[Image Description: Groups of students sit and stand, talking in clusters. The profiles of the students of different ages, races, and abilities is on a colorful background of yellow, orange, and green. The dominant image is the silhouette of a male student in dark blue reading a book. The title is: One Out of Five: Disability History and Pride Project. "One" and "five" are spelled out in American Sign Language. At the bottom, Braille reads: "pride" and "history."]

Summary

In 2008, Washington state legislature passed a law declaring October as Disability History Month. Until now, schools have created their own approaches to honor the month. The title of this project is *One Out of Five: Disability History and Pride* because 1 out of 5 people in the United States has a disability, and this resource is designed to celebrate the history and identities within this large and diverse community. *One Out of Five* was designed by the Washington State Governor's Office of the Education Ombuds (OEO) in partnership with two local educators, Adina Rosenberg and Sarah Arvey, as a guide for schools to address Disability History Month.

OEO has also partnered with Rooted in Rights, the video production team of Disability Rights Washington, to create student voice videos centering students with disabilities, featured in Lesson 1 and in a separate discussion guide.

This resource is designed to…
- ❖ Center the voices of people with disabilities through youth stories and disability history
- ❖ Interrupt deficit thinking and expand perceptions of disability and disabled people's intersectional experiences
- ❖ Support inclusive school communities highlighting students' roles being in solidarity with people with disabilities
- ❖ Expand narratives about United States and Washington history to include people with disabilities
- ❖ Make teaching about disability accessible to all teachers and students regardless of background and experience

The resource has five lessons, 30 - 45 minutes each:
- Lesson 1: Introduction to Disability
- Lesson 2: Intersectionality
- Lesson 3: Disability History within the United States
- Lesson 4: Disability History within Washington State
- Lesson 5: Allyship and Solidarity

Each lesson contains:
- Scripted lesson plan
- Link to ELA Common Core State Standards (CCSS)
- Activities (e.g. worksheets, exit tickets, PowerPoints)
- Differentiation techniques for every lesson component
- Opportunities to extend the lessons by 10 - 30 min
- Additional resources and lesson ideas

One Out of Five is designed for middle school ELA classes, but can be modified for other grade levels or subject areas. This resource can be used during Disability History Month or any other time during the school year. The lessons are designed to be taught in order, but also function as stand-alone lessons and/or activities. Lessons are broken into 5 - 15 min components, and can be used to introduce ideas and vocabulary words on a limited time schedule.

Washington State
Governor's Office of the
Education
Ombuds

	Essential Questions	**Objectives and Standards**	**Vocabulary**	**Lesson Options**	**Additional Resources and Ideas**
INTRODUCTION TO DISABILITY	The purpose of this lesson is to humanize the experience of disability by focusing on student-voice videos, teach students the difference between disability and impairment, and recognize diversity within the disability community. *What is disability?* *What obstacles exist in and outside of school for students with disabilities? How can those obstacles be addressed?* *How can assistive devices help people with disabilities?* *What is the difference between a disability and impairment?*	**Content:** Students will be able to... - Identify ways ability and disability presents differently for many people - Name different types of supports that address obstacles in and out of the school setting (including assistive devices) - Explain how disability and impairment differ **CCSS:** CCSS.ELA-LITERACY.CCRA.R.1: 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. CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Disability: A physical and/or mental difference or perceived difference that changes the way society treats a person, can also be a part of someone's identity Accessible: When people with and without disabilities can fully participate in tasks, events, and physical spaces Assistive technology: Any product, device, or service that makes tasks easier or possible for people with and without disabilities	**Intro/Hook (5)** Intro to vocab words: identity, disability, impairment, assistive technology **Mini Lesson (5)** Intro to student-voice videos **Guided Practice (15)** Watch student-voice videos **Ind./Group Work (10)** Worksheet on videos, embedded within guided practice **Conclusion (2)** Exit ticket on how disability presents differently for students featured in video **Lesson Extension Options** - Discussion questions after each student-voice video (20 min)	National Disability Policy: A Progress Report I Am Defined By My Disability Washington Assistive Technology Act Program National Public Website on Assistive Technology Microsoft Accessibility Disability in KidLit 'To Siri With Love' and the Problem With Neurodiversity Lite Disability Sensitivity Training Video An Introductory Guide to Disability Language and Empowerment Disability Pride Toolkit and Resource Guide

	Essential Questions	**Objectives and Standards**	**Vocabulary**	**Lesson Options**	**Additional Resources and Ideas**
INTERSECTIONALITY	The purpose of this lesson is to shift stereotypes and limited ways of thinking about people with disabilities to consider the full range of disability experiences from an intersectional perspective. *Who has disabilities?* *How does disability impact different people?* *Why is it important to think about intersectionality?*	**Content:** Students will be able to... - Define intersectionality and explain why it is important to consider - Identify ways that disability intersects with other aspects of a person's identity **CCSS:** CCSS.ELA-LITERACY.CCRA.R.1: 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. CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Intersectionality: Multiple aspects of our identities that impact who we are and the way that we are seen and treated by others. Intersectionality is also the way that different oppressions people experience interact. Social Identity: How we are defined by social group. Some examples include race, religion, gender, sexual orientation, ability status, and age.Sometimes, society defines us by social groups that we don't create ourselves. Intersectionality is how our different social identities impact our lives.	**Intro/Hook (5)** Video intro to vocab words: intersectionality, social identity **Mini Lesson (5)** Vocab review and intro to gallery walk **Guided Practice (5)** Gallery walk demonstration **Ind./Group Work (15)** Gallery walk *Please note: The slides preserve language that profiled individuals used to describe themselves (e.g., disabled, queer, nonbinary, trans). **Conclusion (2)** Exit ticket on intersectionality **Lesson Extension Options** - Pick additional slides to focus on or focus on one area in depth. - Discussion on gallery walk	COMING OUT AS DISABLED: My Visible and Invisible Disability Disability Inclusion Confronting the Whitewashing Of Disability: Interview with #DisabilityTooWhite Creator Vilissa Thompson Disability Solidarity: Completing The 'Vision For Black Lives' 10 Principles of Disability Justice Disabled Black History: Shining A Light on Disabled Black Authors & Their Work National Disability Policy: A Progress Report

	Essential Questions	Objectives and Standards	Vocabulary	Lesson Options	Additional Resources and Ideas
DISABILITY HISTORY IN THE US	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. *Why is disability history important?* *What does the disability civil rights movement look like?* *What and who shaped disability history in the United States?*	**Content:** Students will be able to... - Name individuals who were important in disability history in the United States - Identify landmark policies that shifted disability history in the United States - Construct an accurate timeline of events in disability history in the United States **CCSS** CCSS.ELA-LITERACY.CCRA.SL.1: 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. CCSS.ELA-LITERACY.CCRA.SL.4: 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.	Activism: Taking action to make social or political change Civil Rights: The rights of each person in a society, including equality under the law and in employment and the right to vote Disability Justice: Disability Justice (DJ) is a grassroots movement led by queer, disabled people of color. DJ focuses on intersectionality and solidarity with all movements for social justice.	**Intro/Hook (5)** Intro to vocab words: activism, civil rights **Mini Lesson (5)** Vocab definitions and intro to timeline strip activity **Guided Practice (5)** Timeline strip activity demonstration **Ind./Group Work (15)** Timeline strip activity and discussion **Conclusion (2)** Exit ticket on disability history in the United States **Lesson Extension Options** - Choose additional strips to lengthen the lesson (20 min) - Students put the strips in order of occurrence (10 min)	Disability History Museum EveryBody: An Artifact History of Disability in America Museum of disABILITY History Why Was It Illegal to be "Ugly"? The 1977 Disability Rights Protest That Broke Records and Changed Laws "Capitol Crawl" – Americans with Disabilities Act of 1990 Our Fight for Disability Rights-- and why we're not done yet On A Roll Lives Worth Living History of Disability and the United Nations National Disability Policy: A Progress Report

	Essential Questions	Objectives and Standards	Vocabulary	Lesson Options	Additional Resources and Ideas
DISABILITY HISTORY IN WA STATE	The purpose of this lesson is to increase awareness of local and state disability history, including discrimination, advocacy, and grassroots movements. *How have people with disabilities rights been denied in Washington State? How have their rights been upheld?* *How have disability rights in Washington changed over time?*	**Content:** Students will be able to... - Name and identify the importance of a variety of events and laws relating to disability in Washington's history - Analyze the disability rights movement over time in Washington State **CCSS** CCSS.ELA-LITERACY.CCRA.R.1: 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. CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Primary source: A direct artifact from the time period being studied. Discrimination: When people are targeted based on their beliefs and identity. Discrimination can happen between two people, groups of people, or larger systems like laws and schools. Grassroots: 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.	**Intro/Hook (2)** Intro to vocabulary words: primary source, discrimination, grassroots **Mini Lesson (5)** Vocabulary definitions **Guided Practice (2)** Demonstration of jigsaw activity **Ind./Group Work (20)** Jigsaw primary source activity **Conclusion (2)** Exit ticket on disability history in Washington State **Lesson Extension Options** - Expert group worksheet (10) - Post-jigsaw activity discussion (10)	History of Disability Rights Washington History of the Arc of Washington Washington State Human Rights Commission Memorandum: Implementation of Substitute House Bill 445 History of Eugenics in Washington Resource Guide Eugenical Sterilization in the United States: A Report of the Psychopathic Laboratory of the Municipal Court of Chicago Third Biennial Report of the School for Defective Children Milestones in Disability History: The Respectful Language Act Establishing Disability History Awareness Initiatives

	Essential Questions	Objectives and Standards	Vocabulary	Lesson Options	Additional Resources and Ideas
ALLYSHIP AND SOLIDARITY	The purpose of this lesson is to teach students how to recognize ableism and its harmful effects, be allies in solidarity with people with disabilities, and actively and intentionally build inclusive communities. *What does it mean to be part of an inclusive community?* *What do allyship and solidarity look like? How are they different? How are they the same?* *How can you interrupt ableism in your daily life?*	**Content** Students will be able to... - Identity common ableist practices - Give alternatives to ableist language - Name ways to be an ally, act in solidarity, and create an inclusive community **CCSS:** CCSS.ELA-LITERACY.CCRA.SL.1: 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. CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.SL.4: 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.	Ableism: Discrimination against people with disabilities and the mindset that there is one best way for our bodies and minds to work. Ableism can be in harmful words, actions, or environmental settings. Allyship: Taking an active stance against discrimination and interrupting prejudice between people Solidarity: Communities working together against individual and systemic discrimination with the common goal that all people are treated with dignity and respect Inclusion: Intentionally building a community in which each person has access, can fully participate, and belongs as a valued member.	**Intro/Hook (5)** Intro to vocab words: ally, inclusion, ableism **Mini Lesson (10)** Powerpoint on ableist practices **Guided Practice (10)** Powerpoint discussion on ableist images and words **Ind./Group Work (10)** Ableism comic strips **Conclusion (2)** Exit ticket on commitment to challenging ableism **Lesson Extension Options** - Video intro (5:29) and discussion to ableism powerpoint (10 min) - Comic strip extension (10 min)	"I Am Not Your Inspiration, Thank You Very Much" by Stella Young Casual Ableist Language by Annie Elainey The Dos and Dont's of Disability by Fixers UK Disability in KidLit Ableism Bingo 10 Ways to be a Good Ally to Disabled People An Introductory Guide to Disability Language and Empowerment How to be a Better Ally to People with Disabilities: A Resource Roundup Examined Life by Judith Butler and Sunaura Taylor Ableist Words and Terms to Avoid