Unit I: People with Disabilities

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Enduring Understanding

1. Understand that diversity can lead to unequal power relations on the development of group identities and cultures, and how that can be addressed and rectified.
2. The difference between equality and equity is that equality provides the same for everyone, but equity gets everyone to the same starting point.
3. That diversity includes the impact of unequal power relations on the development of group identities and cultures.
4. Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives
5. The acceptance by society and legislation government has devoted to People with Disabilities has changed over time

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How have historical events influenced the decisions that were made concerning people with disabilities in the United States?
2. To what extent is the ADA an effective and necessary piece of legislation? What could or should the government do to create more equity for people with disabilities?
3. What can be done to create and or promote an increase in equity in the United States for people with disabilities?

Knowledge and Skills

What constitutes a disability?

- Understanding Disabilities
    - https://www.learningforjustice.org/classroom-resources/lessons/understanding-disabilities
- How and Why have people with disabilities been discriminated against?

What is the history behind the struggle for Civil Rights for people with disabilities?

- Asylums
- The League of the Physically Handicapped - 1930s
- We are Not Alone - 1940s - Psychiatric Patients
- 1948 - Truman - The National Institute of Mental Health
- 1950s - NARC - National Association for Retarted Children
- Eugenics (Margaret Sanger)
- 1973 Rehabilitation Act
- ACCD - The American Coalition of Citizens with Disabilities
- 1975 - Education of All Handicapped Children Act
- 504 Sit Ins in Federal Buildings - April 5, 1977

What is happening today and what can I do?

- Self Advocacy Groups:
  - DREDF (Disability Rights Education and Defense Fund)
  - CIL (Center for Independent Living)
  - Ed Roberts and John Hessler
  - “Deaf President Now” - Gallaudet Univeristy
- American with Disabilities Act 2008
- "No cuts to Medicaid" Protest 2017
- Fighting Prejudice and Discrimination of Differently Abled People:
  - https://www.learningforjustice.org/classroom-resources/lessons/fighting-prejudice-and-discrimination-of-differently-abled-people
- Universal Design - (Unit Final Project)
  - https://www.learningforjustice.org/classroom-resources/lessons/universal-design

Transfer Goals

Students will be able to analyze how historical and societal fact (i.e. accessibility laws) have shaped the lives and perceptions of people with disabilities.

Students will be able to independently recognize and value the contributions of people with disabilities to society, across different fields and aspects of life.

Resources

Movies:

- Crip Camp: a Disability Revolution (Netflix)
- Wonder
- Justine (Netflix)
- Deaf U (Netflix)
- Special (Netflix)
- Love on the Spectrum (Netflix)

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Books:

- *Unlearning Eugenics: Sexuality, Reproduction, and Disability in Post-Nazi Europe*
- *If at Birth you Don't Succeed*, Zach Anner
- *Look me in the Eye: My Life with Aspergers*, John Elder Robison
- *Haben: The Deafblind Woman who Conquered Harvard Law*, Haben Girma
- *Pride against Prejudice: Transforming Attitudes to Disability*, Jenny Morris
- *It's just Nerves: Notes on a Disability*, Kelly Davio

Supreme Court Cases:

- *The City of Cleburne v Cleburne Living Center* (1985)
- *PARC v Pennsylvania* (1971) - Did a Pennsylvania state law violate the constitution by excluding children with intellectual disabilities from public education?
- *Mills v Board of Education of the District of Columbia* (1972) - Could schools in DC disclude children with disabilities?
- *O'Connor v Donaldson* (1975) - Can a state confine a person who is mentally ill but is not a danger to himself or anyone else?
- *Ford v Wainwright* (1986) - can the state impose the death penalty on someone who after their trial exhibits symptoms of mental illness?
- *Olmstead v L.C.* (1999) - are budgetary restraints an excuse for not complying to the ADA
- *PGA Tour Inc. v Martin (2001) - Does the ADA apply to professional sports?*

Other Resources:

- "Rights of Persons with Disabilities" https://hreusa.org/hre-library/topics/persons-with-disabilities/
- "Disability History: The Disability Rights Movement" https://www.nps.gov/articles/disabilityhistoryrightsmovement.htm
- https://www.buzzfeednews.com/article/juliareinstein/cheerleader-teen-down-syndrome-yearbook

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.

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Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0