? Provide 5 examples of ASL signs that rhyme.

Chapter 5: Deaf Culture
1. Explain the role and benefit of Deaf Clubs within Deaf Culture.
2. Choose 3 of the following to describe the role and benefits of them within Deaf Culture:
   a. Athletic organizations
   b. Political organizations
   c. Visual arts
   d. Performing arts
   e. Literature
   f. Diversity in the Deaf World

Chapter 6: The World Deaf Scene
1. Explain the “world Deaf scene” in France or Sweden. (choose 1)
2. “Patterns in the Developed Nations” (p. 187). What are the 3 new trends in Deaf education in the developed nations? (list the 3)
3. Explain the “world Deaf scene” in Kenya or Burundi in Africa. (choose 1)
5. “Integration of Deaf People in Hearing Nations”: Explain what is “integration with autonomy.”