

# One Out of Five - Disability History in Washington State

Introduction to Disability	Intersectionality	Disability History in the United States	<b>Disability History in Washington State</b>	Allyship and Solidarity
<b>Overview</b>			<b>Essential Questions</b>	
The purpose of this lesson is to increase awareness of local and state disability history, including discrimination, advocacy, and grassroots movements.			<ul style="list-style-type: none"> <li>- How have people with disabilities' rights been denied in Washington State? How have their rights been upheld?</li> <li>- How have disability rights in Washington changed over time?</li> </ul>	
<b>Objectives</b>			<b>CCSS Standards</b>	
Students will be able to: <ol style="list-style-type: none"> <li>1. Name and identify the importance of a variety of events and laws relating to disability in Washington's history</li> <li>2. Analyze the disability rights movement over time in Washington State</li> </ol>			<u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>CCSS.ELA-LITERACY.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>CCSS.ELA-LITERACY.CCRA.R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
<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 WA</li> <li>- Jigsaw notes worksheet</li> <li>- Jigsaw primary documents</li> </ul>	<p><u>Primary source:</u> A direct artifact from the time period being studied.</p> <p><u>Discrimination:</u> When people are targeted based on their beliefs, identity, or perceived differences. Discrimination can happen between two people, groups of people, or larger systems like laws and schools.</p> <p><u>Grassroots:</u> When people impacted by discrimination come together to make change. This type of organizing is called grassroots because it is led by the community instead of politicians.</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 picture 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 picture instead of calling out</li> </ol> </li> <li>3. Guided Practice               <ol style="list-style-type: none"> <li>a. Primary sources vary by content and level. Design groups based on content level.</li> <li>b. Change number of groups to focus on fewer or more primary sources</li> <li>c. Designate different roles within the group to ensure full participation of all members</li> <li>d. Assign hetero- or homogeneous groups based on reading level</li> </ol> </li> <li>4. Ind./Group Work               <ol style="list-style-type: none"> <li>a. Increase time for each rotation</li> <li>b. Provide multiple ways for students to respond to primary sources</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 (2)</b></p> <ul style="list-style-type: none"> <li>• Intro to vocabulary words: primary source, discrimination, grassroots</li> </ul> <p><b>Mini Lesson (5)</b></p> <ul style="list-style-type: none"> <li>• Vocabulary definitions</li> </ul> <p><b>Guided Practice (2)</b></p> <ul style="list-style-type: none"> <li>• Demonstration of jigsaw activity</li> </ul> <p><b>Ind./Group Work (20)</b></p> <ul style="list-style-type: none"> <li>• Jigsaw primary source activity</li> </ul> <p><b>Conclusion (2)</b></p> <ul style="list-style-type: none"> <li>• Exit ticket on disability history in Washington State</li> </ul>				
<b>Possible Extensions</b>				

### Expert group worksheet (10)

- Students analyze their document deeper in their expert groups

### Post-jigsaw discussion (10)

- Students share what they learned in their expert and jigsaw groups
- Slide 10 of PowerPoint

## Procedures

### Pre-Lesson Set Up (10):

1. Choose which primary documents to use for the jigsaw
2. Print copies of jigsaw notes and documents
3. Determine group makeup (consider homogeneous or heterogeneous grouping)

### Intro/Hook (2)

1. Pull up “PowerPoint - Disability History in Washington State”
2. Slide 1: “October is Disability History Month in the state of Washington. Today we are going to learn about disability history in our state. First, I’m going to show some pictures that relate to our vocabulary words.”
3. Slide 2: “There are three very different pictures on the board. What do they make you think of? Each one symbolizes one of our vocabulary words for today.”  
*Water fountain:* relate to civil rights, racism  
*Grass:* growing from the ground, vibrant, green, new life  
*Old journal:* written by hand, looks important, looks old  
*Differentiation:* Ask students to write or draw on a mini whiteboard what they know about each picture instead of calling out
4. Slide 3: “These three pictures represent three vocabulary words: grassroots, primary source, and discrimination. Next we are going to define them.”

### Mini-Lesson (5)

1. Slide 4: “Here is one definition of discrimination.” Read from slide 4. “Today we are going to focus on how people with disabilities have experienced discrimination in Washington history.”
2. Slide 5: “Here is one definition of grassroots.” Read from slide 5. “What about grass is similar to this kind of organizing? Why do you think it is called grassroots? We are going to learn about different grassroots organizations in Washington today.”  
*Differentiation:* Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out
3. Slide 6: “Here is one definition of primary source.” Read from slide 6. “What are some examples of primary sources? This picture is an example of a primary source from a long time ago.”  
*Differentiation:* Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out

### Guided Practice (2)

1. Slide 7: “Today we are going to learn about discrimination and grassroots organizing in Washington State history by looking at some primary sources. There will be four groups, each with different primary sources. These groups will become experts on the document they’re reading. Each person will read the document closely and take notes in one box of this worksheet.” Show jigsaw notes worksheet.
2. Slide 8: “After you’ve become an expert in one document, you’ll get to learn about the other documents from their experts. These will be called your jigsaw groups. As you listen to each expert in your jigsaw group you’ll fill the other three boxes on your worksheet.” Show jigsaw notes worksheet.  
*Differentiation:*
  - Primary sources vary by content and level. Design groups based on content level.
  - Change number of groups to focus on fewer or more primary sources
  - Designate different roles within the group to ensure full participation of all members
  - Assign hetero- or homogeneous grouping based on reading level
3. Transition: “Now it’s time to start the activity.” Return to slide 7.

### Independent/Group Work (20)

1. Pass out primary sources and worksheets
2. Have students get into expert groups. Monitor students as they read and discuss in their expert groups. After 10 minutes, change to slide 8 and signal for students to transition into jigsaw groups.

3. Monitor students as they read and discuss in their jigsaw groups. After 10 minutes, transition to exit ticket.

*Differentiation:*

- Increase time for each rotation
- Provide multiple ways for students to respond to primary sources

4. **Extension options:**

- **Expert group worksheet (10):** Students analyze their document deeper in their expert groups
- **Post-jigsaw discussion (10):** Students share what they learned in a full class discussion, slide 9 of PowerPoint

#### **Conclusion (2)**

1. Exit ticket: “On this paper, respond to the prompt about disability history in Washington.” 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:** [History of Disability Rights Washington History](#)

**Type:** Website

**Summary:** Timeline including the development of and major milestones of Disability Rights Washington.

**Use:** Learn more key events in disability civil rights in Washington and DRW grassroots organizing.

**Resource:** [History of the Arc of Washington](#)

**Type:** Website

**Summary:** Links to a variety of resources that outline the history of Arc.

**Use:** Follow links to further information and documents related to disability civil rights in Washington including two short films about inclusion for people with intellectual and developmental disabilities, *Children Limited* (1951) and *Game of the Year* (1960).

**Resource:** Washington State Human Rights Commission Memorandum: Implementation of Substitute House Bill 445

**Type:** PDF

**Summary:** The full plan for implementation of Substitute House Bill 445 including the purpose and objectives.

**Use:** Reference for further information on the Substitute House Bill 445.

**Resource:** [History of Eugenics in Washington Resource Guide](#)

**Type:** Website

**Summary:** Links to various resources pertaining to the history of eugenics in Washington State.

**Use:** Further research and background on eugenics in Washington, as well as laws and supreme court cases.

**Resource:** [Eugenical Sterilization in the United States: A Report of the Psychopathic Laboratory of the Municipal Court of Chicago by Harry H. Laughlin](#)

**Type:** PDF of full text of book

**Summary:** Book published in 1922 that documented all of the eugenical laws in the United States and how they had developed over time. The Washington State eugenical laws of 1909 and 1921 are included, compared, and analyzed. There are also statistical and descriptive summaries of their use.

**Use:** Search “Washington” to find the sterilization laws specific to Washington and discussions of those laws to provide more information and expand conversation.

**Resource:** [Third Biennial Report of the School for Defective Children](#)

**Type:** PDF of full report

**Summary:** A report from the School for Defective use about their programs, funding, facilities, and students.

**Use:** Review for background information, refer to specific details, and find passages to share.

**Resource:** [Milestones in Disability History: The Respectful Language Act](#)

**Type:** Video (11:47)

**Summary:** Video highlighting the importance and organizing efforts that led to legislators passing the Respectful Language Act.

**Use:** Video and discussion of the importance of people with intellectual and developmental disabilities taking lead on organizing

**Resource:** [Establishing Disability History Awareness Initiatives](#)

**Type:** PDF

**Summary:** History and examples of disability history awareness initiatives, including Washington.

**Use:** Discuss legislative systems and how to organize grassroots movements led by students.

**Resource:** [U.S. Department of Labor Section 14\(c\) Certificate Holders](#)

**Type:** Excel sheet

**Summary:** Current list (as of January 2020) of Section 14(c) Certificate Holders which allow employers to pay workers with disabilities less than minimum wage

**Use:** Search by state or organization by using “ctrl F” to find different places that still have discriminatory wages. Try searching “Goodwill.” Discuss the implications of 14(c) on the workforce.