

Inquiry and Primary Source-Based Unit Overview

Unit Title: Disability and Community Leadership

Unit Details	
Grade Level:	Grades K-1 & 2-3
Subject Area Focus:	Civics and History
Inquiry skill(s) Focus:	Work together to make decisions. Generate questions about people who have tried to make communities better. Explain how all people, not just leaders, are important in a community. Explain how people can think about problems in the community and change things to be better.
Estimated Time to Complete the Unit:	Lesson 1: 40-50 minutes. Lesson 2: 75 minutes. Lesson 3: 75 minutes.



Students sign “The Star Spangled Banner”. J..R. Schmidt, photographer. (1918). Library of Congress.

Unit Summary

In lesson 1, students explore primary sources and their own experiences to become familiar with ideas about disability and ways that students, their community, and their school can support access for everyone. In lesson 2, students identify and agree to ways to make decision-making inclusive. Students discuss characteristics of good leaders using illustrated stories of disability advocates. In lesson 3, students explore a case study of disability advocacy to dig deeper into how civic leaders strengthen their communities. All three lessons can be taught in one grade or introduced over multiple grades.

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A. Desired Results/Objectives

Compelling Questions/Historical Question(s)

- What do leaders do to make their communities better?
- How can ordinary people work together to make their communities better?

Supporting Questions

- What does “disabled” mean?
- How can we include everyone as we work to make the community better?
- How can anyone advocate for access and for equal rights?
- How do local governments make decisions about how to help people?
- How can we ask questions about things that happened in history?

Standards

This unit substantially addresses Educating for American Democracy Roadmap Theme 1 Civic Participation and Theme 3 We the People.

Content

- Explain how everyone works together to include everybody. (Lesson 1).
- Describe the characteristics of a good leader. Analyze examples of leadership and leaders from history, everyday life, and from literature and informational texts, news reports, and personal experiences. (Lesson 2).
- Identify forms of civic action. Explain why and how people take action, and work together, in order to solve problems that affect them and others. (Lesson 3).
- Explain how local governments, including public schools, provide services, protect rights, and provide community safety. (Lesson 3).

C3 Skills

- C3 - D2.Civics.2.K-2: Explain how all people, not just official leaders, play important roles in a community. (Lessons 1 & 3).
- C3 - D2.Civics.11.K-2. Explain how people can work together to make decisions in the classroom. (Lesson 1).
- C3 - D2.Civics.14.K-2: Describe how people have tried to improve their communities over time. (Lesson 2).
- C3 - D2.History.3.K-2: Generate questions about individuals and groups who have shaped a significant historical change. (Lesson 2).
- D2.Civ.13.3-5: Explain how policies are developed to address public policy problems. (Lesson 3).

Interdisciplinary Connections

- Read the four stories in lesson 2 and the story on the slides in lesson 3 to students at any time.
- These lessons would fit well with study of other stories of leadership, civics, and community.

Access & Universal Design for Learning (UDL) [Link to Emerging America's UDL for Social Studies.](#)

*It is vital to be familiar with students' Individualized Educational Plans (IEPs) or 504 plans, and to consult with Special Education teachers and staff on the scaffolds, classroom support, and technological aids that can empower each student to learn. This table briefly describes the strategies and tools used to make the lesson accessible to all. **Each lesson plan details UDL strategies and tools for that lesson.***

Engagement Options for engaging student interest	Representation Options for presenting content	Expression Options for students to demonstrate learning	Cultural Considerations
● Explore own school ● Discuss how to change own class ● Big Issues ● Student questions ● Cooperative work ● Partner work ● Explore stories of people like them ● Students simulate a real-world task	● Read-Aloud ● School as artifact ● Pictures ● Video clips ● Teacher talk ● Picture book ● Leveled stories with pictures ● Text Excerpts ● Vocabulary lists	● Written response ● Illustrated response ● Oral response ● Notes organizer ● Work in pairs and small groups ● Model creation or construction	● Set ground rules for respectful language and actions. Some students may react strongly to disrespectful words. ● Some students with disabilities might feel singled out. Before the lesson, talk with them and their families about how best to support them.
Process	Content	Product	Cultural
Students address issues in their own classroom and how they can act. Students begin with their own experiences. Stories demonstrate agency of people with disabilities. The final assessment models a real-world task, designing a historical marker.	Pictures show a variety of experiences. Stories of disabled activists with pictures in three levels, including slides. A story about complex ideas is presented through images and simple details. The summative assessment is illustrated with multiple examples. Optional picture books address core ideas. Special Educators might share their expertise on disability and on access strategies.	Students may talk about or draw their ideas. Students commit to support inclusion. The notes organizer guides work but does not need to be a worksheet. Students see examples of the final assessment. The final assessment includes written and visual elements. Special Education teachers and staff might support discussion about disability and ideas of access in final	Stories are framed so students will not be scared or traumatized. Yet student experiences vary. So be ready to redirect conversation to ways disabled people have shown leadership and self-determination. To prepare for the unit, watch, “I’m not your inspiration...” TED Talk by Stella Young . A teacher resource on respectful language is linked from background materials.

		assessment.	
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B. Unit Assessment Summary

Unit Pre-Assessment:

Students work together to list: What ways does our school make sure that all students can come to school, play on the playground (and in the gym), and learn in class?

Formative Assessments:

Students describe visually or with a drawing how groups make decisions. Students ask questions and identify characteristics of good leadership. Students list things governments do and analyze a case study of local action by individuals and government.

Unit Summative Assessment:

Students list ways that they can each help make sure that all students have everything they need to learn and play. Students create a portrait of a historical leader, showing characteristics of leadership. Students design a memorial to leadership. Students explain the significance of their designs.

C. Lessons

Lesson 1: How Can We Include Everyone? (Includes slides.) [Link to Lesson 1.](#)

Students use primary sources and examples from the school to explore disability and ways that their community and school support access. Students discuss how they can support inclusion of all students.

- Student materials:
 - Slides include examples of strategies for access for people with disabilities.
 - The school itself also offers many examples of physical access and support for learning.
 - Other materials suggest books on disability and on leadership by disabled advocates.

Lesson 2: What Makes a Good Leader? (Includes slides.) [Link to Lesson 2.](#)

Students identify and agree to ways to make decision-making in their classroom inclusive. Students will discuss and identify characteristics of good leaders.

- Student materials:
 - Four stories of disabled advocates provided at three levels, two levels of handouts, and the most accessible level in slides. The leaders are: Judy Heumann, Roland Johnson, Roger O'Kelly, and George Veditz.
 - Disability Rights Leader Notes organizer

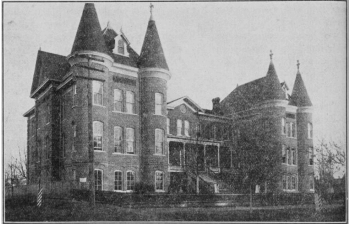
Lesson 3: Advocate for Access and for Rights (Includes slides.) [Link to Lesson 3.](#)

Students examine the story of the first public curb cut as a case study of advocacy for local government policy. Students analyze the impact of local advocacy on people with disabilities and express their ideas in the design of a historical marker.

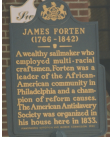
- Student materials:
 - Examples in slides of historical markers as models for summative assignment
 - Advocacy for Local Policies notes organizer

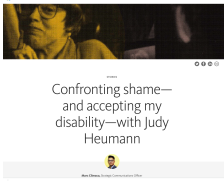
D. Materials, Sources, & Equipment Used in the Lesson

Lessons include lists of primary sources with descriptive links, useful to visually impaired users.

Primary Sources	
	Oliver Caswell. Laura Bridgman. (c1844). Painted by A. Fisher. https://www.loc.gov/resource/pga.12726/ As the first deafblind student at Perkins School for the Blind, Bridgman learned to read and write. She (15) guides deafblind Oliver Caswell (14) in reading braille. The “square handwriting” at bottom used a writing board frame. Schools for the blind, Deaf, and developmentally disabled began before the Civil War.
	(c1871–1876). Portrait of Harriet Tubman. Harvey B. Lindsley, photographer. Library of Congress. https://www.loc.gov/resource/ppmsca.54232/. Note that Tubman had an invisible disability.
	(1913). <i>Preservation of the sign language</i>. Veditz, G.W. [Film]. Library of Congress, https://www.loc.gov/item/mbrs01815816/. Film is in American Sign Language. Translation of Veditz speech to English by Carol Padden, University of California San Diego. https://culturasurda.files.wordpress.com/2013/09/preservation-of-sign-language.pdf?utm_source=eHistory+News+Sept+30&utm_campaign=E+History+news+Sept+30&utm_medium=email.
	(1918). Students performing “The Star Spangled Banner” in sign language at the St. Rita School for the Deaf. Schmidt, J. R., photographer. Library of Congress. https://www.loc.gov/item/2016826637/.
	(1926). Schomburg Center for Research in Black Culture, Jean Blackwell Hutson Research and Reference Division, The New York Public Library. Administration building; State School for Negro deaf, dumb and blind; Raleigh, N.C. https://digitalcollections.nypl.org/items/510d47df-e960-a3d9-e040-e00a18064a99.

	(March, 1927). "The Only Deaf-Mute Lawyer in the United States". <i>The Silent Worker</i>, March, 1927. Vol. 39. Page 168. National Association of the Deaf. Internet Archive. https://archive.org/details/sim_a-deaf-american-monograph_1927-03_39_6/page/168/mode/2up. Photo of Roger O'Kelly.
	(c1933-1940). School for Crippled Children; Landon School; Mrs. Roosevelt. Harris & Ewing, photographer. Library of Congress. https://www.loc.gov/item/2016894420/.
	(1951). World War II veterans protest on behalf of hospital services in New York City. Photograph courtesy of Paralyzed Veterans of America. [Photograph]. Division of Medicine and Science. Smithsonian National Museum of American History. https://americanhistory.si.edu/blog/smashing-barriers-access-disability-activism-and-curb-cuts.
	(1952). Tablet. William Bradford. Rizzuto, Angelo, photographer. https://www.loc.gov/item/2020635811/.
	(1978). In the 1970s and 1980s, the organization ADAPT in Denver, Colorado broke apart sidewalks to protest the lack of accessibility. Division of Medicine and Science. [Photograph]. Smithsonian National Museum of American History. https://americanhistory.si.edu/blog/smashing-barriers-access-disability-activism-and-curb-cuts.
	(1989). <i>Jesse Jackson shaking hands with disability advocate Justin Dart Jr., who is in a wheelchair, during a hearing of the House Committee on Education and Labor on a bill which became the Americans with Disabilities Act.</i> Jenkins, R.M, photographer. [Photograph]. Library of Congress, https://www.loc.gov/resource/ppmsca.65015/.
	(1990). United States Pueblo West Colorado, 1990. Taylor, D. A., Hardin, J. & Light, K. [Photograph]. Library of Congress. https://www.loc.gov/item/afc1989022_kl_b202/. Choose an image of the boy.

	(1992). James Forten (1766-1842) historical marker, Philadelphia, Pennsylvania. [Photograph]. Rosa Parks Collection. Library of Congress. https://www.loc.gov/item/2015650525/. Dedicated in 1990.
	(1992). James Forten (1766-1842) historical marker, Philadelphia, Pennsylvania. [Photograph]. Rosa Parks Collection. Library of Congress. https://www.loc.gov/resource/ppmsca.48730/. Marker dedicated in 1990.
	(12 January 1993). Speaking for Ourselves Board of Directors President Roland Johnson presents President George Bush with an award in recognition of his enacting the Americans with Disabilities Act of 1990. (Official White House photograph, courtesy of the George Bush Presidential Library and Museum, College Station, Texas). https://commons.wikimedia.org/wiki/File:1993-Jan-12-Bush-Library-P39091-04A-Roland-Johnson-ADA-Award.jpg.
	(1994). Lost in a Desert World: An Autobiography (As told to Karl Williams). Johnson, R. Disability History Museum. https://www.disabilitymuseum.org/dhm/lib/catcard.html?id=1681.
	(2003). Corner Building, Washington Street, Washington, Iowa. John Margolies, photographer. Library of Congress. https://www.loc.gov/item/2017703046/. Shows a curb cut.
	(2019). "Judy Heumann and Barbara Ransom pose for a photograph at TASH's Outstanding Leadership in Disability Law Symposium and Awards Dinner on July 25, 2019." Hill, B. [Photograph]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Judy_Heumann_and_Barbara_Ransom_OLDL_2019.jpg.

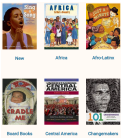
	(February 25, 2020). “Confronting shame—and accepting my disability—with Judy Heumann.” Climaco, M. Ford Foundation. https://www.fordfoundation.org/news-and-stories/stories/posts/confronting-shame-and-accepting-my-disability-with-judy-heumann/.
	(n.d.) Photo of Alice Wong. Eddie Hernandez Photography. Disability Visibility Project. https://disabilityvisibilityproject.com/about/alice-wong-media-kit/
	(n.d.) Photo of Alice Wong. Eddie Hernandez Photography. Disability Visibility Project. https://disabilityvisibilityproject.com/about/alice-wong-media-kit/ (n.d.)
	(n.d.). Inaccessible curb, late 20th century. Division of Medicine and Science collections. [Photograph of 1978 artifact]. Division of Medicine and Science. Smithsonian National Museum of American History. https://americanhistory.si.edu/blog/smashing-barriers-access-disability-activism-and-curb-cuts.

Secondary Sources

	(n.d.). Judith (Judy) Heumann. Website. https://judithheumann.com/.
	(October 15, 2020). Roland Johnson. BIPOC Disabled History. McCue, T. Ombuds Washington Office of Developmental Disabilities. https://ddombuds.org/2020/10/15/bipoc-disabled-history-roland-johnson/.
	(2017). Roger Demonsthenes O'Kelly. Gallaudet University Library Guide to Deaf Biographies and Index to Deaf Periodicals. https://liblists.wrlc.org/biographies/52870.

	(n.d.). Pennhurst Timeline. Pennhurst Memorial and Preservation Alliance. http://preservepennhurst.org/default.aspx?pg=93.
	Peterson, J. (2015). Smashing barriers to access: Disability activism and curb cuts. Smithsonian National Museum of American History. https://americanhistory.si.edu/blog/smashing-barriers-access-disability-activism-and-curb-cuts.
	(n.d.). Self Advocates Becoming Empowered (SABE) https://www.sabeusa.org/.
	(n.d.) Disability Visibility Project. https://disabilityvisibilityproject.com/about/
	Mariana Brandman (2021), "Alice Wong." National Women's History Museum. www.womenshistory.org/education-resources/biographies/alice-wong
	(2014). George Veditz. Visionary Leader - July 2014. Gallaudet University Library. https://gallaudet.edu/museum/history/george-w-veditz-visionary-leader-july-2014/.

Other Teaching Materials

	Emerging America. Children's Books on Disability: Social Justice Books. (n.d.). https://www.emergingamerica.org/teaching-resources/social-justice-books Lesson includes suggestions of particular books.
	Library of Congress. Primary source analysis tool. (n.d.). https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/

Background Materials for Teachers

1. Brown, S.E. (1999). The Curb Ramps of Kalamazoo: Discovering Our Unrecorded History. *Disability Studies Quarterly*, 19 (3), (Summer 1999), 203-05.
<https://www.independentliving.org/docs3/brown99a.html>.
2. Independent Living History. (2019). Bridget Hayman. Access Living.
<https://www.accessliving.org/newsroom/blog/independent-living-history/>.
3. National Center on Disability and Journalism. Disability Language Style Guide. (n.d.).
<https://ncdj.org/style-guide/>.
1. Young, S. "I'm not your inspiration, thank you very much." TED Talk. (June 9, 2014). YouTube (9:16 minutes). <https://youtu.be/8K9Gg164Bsw> This video is important for teachers, but it is not age appropriate for students in grades K-7. It describes abuse. It also uses the term "inspiration porn."

Unit Glossary (See priority vocabulary in each lesson plan.)