

She Said—He Said

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Click Here to Begin

She Said—He Said

Monologues and Dialogues in ASL



with

Ketsi Carlson and Joshua Hottle

Created by

Digiterp Communications

with funding and support from

NE Minnesota Region III Low Incidence Project

and the **Minnesota Department of Children, Families, and Learning**

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Navigating the CD

You can move through the information on this CD in a variety of ways:

- Click on the title of any of these pages to go to that page.
- Open Bookmarks by clicking HERE or on the tab in the upper left corner of this window. Use those links to navigate.
- Click on Blue Links on the rest of the pages to take you to specified locations.
- Click on the arrows at the bottom of the page to go forward or backward.
- Use the arrows on the toolbar at the top of the page.



Using this CD-ROM

Software Installation

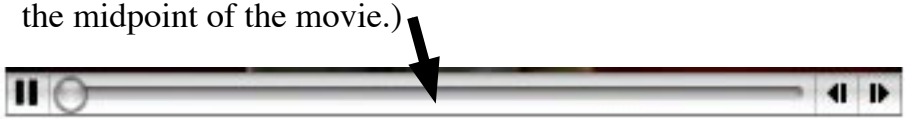
If videos do not work, see *Begin* file on the CD. Or click here to go to the Apple website for downloading QuickTime. You need QuickTime 5 or higher. (Mac OS X also needs Acrobat Reader 5.1 for floating windows to work.)

Video Instructions

Click on the **Title** to see movie. Click on **Max** to play a larger version of the same video file. **QT** opens movie in QuickTime player. This allows you to see the time code as the video plays. You can also adjust the size of the window by dragging the lower right corner to make it the size you would like.

Shortcut Keys:

- The *"esc"* button in upper right of keyboard closes movie early.
- Press Space Bar for Pause/Play.
- Right arrow (→) on keyboard allows you to play video in slow motion. (Mac: Hold button down. Windows users need to repeatedly tap the key tomove from frame to frame.)
- Click on Control Bar at the bottom of the Movie Window to move to different locations in the video. (Click here to move to the midpoint of the movie.)



This information is on the left hand side of all pages with video links.

Printing

To print pages, select the page range which you want in your print dialogue box and set your printer to landscape perspective. Some of the page will be beyond your printer's margin. The information in the margin is only useful for navigation on the computer--not necessary for off screen reading.

Troubleshooting

Movies do not work and I have QuickTime 5.

If you have Windows 98, you may need to upgrade to QuickTime 6, available from http://www.apple.com/quicktime/download

Max link is no different from clicking on the title.

The video files all have a resolution of 480 x 360. By selecting Max, it will play that file in the largest multiple of this which fits on your screen. If your monitor is set at 800 x 600, you will not be able to play the larger version. If your monitor is set at 1024 x 768, it will play the movie full screen. See your computer's control panel or system preferences to adjust your monitor's resolution.

Mac OS X: Title and Max links do not work.

Acrobat Reader 5.0 did not support playing movies in floating windows. Acrobat Reader 5.1 fixed this problem. Go to *Begin* file on the CD for a link to download this free program.

When I play the large version of the movie, it is not smooth.

Playing the larger version of the movie requires more processing speed and video memory. Try it on a different computer, or use the smaller movie by clicking on the title.

For updated support, visit: ***www.digiterp.com/support.html***



Overview of this Project

This project is created with an understanding that most of our life is spent, not listening to or delivering monologues, but in dialogue with other people (and in listening to the conversations of others.) In my experience as an interpreter in a Middle School setting, what was clear to me was that, from a student perspective, the most important thing going on in a classroom was not the teacher's lecture, but the conversation happening between two students in the corner. That it was the dialogue between students which helped form the relationships which students valued. This CD offers an opportunity to see how conversation happens between two Deaf people who know each other well and to reflect on how what we see can be used in our interpretations for spoken English conversations.

Given that a conversation with people we don't know can be a challenging one to understand, this project makes use of digital technology to make your efforts more fruitful. First of all, monologues are offered for each signer to get a sense of their signing styles. As well, each video is presented in two speeds--actual speed and 3/4 speed. This way, you can watch the text at normal speed to see what you can catch--and then watch it in slower speed to see if you are able to catch even more. Additionally, there are outlines for each of the texts which you can go to for further support in your analysis and interpretation.

Special thanks to Ketsi Carlson and Joshua Hottle for serving as language models. You will meet them on page 7, but their willingness to be filmed and creativity in coming up with topics to talk about help to make this CD both entertaining and informative. I hope that their monologues and dialogues can lead to new understandings and new ideas about language and interpretation.

Doug Bowen-Bailey



Suggestions for

Working with these Texts

1. Watch texts for language use and comprehension.

In the monologues and dialogues, Ketsi and Joshua talk about many varied topics. Particularly, in the dialogues, it can be a challenge to understand some of what is being said. Use the 3/4 speed video to allow you to see more--and use the outlines for texts to help you in your analysis and comprehension.

2. Watch texts for discourse features.

Because the dialogues include interaction between signers, you can watch the texts for what features you see both with the person who is actively signing, and the person who is giving feedback. Notice how the signers sometimes overlap in what they say. Think about the challenges for interpreting interaction, and how some of these features might be included in interpretations of two hearing people in conversation.

3. Practice interpretations and analyze them for equivalence.

1. Select a source text—initially one of the monologues *(Because of the interactive nature of the dialogues, doing this process with those texts may be more challenging.)*
2. Create and videotape (or audiotape) an interpretation/translation of the text. (This process can happen consecutively, simultaneously, or a as a process of translation, depending on your skill level and area of focus. For a more detailed explanation of this type of "Scaffolded Approach," download the free study packet for the Life in Parallel CD at http://www.digiterp.com/parallel.html.)
3. View/listen to your interpretation. (Be sure that you cannot see the source text.)
4. Create an outline/map of your interpretation. (See sample next page for outlining techniques.)
5. If necessary, watch interpretation again to complete outline or map.
6. View/listen to source text.
7. Create outline/map of that text. (Don't begin outlining until the entire text is complete.)
8. If necessary, watch video again to complete outline or map. (At this point, use the outline of the text from CD for support if necessary.)
9. Write outlines/draw maps side by side to facilitate analysis.
10. Do analysis of equivalence of interpretation with source text. Begin with these questions in mind:
    a. Is the meaning of the target language the same as that of the source language?
    b. Is the message clearly understood by the audience for whom the message was intended?
    c. Is the form natural?

    (In assessing, it is important to look for patterns rather than one-time occurrences.)



Working with these Texts (continued)

The outline to the right is by no means the only way that text could be outlined or mapped. However, it does represent a way in which the main points and supporting details can be organized to show their relationship. The main points begin further to the left on the outline and the details are nested to the right underneath the points which they support. This is an attempt to focus more on the content of the text than on its form. That is, it focuses on meaning, rather than on what individual signs were used.

With an outline of an interpretation done in a similar manner, then they can be compared and contrasted to see how equivalent the interpretation really is. In doing these outlines, you can also make notes and comments about the text or interpretation. In some of the outlines, I wasn't able to tell what was being said. You will see editor's notes which reflect my lack of clarity. Similarly, you can make notes in outlines for interpretations if there are sections that are unclear.

These directions were developed for an Indepdent Study Packet in connection with the CD "Life in Parallel." Fore more direction, and updated suppport on this prcoess, see www.digiterp.com/parallel.html for more information. The process itself draws heavily on ideas and work described in two articles:

Ross, L. and Criner, S., "Equivalence Assessments: Bridging the Gap Between Theory and Practice," in Swabey, ed. (2002) *New Designs in Interpreter Education*. Conference of Interpreter Trainers. http://www.cit-asl.org/store.htm

Winston, E.A. and Monikowski, C., "Discourse Mapping: Developing Textual Coherence Skills," in Interpreters," in Roy, ed. (2000) *Innovative Practices for Teaching Sign Language Interpreters*. Washington, DC: Gallaudet University Press. http://gupress.gallaudet.edu/IPTSLI.html

Doug Bowen-Bailey

A Sample Outline for **Saying the Pledge**

- Back in 5th Grade
  - Start school
  - 8:00 am
  - Bell rings
- Students pile into classroom
  - Take off their Jackets
- Beginning Routine
  - Everyday
- Lineup with Boy leading
  - By the flag
  - Singing
    - Cover my heart
  - I didn't know what was sung
    - I wondered what it was about
  - Interpreter arrived after that
- Time went along
  - Got used to routine
- One Day
  - I was picked
  - Leader with flag
  - All the kids covered their hearts
    - I didn't know what to do
  - Interpreter showed up
    - I copied from her
    - Wanted to memorize it
      - Kept learning it until I did
  - Next time call on me
    - I was ready to sign it
    - Something I still remember



Meet the Signers

Playing Movies

Click on **Title** to see movie.

Max opens larger scale version of movie.

QT opens movie in Quick-Time player.

Links under **Title** *line play movies in 3/4 time.*

"esc" button in upper left of keyboard closes movie window.

Press ***Space Bar*** for Pause/Play.

Right arrow (→) allows you to play video in slow motion.

Click on control bar to move to that point in video.

See **Using this CD** for details.

In these movies, Ketsi and Joshua introduce themselves. Be sure to take a look at these before moving on to the other monologues and dialogues.

Meet Ketsi Carlson — **Max** **QT**
3/4 Time — **Slo-Max** **Slo-QT**

Ketsi provides a brief introduction of herself. (0:30) and (0:40)

Outline of Text

Meet Joshua Hottle — **Max** **QT**
3/4 Time — **Slo-Max** **Slo-QT**

Joshua provides a brief introduction of himself. (0:35) and (0:46)

Outline of Text

What Ketsi and Joshua do not say in their introductions, but is some added context, is that they are engaged to be married in May of 2003. Because of their familiarity with each other, there will be situations throughout the course of the video where added context will be provided either before the video or within the outlines to assist you in your comprehension and analysis.

Note on time codes: the first time is at regular speed and the second one is in 3/4 time. Ex: (0:35) and (0:46)

Video requires QuickTime 5 or higher. If video doesn't work, be sure you have the appropriate version of QuickTime installed. See *Begin* file for software installation instructions.



The Monologues with Ketsi

Playing Movies

Click on **Title** to see movie.

Max opens larger scale version of movie.

QT opens movie in QuickTime player.

Links under **Title** *line play movies in 3/4 time.*

*"**esc**"* button in upper left of keyboard closes movie window.

Press ***Space Bar*** for Pause/Play.

Right arrow (→) allows you to play video in slow motion.

Click on control bar to move to that point in video.

See **Using this CD** for details.

Saying the Pledge

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi talks about her memory of having to say the pledge in school--when schedules meant that she generally was without an interpreter. (0:52) and (1:09)

Outline of Text

Hawaiian Routines

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi talks briefly about her experience working with Deaf students in Hawaii and the morning routines which they had at the school. (0:42) and (0:56)

Outline of Text

Missing a Foster Brother

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi talks about her experience of having a younger foster brother who arrived in her life when she was not prepared for him,. In her relationship with him, she learned something about love and growing up. (2:26) and (3:15)

Outline of Text

Fitting In? A poem on difference

Max **QT**

Ketsi shares a poem inspired by watching Joshua have difficulties communicating on the basketball court at a college where all the other students are hearing. Because the poem is at a much slower pace than the rest of the texts, and due to memory constraints on the CD, this video is only offered at regular speed. (1:56)

Outline of Text

Video requires QuickTime 5 or higher. If video doesn't work, be sure you have the appropriate version of QuickTime installed. See *Begin* file for software installation instructions.



The Monologues with Joshua

A Night in the Dorms

Max QT

3/4 Time Slow-Max Slow-QT

Joshua talks about his first time having the opportunity to stay in the dorms at the School for the Deaf and what activities he and his friends occupied themselves with through the night. (1:14) and (1:38)

Outline of Text

Woodworking Class

Max QT

3/4 Time Slow-Max Slow-QT

Joshua talks about taking Woodworking at MSAD during his senior year and what project he undertook and finished, with a little help from his father. (1:27) and (1:56)

Outline of Text

On the Basketball Court

Max QT

3/4 Time Slow-Max Slow-QT

Joshua talks about his experiences with basketball, particularly the challenges of communication while playing on the basektball team for a Bible College where he is the only Deaf player. (1:40) and (2:13)

Outline of Text

Playing Movies

Click on **Title** to see movie.

Max opens larger scale version of movie.

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"esc" button in upper left of keyboard closes movie window.

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Right arrow (→) allows you to play video in slow motion.

Click on control bar to move to that point in video.

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The Monologues with Joshua (continued)

Communication at College

Max QT

3/4 Time Slow-Max Slow-QT

Joshua talks about the differences between being in the Deaf World and attending a hearing Bible college. He also notes some difference between his hearing friends growing up and the students at the college. (1:13) and (1:37)

Outline of Text

The Future of the Vikings

Max QT

3/4 Time Slow-Max Slow-QT

Joshua talks about some news reports about attempts to both sell Minnesota's pro football team and efforts to keep it in Minnesota. (1:03) and (1:24)

Outline of Text

Challenge for Riches: A Joke

Max QT

3/4 Time Slow-Max Slow-QT

Joshua tells a joke, full of rich classifier description, about an old man who hosts a party at his house in order to determine who he will have as an heir. (3:38) and (4:51)

Outline of Text

Playing Movies

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Dialogues with Ketsi and Joshua

These movies show brief conversations between Ketsi and Joshua. They offer opportunities to see the interaction between two signers. Additionally, because it is not possible to film two people head on in conversation, there are many chances to view signers at angles typically not seen on film. Because of these extra challenges, be sure to make use of the outlines for support when you need it.

Adopted from Korea

3/4 Time

Max **QT**

Slow-Max **Slow-QT**

Ketsi explains to Joshua about the process of her being adopted and brought to live with her family in Wisconsin. Joshua uses the name signs in the beginning for Ketsi's brothers, "Young and Sung." (Y and S at temple.) (1:13) and (1:37)

Outline of Text

A Bike Accident

3/4 Time

Max **QT**

Slow-Max **Slow-QT**

Ketsi, who recently crashed her bike, asks Joshua if he has been involved in any bike accidents. Joshua shares a couple of stories. (1:51) and (2:27)

Outline of Text

Quick and Easy Cookies

3/4 Time

Max **QT**

Slow-Max **Slow-QT**

Joshua asks Ketsi about a simple recipe for making cookies from scratch. (1:32) and (2:03)

Outline of Text

Playing Movies

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Click on control bar to move to that point in video.

See **Using this CD** for details.

Dialogues with Ketsi and Joshua (continued)

From a Deaf Family

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi and Joshua talk about the Deaf members in their family. Ketsi is particularly curious about Joshua's family tree which is filled, on one side, with Deaf relatives (1:33) and (2:04)

Outline of Text

Visiting Disney

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi and Joshua talk about their respective trips to go visit the Magical Kingdom of Disney. (1:35) and (2:07)

Outline of Text

Pros and Cons of Duluth

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Joshua expresses his opinion that there is not much to do in Duluth, and Ketsi does her best to explain why Duluth is a city worth spending some time getting to know. (1:26) and (1:54)

Outline of Text

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See **Using this CD** for details.

Dialogues with Ketsi and Joshua (continued)

Changing a Flat Tire

3/4 Time

Max **QT**
Slow-Max **Slow-QT**

Ketsi asks Joshua to explain how to change a tire on her car. (0:50) and (1:06)

Outline of Text

Food for the Wedding

3/4 Time

Max **QT**
Slow-Max **Slow-QT**

Ketsi tells of her efforts in getting planned for their wedding, particularly the choices that she made, with her mother, about what they will serve for the lunch after the ceremony. (*By the time this CD-ROM is available, all of that food will have been eaten and Ketsi and Joshua will be married.)* (2:01) and (2:42)

Outline of Text

Moving Around

3/4 Time

Max **QT**
Slow-Max **Slow-QT**

Ketsi asks Joshua about where his family lived while he was growing up and which place he liked the best. (1:49) and (2:26)

Outline of Text

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Playing Movies

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Click on control bar to move to that point in video.

See **Using this CD** for details.

Dialogues with Ketsi and Joshua (continued)

Going Surfing

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi and Joshua talk about their mutual desire to go to Hawaii, and Joshua's hope to be able to surf--and what dangers might exist for a surfer. (1:40) and (2:13)

Outline of Text

Making Sushi

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi explains to Joshua how to make sushi, particularly focusing on the process of rolling it up tightly. (1:23) and (1:51)

Outline of Text

Teaching in Hawaii

Max **QT**

3/4 Time **Slow-Max** **Slow-QT**

Ketsi talks briefly about her experience working with Deaf students in Hawaii as a language model. (1:02) and (1:23)

Outline of Text

Video requires QuickTime 5 or higher. If video doesn't work, be sure you have the appropriate version of QuickTime installed. See *Begin* file for software installation instructions.



Dialogues with Ketsi and Joshua (continued)

A Theatrical Experience

3/4 Time

Max **QT**

Slow-Max **Slow-QT**

Ketsi tells Joshua about her experience playing one of the step-sisters in a production of *Cinderella*. (1:39) and (2:12)

Outline of Text

The Meaning of Christmas

3/4 Time

Max **QT**

Slow-Max **Slow-QT**

Joshua and Ketsi discuss their perspectives on the meaning of Christmas and how best to celebrate it. (1:32) and (2:02)

Outline of Text

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Intro for Ketsi Carlson

- Hello
  - Name is Ketsi Carlson
  - Born in Korea
  - My family adopted me
    - Moved to Superior, WI
      - Northern corner of state
    - Lived there since
- For high school
  - MSAD (*Minnesota State Academy for the Deaf*)
    - In Minnesota
- College
  - First Year
  - Pillsbury College
    - Southern Minnesota

Return to Video

Intro for Joshua Hottle

- Name Joshua Hottle
  - Name sign J-H at elbow
- I was born
  - Parents lived
    - Big Fork, Minnesota
  - That's where I was born
  - Parents moved alot
    - Kansas
    - Colorado
    - Oklahoma
    - Back to Minnesota
      - Deaf school
- Graduate
  - Went to Gallaudet in Washington D.C.
  - Went to Bible college in Maryland
  - Back to Minnesota again
- Seems I love Minnesota
  - Stuck in Minnesota

Return to Video



Saying the Pledge

- Back in 5th Grade
  - Start school
  - 8:00 am
  - Bell rings
- Students pile into classroom
  - Take off their Jackets
- Beginning Routine
  - Everyday
- Lineup with Boy leading
  - By the flag
  - Singing
    - Cover my heart
  - I didn't know what was sung
    - I wondered what it was about
  - Interpreter arrived after that
- Time went along
  - Got used to routine
- One Day
  - I was picked
  - Leader with flag
  - All the kids covered their hearts
    - I didn't know what to do
  - Interpreter showed up
    - I copied from her
    - Wanted to memorize it
      - Kept learning it until I did
  - Next time call on me
    - I was ready to sign it
    - Something I still remember

Return to Video

Hawaiian Routines

- Last summer
  - Work at Deaf School
    - Hawaii
  - Flew
  - Started Work
- First thing in Morning
  - Impressive
- Kids lined up
  - Diverse appearances
  - Looking at girl in front
    - Beneath the flag
  - Leading signing
    - Pledge of Allegiance to flag
    - O, Say Can You See?
- Look different than ours
  - Interesting to see
  - More picture like
  - No music
    - Ours (meaning at MSAD) with music
  - Theirs just from the heart
    - With Expression
- Impressed me

Return to Video

Missing a Foster Brother

- When little
  - Looked up at older brothers and sisters
    - Thought about them going to college
  - Being all alone
    - I liked the idea
    - Being in control
    - Spoiled by parents
  - Excited to see them off
    - Have the house to myself
- During junior year
  - Starting with Peter pressure
    - Clothes
    - Looks
    - Sports
- One day, door opens in the in walks little boy
  - I ask who?
    - Mom says Foster brother
  - Disappointed
    - Thought would be the only child
  - He just talks in talks
  - I had instant attitude
    - "Don't talk to me"
  - Went separate ways
    - Didn't talk for days
    - Eat together than go off separately
  - Mom ask me to baby sit
    - Reluctantly agreed



- Ask him what he wanted to do
  - He excitedly said that biking
- As a junior in high school
  - I preferred shopping
  - But accepted
- He took off on his bike
  - I chased him down
  - Paranoid about his crashing
  - Got him to wear helmet
    - And elbow pads
    - Knee pads
  - He took off again
    - Screaming
    - Went on for hours
  - Parents arrived home
  - I was so excited
    - Went to room
    - Tried not to have anything to do with him
  - He kept bothering me
    - He stole my stuff
    - Wrecked my room
  - I held on
    - When I went to school
    - Glad to get away from him
  - Then started to miss
    - His mischief
    - His stories
  - I Came home to visit
    - He started to improve
    - Understood more language
    - Improve some more
  - I began to understand
    - About giving love
  - Before
    - I held back
    - Was selfish
  - But this boy
    - Had no family
  - I understood
    - Giving him love
    - Help us to share
    - Helped us to get along
- He moved away
  - I will always miss my foster brother

Return to Video

Fitting In? A Poem

- Starts with sunrise
  - Walking
  - Seeing people enter auditorium
  - Notices man below with different expression

(continued)

  - He doesn't understand
  - He sits on bench
- Sun at noon
  - Look around at the people screaming with joy
    - I am content
  - Notice man
    - He doesn't understand
    - Something he can't express
  - Ball bounces back and forth
    - Man takes his chance
    - Off the bench
    - Still doesn't understand
    - He can't express it
  - And tries to fit in, struggles, rejected
- The people in the stands
  - Don't understand
  - All of them can raise their hands
  - But not understand his inner confusion
  - They want to help, but can't
- Man keeps trying to fit in
- Does the crowd encourage
  - Try to fit in with the man
  - They can't understand his feelings
- Fitting in will never really happened
  - Because the two of us are too different

Return to Video



A Night in the Dorm

- Growing up
  - Mainstream school
- Fifth grade
  - Deaf school
  - Parents moved to same town
    - Faribault
    - Same town as Deaf school
- Was a Day student
  - Lived at home
  - Many friends in dorm
  - And told of adventures
    - After bed time
    - Supervisor watching TV
  - Have point system
    - Go touch something
    - make it back
    - score points
    - going into tunnel more points
  - heard stories
    - wanted to be a part
    - some boys go out to girls' dorm
  - wanted to do that
- Finally on last day of school
  - Got to join
  - A little tough
    - I didn't know routine
  - Out all night running around
- Next day went to get a haircut
  - Falling asleep in chair
  - Woman told me to state stale
  - Messed up my haircut
  - Not used to being awake all night
- That was my first experience in the dorm

Return to Video

Woodworking Class

- Senior year in high school
  - Looking for fun class
  - Decided on wood working
  - Thought it would be fun
    - Not stressful
    - No tests
- first semester
  - frustrated
  - had drawing(Art)
    - boring
    - iimpatient for it to end
- second quarter
  - finally woodworking
  - fun
  - used my parents money in mind
  - not yet in the world
    - pay for myself
  - parents paid for wood
  - used school equipment
- teacher stressed safety
  - safety first
  - safety first
- kids didn't listen
  - talk to each other
  - race on projects
  - projects weren't quality
    - we were learning
- I made TV set stand
  - I had envisioned elaborate VCR drawer
- Teacher encouraged
  - Basic design
    - For learning
- I was stubborn
  - Had to eliminate drawers
- On top
  - Had for TV
  - Shelves
  - Had two cupboards on bottom
- I didn't finish cupboards
  - brought home
  - Dad did for me
    - Made cupboard doors
- I was learning
- teens think they know everything
  - Not true
- Always learning

Return to Video



On the Basketball Court

- Growing up
  - Crazy about basketball
    - Read magazines
    - Talk about
    - Dream about
    - All I care about
  - Nothing else meant much
- In high school
  - Play basketball
  - Senior year
  - Good season
  - Dad was coach
  - Teammates were lifelong friends
  - Everything went well
- Graduated
  - Planned to play for Gallaudet
  - Planned to play Deaf Olympics
- But hurt knee
  - Had surgery
  - Tried to stay optimistic
- Became a Christian
  - Changed course
  - Went to Bible college
- Previous experience with AAU League
  - Father there to help with communication
- At hearing Bible college no interpreter
- Plus limits from the knee injury
  - Sometimes frustrating
  - Not able to physically perform like before
- No communication
  - Coach sends me in the
    - I ask what to do
    - He accuses me of not paying attention
  - Coach changes plays when I am in
    - I become lost
  - Feel like not contributing
    - Lost with different plays
- Lack of communication
  - Time outs (team meetings)
  - Trying to follow conversations unsuccessfully
  - Coach summarizes
    - Defense, defense, defense
    - Doubts that he said "Defense, defense, defense" for thirty seconds
- Works on increasing attitude of acceptance
  - Try to educate team about Deaf culture
- Not easy

Return to Video

Communication at College

- Growing up
  - Deaf family
    - parents and sister
  - Deaf school
  - planned on going to Gallaudet
  - lived in Deaf World
- Became Christian
  - changed life
  - decided to go to Deaf Bible college
    - still in Deaf culture
- God called me
  - Move to hearing Bible college
    - A big difference and challenge
  - Not used to environment
    - Scary at first
  - Communication is key
  - Have to educate people about Deaf culture
    - Don't consider myself expert
  - Sees difference between students and Bible college and other students
    - Growing up hearing friends wanted to know "dirty" signs
    - Bible students never ask that
  - Not used to the big difference



- At Deaf Bible college and Gallaudet
  - Different communication styles
- At hearing Bible college
  - Start over teaching friends sign
- still not the same as the Deaf World

Return to Video

The Future of the Vikings

- I love the sports
  - read news in
    - Newspaper
    - On Internet
  - Exact information
    - Not sure
- Anyway
  - One interesting thing
- Vikings
- Red McComb
  - Owner
- Wants to sell Vikings
  - 450 million dollars
- one person interested
  - Glen Taylor
    - Owner
    - the Timber wolves
      - basketball team
    - wants to keep team in Minnesota
  - offered about 215 million dollars
  - Red McComb not happy
    - tried to sell for 450 million dollars
    - no one meeting his offer
- but Glen Taylor wants to keep Vikings in Minnesota
  - I'd be happy to keep them
- If McComb (editors note: He means Taylor)
  - Buys Vikings
  - If he bought twins
    - Have all three teams
- Maybe set up TV show
  - One channel
  - All Minnesota sports
- If that happened
  - Nice to have
  - Minnesota sports channel

Return to Video

Challenge for Riches

- Top of hill
  - Mansion
  - Thunderstorm
  - Lots of cars parked outside
- Inside home
  - Lots of people
    - dancing
  - Banquet set
  - Huge celebration
    - Lots of food and drink
- Clock strikes
  - Everything stops
  - Old man comes out
    - Little bit of hair
- Wheels out in chair
  - Flanked by two bodyguards
    - Muscular
- Old man talks
  - Wonder why you're here
  - Nearing death
  - My family is gone
    - No relatives
  - Don't know who to give my wealth to
  - Thought have fun
  - Throw party
  - Now will show challenge
- Bodyguards pullback drapes
  - See pool
  - Water splashing
- Guards push people way
  - Water full of crocodiles
  - Piranha
- Doors and Windows slam shuts
- People getting scared
  - Don't know what to do
- Old man:
  - Don't worry
    - Don't mean to kill you
  - If people get through the pool
  - Have choice



        - This mansion
        - Or all the cars
        - Or lots of money
- People still scared
- Old man:
    - Who will volunteer
    - If you make it through
        - You will win fortune
- People look around
    - Man volunteers
        - Olympic swimmer
        - Puts on goggles
        - Takes off shirt
    - Dives in
    - Gets eaten
- Crowded disgusted
    - Wonders whose next
- Old hermit
    - With hook for hand to and patch on the eye
    - Lives in swamp
    - Swam with crocodiles
        - Seen everything
    - Dives in
    - Swims past crocodile
        - Three quarters left
        - Still swimming
        - Halfway, still going
        - People look on
        - Quarter left
        - Makes it to end
        - hook on edge of pool
        - he's eaten up
        - blood fills the water
    - crowd disgusted
        - Wonder who is next volunteer
    - people all quiet
        - all waiting
        - no one volunteers
- All the sudden
    - Some one dives in
- No one knows who
    - Starts swimming
        - Crowded wonders who
    - Makes it further
        - People wonder about the identity
    - Swims to half way
        - People look on
    - Makes it to the end
    - Climbs out
        - Covered with cuts
- Old man
    - Wheels down to swimmer
    - Meets him
    - Says: you win
        - The hook gave me a scare
    - But you made it, how?
- Old man asks, what do you want:
    - Mansion
    - All the cars
    - Money
- The swimmer
    - Bent over from effort, replies:
        - I want to know who pushed me in the water.

Return to Video

Adopted from Korea

Joshua: My cousin in class with Young and the Sung

- You brother and sister?
    - Different last names
    - They're Park
    - You're Carlson
- You really related?

Ketsi: Yes, all adopted

- Legally brothers and sister
- Not blood relatives
- The three of them came from Korea first

Joshua: Who was the third?

Ketsi: Young, Sung and Yoon

Just what: Don't know Yoon?

Ketsi: She's older

- Those three came before 1981
- With other adoptive family first
    - Not our family
- My Mom wanted to adopt Korean Deaf



baby
    - I came in 1985
    - they adopted me
- Problems with other adoptive family
- Yoon, Young and Sung came in 1986
    - Became a family

Joshua: Yoon, Young and Sung all same family?

Ketsi: Yes, I'm the only one from my birth family

Joshua: How old when you were adopted?

Ketsi: Two

Joshua: All of you from Korea?

Ketsi: Yes, all Korean

Return to Video

Bike Accidents

Ketsi: Had previous bike accident

- Closed eyes
- Slid and hurt cheek and arm
- Everyone stared at me
- Have you had any accidents?

Joshua: In Deaf culture, tend to say ME WORSE

- Had worse accident
- As teenager, not too smart
    - Didn't like to stop at stop signs
    - One time smashed into a car
    - Flew off bike
    - Landed on knees

Ketsi: You were crazy

Joshua: People called an ambulance

- Thought I was fine
    - Told had to get checked out
    - I was fine
- Arrived home
    - Parents worried
    - Neighbors heard about accident
        - Told parents
    - Dad not yell at me too much
        - I was crying
        - Comforted me
- Another time with friends
    - Biking on steep hill
        - Busy street at bottom
    - Friend went down and made sharp left turn
    - My bike slid out from underneath
        - Jumped off the bike
    - Lucky good timing
    - Rode off on bike before woman could talk to me

Ketsi: Same woman as other accident?

(continued)

Joshua: No, different

Ketsi: Was that woman mad?

Joshua: No, I took off

Ketsi: Any damage?

Joshua: No, it was fine

- Bike slid under front of car
    - Not run over

Ketsi: 0h, I get it

- With all those accidents
- Think you learned your lesson?

Joshua: Afraid not

Return to Video

Quick and Easy Cookies

Joshua: Try to make that recipe

- Kept messing up
- Got frustrated

Ketsi: Which one?

Joshua: Quick scratch

- How do you make it?

Ketsi: It's so simple

- Tell you again



    - Remember it this time
- First take a large pan
    - Put on stove

Joshua: I used a small pan

Ketsi: It will boil over
- With large pan
    - Quarter cup milk
        - Pour in pan
    - Two cups sugar, make that
        - Brown sugar
        - Add to pan
    - 3 tablespoons (Ketsi has question about how to sign that)

Joshua: T-B-S

Ketsi: (Unsure)

Joshua: Not t-e-a, its TBS
- Don't know, not good at this

Ketsi: Doesn't matter
- Make sure tablespoon
    - Not the small ones
- Three spoonfulls of cocoa
- Then one stick of butter
    - Half cup butter
- Add everything
- Let everything melt and come to boil
    - Let boil for one minute
- Add 3 cups (flour?)
- Vanilla to taste
- Spread out in cake pan
- Put in refrigerator for awhile
- Enjoy

Joshua: Will you make it for me now?

Ketsi: Give out of here

Joshua: Please

Ketsi: (Walks away)

Return to Video

From a Deaf Family

Ketsi: Just met someone (name sign S-B)
- Same last name as you
    - Hottle
- You related?

Joshua: Yes, my sister.

Ketsi: You have Deaf family?

Joshua: Yes
- Two sisters are Deaf
- Parents Deaf too

Ketsi: You're so lucky
- Have other Deaf family?

(continued)

Joshua: Have more
- Fathers side – many
- Father's parents Deaf
    - Start with these two
        - Four other Deaf family members
            - First has one Deaf child
            - Second has two Deaf daughters
            - Third has five
                - No, four Deaf children
                - Fifth is hearing
            - Fourth as three
                - That's my father
            - Fifth – four hearing children
        - Aunts and uncles married Deaf
            - Except one who married hearing person
- Guess about 20 Deaf family members

Ketsi: You're lucky
- I imagine family reunion
    - How easy it must be to communicate



- My reunions
  - I'm all by myself
  - In midst of people talking

Joshua: But my mother's side
- No Deaf
  - But lucky to have family

Ketsi: (Overlapping)
- You have family

Joshua: You have Young and Sung?

Ketsi: (Or laughing) No, I'm alone
- But they're at college
- Now I'm alone

Joshua: Before, they were around
- They probably picked on you

Ketsi: But I was small
- They were much older
- Off having good time
- I was stuck with kids my age

Joshua: I feel so sorry for you

Ketsi: Yeah, thanks

Return to Video

Visiting Disney

Joshua: I've heard you went to Disney before?

Ketsi: Yes, very fun
Did you go before?

Joshua: Yes, don't remember it while.
What about you? How old were you?

Ketsi: It's a little hazy
I was seven
Went with family
What about you?

Joshua: I was five

Ketsi: Go with family?

Joshua: Yes, you go with family?

Ketsi: Yes, with family
All of us
I think we flew
Did you drive or fly?

Joshua: We drove.

Ketsi: A lot of ours.

Joshua: What do you remember most?

Ketsi: The characters
The right I remember was like spiraling up a mountain
Then shooting straight down
You go on that one?
(Ed's Note: This is the Space Mountain Ride)

Joshua: Don't remember that one
The characters
Remember from pictures
Remember clearly
Best memory is right into pirate cave
Mannequins posing
Very vivid memory
(Ed's Note: Pirates of the Caribbean Ride)

Ketsi: Don't remember that.
Down in Florida--remember other things
Candy store
Clothes store

Joshua: You're talking about Florida?
I'm talking about California.

Ketsi: You should have said California first.

Joshua: I got confused between Disney World and Disneyland.

Ketsi: That's all right.
Just went to different places.

Return to Video



Pros and Cons of Duluth

Joshua: Just came to Duluth
- Foggy
- Dark
- Seems nothing to do

Ketsi: Duluth has many things to do
- Can't see you it all on the outer picture
- Half to go in deeper
- Find the secrets

Joshua: Secrets?
- Mean Duluth is a shameful town

Ketsi: You prefer a city with skyscrapers
- Shows off everything
- Will embarrass you

Joshua: Want to a city with things to do
- Duluth has one hundred thousand people
- What can you do?

Ketsi: Duluth focus is more natural
- Big cities make you think about money, shopping
    - Getting head
- Duluth is focused on inner reflection
    - Family
    - Education
    - Nature

Joshua: It's so foggy
- How do you see nature?

Ketsi: Fog symbolizes depression for you?

Joshua: Yes, the sun gives positive energy

Ketsi: Fog is just a cover
- Need to go within
- Duluth has the lake
- A big bridge
- The mall

Joshua: Does machines' exhaust cause the fog
- Destroy the city?

Ketsi: If they all stopped
- Put aside
- What would you do?

(Editors note: Unclear about meaning of this segment)

Joshua: Good point

Return to Video

Changing a Flat Tire

Ketsi: Fine
- Car just had a flat
- What should I do?

Joshua: Have you look in trunk?

Ketsi: What about it?

Joshua: Have a tire there
- Have to unfasten it

Ketsi: You're crazy (overlap)
- You mean a tire?

Joshua: Yes, a smaller one
    - Spare
- Have a box
    - Tools inside
    - To jack up the car
- Then
    - Hubcap off
    - Remove nuts
    - Take off tire
- Put new tire on

Ketsi: You make it look easy
- Why?

Joshua: It is easy

Ketsi: Then do it yourself

Joshua: Fine

Return to Video



Food for the Wedding

Ketsi: Yesterday, worked on wedding
- Pulling things together
- Made progress
- Done with cake
- Talked about the food
    - 2 to 3 hours
    - It was tough
- First thought chicken
    - too much work
- Changed to pasta
- Then changed to salad
- That all right?

Joshua: What kind of salad?

Ketsi: Three kinds:
- Oriental
    - Almonds
    - Chicken
- Caesar
    - You know what that means
- Garden

Joshua: Will people be hungry?
- Is there other food?

Ketsi: Has strips of chicken
- Plenty of food

Joshua: But the garden?

Ketsi: Will have chicken, too

Joshua: Chicken. Oh…

Ketsi: We'll have plenty

Joshua: With delicious dressings?

Ketsi: I don't know about delicious, but simple.
- Talked enough about food
- Have bread sticks
- The wedding is at 11
    - Done at 12
    - Eat the salad
- Should be fine

Joshua: Fine

Ketsi: Not limited to one time
- Can go back is often as like
- Important to eat all the food

Joshua: "All you want to eat"

Ketsi: Something like that, but not carry home
- But we got invitations worked out
    - Printed
- Decided on dress
    - Lots of stress
    - People asking me about dress
        - When I said didn't have it
        - Advising I should get it before stores run out
- I think they weren't making sense
- You think it's true?

Joshua: No

Ketsi: Went ahead and bought it
    - Make them happy
- Decorations
    - Made rough plan
- Cake
    - Extremely fancy

Joshua: Lucky
- Have you and your mom
    - Do so much
- I just sit and wait
- Do you know
    - Haven't found best man yet

Ketsi: (dramatic) What?

Return to Video



Moving Around

Ketsi: Where did you live before?

Joshua: Lived
- Minnesota
- Oklahoma
- Kansas
- Colorado

Ketsi: Why so many places?

Joshua: Father moved
- Followed churches with interpreter

Ketsi: Which area like best?

Joshua: Colorado
- In winter is not as cold as Minnesota
- Colorado
    - (shows sign)
        - Based on mountains
    - Not so freezing
    - Nice snow, not too cold
- Now Oklahoma
    - Compares to Colorado
    - Summers are hot
- In Colorado summers
    - Mild
    - Nice breeze
- See the mountains
    - Beautiful streams
    - A lovely environment
- Colorado most beautiful place
    - We have lived
- Except for Denver
    - Smoggy
- Outside of there
    - Beautiful environment

Ketsi: Curious if looking back, you remember entering Colorado
- Beautiful surroundings
- Came in dark?

Joshua: Driving into Colorado
- Start to identify mountains
- One time arrived at sunset
    - Sun sinking over lake
    - Wish I had camera
        - I couldn't find it
    - But beautiful
- Also, lakes in mountains
    - Can't just dive in
    - Too cold
        - Freezing
    - From melted snow
    - Water beautiful and clear
        - But cold
    - Sometimes run and swim for short time
        - Enough of it
        - Water cold
    - Fun experience

Ketsi: Cool

Return to Video

Going Surfing

Ketsi: Been all over USA
- One place I haven't been
- That island out in the ocean
- I have seen it on TV all the time
    - Mountains
    - Ocean spray
- Really want to go
- But have you been before?

Joshua: Never
- Want to go like you
- Want to go surf
    - Want to go through the curl of a wave
    - Seen others do it
        - Could be hard

Ketsi: Of course

Joshua: If I practiced for a couple of weeks



Katie: You could go through the curl?

Joshua: Yeah

Katie: Oh

Joshua: Hawaii has beautiful oceans
- Forests
- Nature

Ketsi: I'm warning you
- Surfing
- Shrunk may come and grab your arm

Joshua: (sarcastic) Yea, right

Ketsi: I am serious
- See in newspaper?
- About the boy?

Joshua: Who was running
- Scooting on water
- (fingers spelling unclear)

Ketsi: No, he was padding on surfboard

Joshua: This is true?

Ketsi: Yes, it's true
- Saw shark
- Tried to paddle away
- Of course, shark faster
- Caught him
- Bit him on shoulder

Joshua: Do he die or live?

Ketsi: Wait, let me explain
- Shark latch onto left arm
- Grabbed shark's eye with right hand
- Pulled out eye ball
- Sharks swim away

Joshua: Gross

Ketsi: Paddled back to shore
- One arm
- Lucky to be safe

Joshua: What did he do with eye ball?

Ketsi: I don't know
- If you surfing, need to be ready for shark attack
- You ready?

Joshua: Important to know how to grab eye ball

Ketsi: Fine, we'll practice
- Try getting my hand

Joshua: (Grabs Ketsi's hand)

Ketsi: Okay

Return to Video

Making Sushi

Joshua: Talking with friends
- How to make kind of food
- Not saying taste good or bad
- Used bamboo something to make it

Ketsi: Mean sushi?

Joshua: Yeah, that
- How?

Ketsi: (Overlapping)
- Sushi
  - Has different ingredients
- Need bamboo mat
  - Need to be thin strips
  - Connected with string
- Put it flat
- Sign for RICE

Joshua: What was that sign?

Ketsi: R-I-C-E (spells)
- Put rice on mat
- Then put mustard on rice
- Next comes something
  - Looks like banana
  - Pickled
  - Dill
  - Chop it up
  - Spread it on top
- Roll it all up
  - Squeeze it tight



- Let it sit 20 seconds
  - Good and tight
- Don't want it to fall apart
  - Take bamboo mat off
- Gently slice it
  - Don't chop it
- Cut it into rounds
  - You'll see colorful insides

Joshua: Eat it with sauces?

Ketsi: No

Joshua: Oh, no sauces
- Surprising

Ketsi: Why?

Joshua: Chinese restaurants have strong sauces

Ketsi: Oh, well…

Return to Video

Teaching in Hawaii

Joshua: You have experience working as a teacher?

Kay: Yes, in Hawaii
- Good experience
  - I didn't plan to teach
- They changed plans
- I was an ASL "teacher"
  - Modeled language
- A lot of language delays
  - But they made progress
- Worked on hand movements
  - One girl made repetitive movements
    - Always signing KNOW
  - Very distracting
  - Helped her eliminate that
- Others had repetitive expressions
  - Help them use more facial expression
- Use body as a language
  - Valuable
  - They didn't know how to use it to
- They were behind
  - Came from different countries
  - Parents didn't sign
- Teaching
  - Good experience
  - Five weeks
  - Tough, but good
- Last day, hard to leave
  - Students so good
  - Hope to meet them someday again

Joshua: I'd like to take your class
- Behind in my expressions

Kay: (Sarcastic) So smart

Return to Video

A Theatrical Experience

Joshua: Involved in any kind of theater?

Ketsi: Yes, at MSAD
- Sophomore year
- Cinderella
- Try out
  - Got role
- Not Cinderella
  - One of steps sisters
  - The mean ones
- I was a sister

Joshua: You, a mean sister
- You are a sweet girl
- Why a mean role?

Ketsi: Sweet
- Doesn't have to be consistent
  - Can change roles
  - Shown different personality
- Make up
  - Bothersome
  - We all have to use
    - Because of bright lights
    - And prevent reflection
    - Some from cameras



flashing
- They were stressing where lots of makeup
  - I didn't want to give myself zits
- My role
  - Not beautiful sister
- Thought I was beautiful
  - Unaware of real appearance
- So used makeup
- Green on one cheek blue on the other
  - In circles
- Purple and pink eye shadow
- No other makeup
- Asked director
  - She said OK
- Lucky to get away with that

Joshua: Are you of person with personality like Hyde and Jekyl
- Look nice, can be monster?

Ketsi: Uh, whatever

Return to Video

The Meaning of Christmas

Ketsi: Wal-Mart
- Big sale
  - Fifty percent off
  - 75 percent off
  - On Christmas trees
  - Wreaths
  - Lights
- Want to go?

Joshua: Don't really support Christmas

Ketsi: Why?

Joshua: Think focus should be Jesus Christ birth
- Not mean exact date
- Celebrate birth
  - Came to save us
- Problem with Christmas
  - Caught up in Santa Claus
- Go to church and pray
- Back home
  - Excited with presents
  - Forget about Jesus
- Celebration of Jesus is gone

Ketsi: But some things symbolize Jesus' birth
- Get rid of trees and lights, will people think of Jesus' birth?

Joshua: Do most people think about Christmas or Jesus birth?

Ketsi: High percentage
- People Christian
- Celebrate Christmas
- Know 25th his birthday
- Don't celebrate program on Christmas

Joshua: Surprisingly not many Christmas cakes
- Notice more and more

Ketsi: But if no Christmas, how do you recognize it?

Joshua: If you have to depend on someone else to recognize Jesus
- Not enough power to recognize him yourself?

Ketsi: Hmm

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Credits for this Project

Language Models:
Ketsi Carlson
Joshua Hottle

Filming/Computer Design/Outlines:
Doug Bowen-Bailey
Digiterp Communications

Reviewers:
Phyllis Genest-Stein
Amy Mick
LaVerne Niemi

Support in Production and Distribution:

NE Minnesota Region III Low Incidence Project
Facilitator:
Pat Brandstaetter
Administrative Assistant:
Tasha Honkola

RSA Region V Interpreter Education Project
Project Director:
Laurie Swabey
Project Managers:
Paula Gajewski
Richard Laurion
Adminstrative Assistant:
Rosa Ramirez

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