

# One Out of Five - Disability History in the United States

Introduction to Disability	Intersectionality	<b>Disability History in the United States</b>	Disability History in Washington State	Allyship
<b>Overview</b>			<b>Essential Questions</b>	
The purpose of this lesson is to teach the history of the disability rights movement in the United States, as well as diversity within that movement. This lesson includes important people, policies, and events in disability history in the United States.			<ul style="list-style-type: none"> <li>- Why is disability history important?</li> <li>- What does the disability civil rights movement look like?</li> <li>- What and who shaped disability history in the United States?</li> </ul>	
<b>Objectives</b>			<b>CCSS Standards</b>	
Students will be able to: <ol style="list-style-type: none"> <li>1. Name individuals who were important in disability history in the United States</li> <li>2. Identify landmark policies that shifted disability history in the United States</li> <li>3. Construct an accurate timeline of events in disability history in the United States</li> </ol>			<u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <u>CCSS.ELA-LITERACY.CCRA.SL.4:</u> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
<b>Resources/Materials</b>	<b>Vocabulary</b>	<b>Differentiation Techniques/Resources</b>		
<ul style="list-style-type: none"> <li>- Projector</li> <li>- PowerPoint - Disability History in the United States</li> <li>- Timeline strips (cut out)</li> <li>- Answer key for timeline strips</li> </ul>	<p><u>Activism:</u> Taking action to make social or political change</p> <p><u>Civil Rights:</u> The rights of each person in a society, including equality under the law and in employment and the right to vote</p>	<ol style="list-style-type: none"> <li>1. Intro/Hook               <ol style="list-style-type: none"> <li>a. Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out</li> </ol> </li> <li>2. Mini Lesson               <ol style="list-style-type: none"> <li>a. Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out</li> </ol> </li> <li>3. Guided Practice               <ol style="list-style-type: none"> <li>a. Students can work individually, or be divided into groups.</li> </ol> </li> <li>4. Ind./Group Work               <ol style="list-style-type: none"> <li>a. Focus on one time period in history or one specific category</li> <li>b. Increase time and decrease # of strips so students can spend more time on each strip</li> <li>c. Write potential categories on the board</li> <li>d. Have students only try and organize the historical events by timeline, not by category</li> </ol> </li> <li>5. Conclusion               <ol style="list-style-type: none"> <li>a. Provide multiple ways students can respond to exit ticket: drawing a picture, picking from multiple choice options, expressing thoughts verbally</li> </ol> </li> </ol>		
<b>Lesson Plan</b>				
<p><b>Intro/Hook (5)</b></p> <ul style="list-style-type: none"> <li>● Intro to vocab words: activism, civil rights</li> </ul> <p><b>Mini Lesson (5)</b></p> <ul style="list-style-type: none"> <li>● Vocab definitions and intro to timeline strip activity</li> </ul> <p><b>Guided Practice (5)</b></p> <ul style="list-style-type: none"> <li>● Timeline strip activity demonstration</li> </ul> <p><b>Ind./Group Work (15)</b></p> <ul style="list-style-type: none"> <li>● Timeline strip activity and discussion</li> </ul> <p><b>Conclusion (2)</b></p> <ul style="list-style-type: none"> <li>● Exit ticket on disability history in the United States</li> </ul>				
<b>Possible Extensions</b>				
<p><b>Additional strips (20)</b></p> <ul style="list-style-type: none"> <li>- Choice of 26 different strips spanning 1800s - present day. Choose additional strips to lengthen the lesson.</li> </ul>				

**Timeline activity (10)**

- After sorting items into categories and sharing categories with the class, have students attempt to put the strips in order of occurrence. Discuss why students picked their specific order, reveal actual order of occurrence.

**Procedures****Pre-Lesson Set Up (10):**

1. Choose timeline strips to focus on
2. Print copies of timeline strips (without answer key)
3. Cut out set of timeline strips for each group of students

**Intro/Hook (5)**

1. Pull up "PowerPoint - Disability History in the United States"
2. Slide 1: "October is Disability History Month in the state of Washington. Today we are going to learn about disability history in the United States. First, I'm going to introduce our vocabulary words 'civil rights' and 'activism' with some famous pictures about those topics."
3. Slide 2: "These are pictures that are commonly associated with civil rights and activism. What is happening in these pictures? Who is the man? What did he do? Who is the woman? What did she do?" Prompt discussion around civil rights and tie into existing classroom knowledge about Martin Luther King Jr., The March on Washington, and Rosa Parks. "In the past, we learned about the Civil Rights movement in the 1950s and 1960s which focused on gaining rights for black Americans. Today we will learn about how civil rights is an important part of disability history in this country."

*Differentiation: Ask students to write or draw on a mini whiteboard what they know about each picture instead of calling out*

4. Transition: "Next we are going to define 'activism' and 'civil rights' and talk about activity we are going to do later today."

**Mini-Lesson (5)**

1. Slide 3: "Here is one definition of civil rights." Read from slide 3. "What are ways civil rights has impacted your life?"

*Differentiation: Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out*

2. Slide 4: "Here is one definition of activism." Read from slide 4. "Do you know any people who are activists today? What do they do?"

**Guided Practice (5)**

1. Slide 5: "Today we are going to learn about disability history in the United States with an activity using these strips." Hold up stack of strips. "On each of these strips is a picture and caption, or a description of something or someone important in disability history. In groups, read through each of the strips and sort them into different categories. After, we will share the different categories people came up with."

*Differentiation: Students can work individually, or be divided into groups.*

2. Slide 5: Read slide. "These are the expectations of the activity."
3. Slide 5: "I am going to show you an example of how to participate in this activity." Model with three timeline strips not chosen for students,
4. Slide 8: "Now it's your turn to make categories for the different strips." Keep expectations on slide 5 projected.

**Independent/Group Work (15)**

1. Pass out timeline strips
2. Monitor students as they discuss different categories. Prompt students if they are stuck.

*Differentiation:*

*- Focus on one time period in history or one specific category*

*- Increase time and decrease # of strips so students can spend more time on each strip*

*- Write potential categories on the board*

*- Have students only try and organize the historical events by timeline, not by category*

3. Slide 6: Read discussion questions from slide once students are done categorizing timeline strips.

4. **Extension options:**

- **Additional strips (20):** Choice of 26 different strips spanning 1800s - present day. Choose additional strips to lengthen the lesson.
- **Timeline activity (10):** After sorting items into categories and sharing categories with the class, have students attempt to put the strips in order of occurrence. Discuss why students picked their specific order, reveal actual order of occurrence.

**Conclusion (2)**

1. Exit ticket: "On this paper respond to the prompt about disability history in the United States." Option to introduce next lesson

*Differentiation: Provide multiple ways students can respond to exit ticket: drawing a picture, picking from multiple choice options, expressing thoughts verbally.*

**Additional Lesson Ideas and Resources:**

**Resource:** [Disability History Museum](#)

**Type:** Website

**Summary:** Great tool for finding primary sources on disability history in the United States.

**Use:** Internet scavenger hunt with parameters for years and categories of topics in disability history

**Resource:** [EveryBody: An Artifact History of Disability in America](#)

**Type:** Website

**Summary:** Comprehensive and useful site with great primary sources of images throughout history

**Use:** Internet scavenger hunt by category: people, place, technology, and citizens.

**Resource:** [Museum of disABILITY History](#)

**Type:** Website

**Summary:** Virtual museum; lesson plans based on disability history.

**Use:** Pre-made lesson plans and activities for different grade levels.

**Resource:** [Why Was It Illegal to be "Ugly"?](#)

**Type:** Youtube Video (7:39)

**Summary:** Engaging and informative video about "ugly laws" designed to keep anyone different (disabilities, impoverished, etc) out of sight. Ultimately led to "freak shows."

**Use:** Discussion on what society deems "ugly" and "beautiful," "normal" and "abnormal." Even if the laws don't persist today, what is their legacy? What does it mean when we see people who look or act differently?

**Resource:** [The 1977 Disability Rights Protest That Broke Records and Changed Laws](#)

**Type:** Blog

**Summary:** Succinct account of the 504 sit-in in SF and the impact it had on the nation. Includes intersectionality (Black Panther involvement) as well as interdependence.

**Use:** Go deeper in depth in discussion and teaching on 504 sit-in referenced in timeline slips.

**Resource:** ["Capitol Crawl" – Americans with Disabilities Act of 1990](#)

**Type:** Blog

**Summary:** Brief description of the Capitol Crawl; when disabled activists crawled up the steps of the Capitol to pass the ADA in 1990. Includes video of Jennifer Keelan (age 8 at the time) talking about her experience at the Capitol Crawl.

**Use:** Go deeper in depth in discussion and teaching on Capitol Crawl referenced in timeline slips.

**Resource:** [Our Fight for Disability Rights-- and why we're not done yet](#)

**Type:** Ted Talk video (17:11)

**Summary:** Personal account of growing up with a disability in the 40s and 50s, navigating school and the workforce. Specifically references signing the ADA and individual forms of protest, such as stopping traffic in NYC.

**Use:** Go deeper in depth in discussion and teaching on Judith Heumann, who is referenced in timeline slips.

**Resource:** [On A Roll](#)

**Type:** Website

**Summary:** Descriptions of independent living, and the ADA based around a documentary film called “On A Roll.”

**Use:** Go deeper in depth in discussion and teaching on the ADA referenced in timeline slips.

**Resource:** [Lives Worth Living](#)

**Type:** Video (2:36)

**Summary:** Trailer for a movie, shows snips of video footage and interviews of disability history, primarily the Capitol Crawl. Compelling even though only the trailer is visible. Judith Heumann and Jennifer Keelan both featured.

**Use:** Go deeper in depth in discussion and teaching on Capitol Crawl referenced in timeline slips.

**Resource:** [History of Disability and the United Nations](#)

**Type:** Website and video (1:24)

**Summary:** Infographic and video summarizing the history of the United Nations and disability.

**Use:** Link to lessons on global history of disability and international legislative organizations.

**Resource:** [National Disability Policy: A Progress Report](#)

**Type:** Report

**Summary:** Yearly report from the National Council on Disability to the President. Gives recommendations and findings on how to help people with disabilities from a federal level across many domains.

**Use:** Primary source research on the current state of the country on data about people with disabilities.