

National Ambitions, Local Shortfalls: *Teaching Civil Rights and Government through the Activism of the ADA*

Inquiry Design Model (IDM) Blueprint™		
Compelling Question	Is the world around you built for everyone?	
Standards and Practices	<p><u>Civics:</u> D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.</p> <p><u>History:</u> D2.His.5.6-8. Explain how and why the perspectives of people have changed over time.</p> <p><u>Geography:</u> D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	
Staging the Question	Have students read and discuss Senator Bob Dole's one-page press release from 1969 detailing Dole's maiden speech in the Senate. In a think-pair-share activity, students will consider who Bob Dole is, what he is saying, and why he is saying it.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What does inclusion look like for different people in the United States?	How did the ADA originate and why is it necessary?	How well is the ADA implemented in your local community?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will analyze four distinct case studies of people with disabilities and complete a graphic organizer to help organize their thoughts on the obstacles, emotions, and adaptations in their lives.	Students will split up into groups and read passages of listed disabilities rights/ADA materials. The students will participate in a "Jigsaw" activity where they teach their group reading to the rest of the class.	Students will use a guiding worksheet to help them make observations around their school on how well their environment serves people with disabilities.
Featured Sources	Featured Sources	Featured Sources

https://www.cdc.gov/ncbddd/disabilityandhealth/stories.html		https://dolearchivecollections.ku.edu/collections/ada/ https://www.uscg.mil/Resources/Civil-Rights/Latest-Civil-Right-News/Article/3541201/disability-rights-timeline/ https://disabilities.temple.edu/resources/disability-rights-timeline	Students will generate their own sources and inferences through observations made around their school-guided
Summative Performance Task	Argument	Construct an argument (detailed poster, outline, essay) that addresses the compelling question using specific claims and relevant evidence from the sources while acknowledging competing views.	
	Extension	<i>(Also Taking Informed Action):</i> Students will draft a letter to their state representatives regarding the availability and adequacy of accommodations within their school, town, state, or community. This letter will be based on the findings they gather through their research and will serve as an extension to the argument they construct using said information.	
Taking Informed Action	Drawing on their knowledge of the Americans with Disabilities Act (ADA) from recent lessons, they will critically assess their environment, identify areas of concern, and communicate these issues to local or state officials, advocating for necessary changes. Students are guided on the necessary information to include and how to formulate their letter. The information itself, cases, evidence, and anecdotes included will be at the liberty of the students. As they form their arguments and provide their solution ideas, they will draw on the knowledge and skills they have developed through the lesson, as well as take critical steps on their own to further their informed action journey. If students require a less structured example but still need assistance in how to write a letter, they may be given this source.		

NOTE: Language matters when teaching and talking about people with disabilities. Setting standards for in class discussion to ensure students are using person-first language and are avoiding demeaning or derogatory terms is highly recommended.

OVERVIEW

Inquiry Description

The goal of this inquiry is to present a substantial civil rights movement that may not be discussed in previous classes or grades but still has impacts that can be seen in every student's environment. Despite the magnitude of the movement and the ways ensuing legislation changed how environments were built for Americans, the disability rights movement is hardly mentioned

within classrooms. The inquiry is intended to get students thinking about how the environment they have taken for granted was shaped by history and legislation that has had a deep impact on their lives that is not readily apparent.

The disability rights movement may seem a more obscure addition to the U.S. History curriculum. With a transformative mid-20th century already chock full of civil rights, women's rights, and gay liberation movements, the disability rights movement is often pushed to the periphery by teachers who lack the resources or knowledge background to teach the scope of the disability rights movement. Teaching the disability rights movement is vital however, and is especially relevant to students, with legislation related to the movement that has actively changed the students' environments and students who have disabilities, both physical and non-physical, who directly benefit from legally mandated supports in their schools.

Especially as more educators become aware of how vital it is that students feel represented within the classroom and curriculum, the need for students with disabilities to see themselves within the content is a necessary step. Classroom considerations for students with disabilities are normally not part of the content itself, but the ways in which the content is presented. Whilst flexible seating and multiple means of expression are excellent for all students, students with disabilities may still not feel properly represented and will not understand how the supports they have were fought for over an extended period of time by advocates who sought change.

The inquiry is specifically written to draw students' attention to the idea that human constructs are built with purpose and bias. Students may struggle with the idea initially that a building would not *be* for everyone, and would struggle even more in identifying ways that could be. The inquiry has the potential to make students critically assess how environments curtail certain people and not others; building their empathy skills and helping them to draw conclusions about how some historical and modern actors may have perceived their inequitable environments.

Supporting Question 1 builds a foundational understanding of people's experience with disabilities, Supporting Question 2 provides a base for the legislative connection between a social rights movement and nationwide reform, Supporting Question 3 bridges that gap of reform to connect to observable impacts in the students' local environment. Supporting Question 1 may be omitted for educators who are looking to teach more of the "history" of the movement, but students may not discuss with as much understanding the variety of perspectives of people with disabilities.

STAGING THE COMPELLING QUESTION

Give each student a copy of Senator Bob Dole's press release from 1969 detailing Dole's maiden speech in the Senate... Remind students of a close reading strategy that helps them analyze the

press release. After giving students adequate time to read the press release, ask them to write key points about what they read. Once you see students have written notes, engage in a classroom discussion about what the press release is trying to communicate. First, ask students to say who the press release is about. Ask them to research and then explain who he is, why he is important, and how they know this. Then, ask students about what the actual content of the press release entails.

Guide them to start considering Senator Dole's words on the experience of individuals with disabilities. Prompt students to make connections between Senator Dole's word choice and other famous American rhetoric (the U.S. Constitution/Declaration of Independence). This will reconnect students to the essential question of “Is the world around you built for everyone?” as they consider if individuals with disabilities really are given the same opportunities for success as all Americans are promised.

Bob Dole Press Release Source:

https://dolearchivecollections.ku.edu/collections/ada/files/s-press_014_008_004.pdf

Citation: Robert J. Dole Senate Papers-Press Related Materials, Box 14, Folder 8, Robert and Elizabeth Dole Archive and Special Collections, Robert J. Dole Institute of Politics, University of Kansas

SUPPORTING QUESTION 1:

Supporting question 1 asks students to consider how inclusion in the United States may look differently to different people (if students are unfamiliar with the idea of “inclusion,” additional scaffolding may be necessary). The question itself contains multiple elements as it requires students to both have an understanding of what inclusion entails and how it looks different in a diverse world.

To help answer the support question, students will look at a resource by the CDC. The CDC resource gives four case studies of individuals with disabilities. The teacher will tell each student to pull up this source as they pass out a graphic organizer. The graphic organizer will contain the four case studies' names and pictures. The case studies mention Nickole who has spinal muscular atrophy, Jerry who has paraplegia, Justin who has ADHD, and Suhana who is hard of hearing. The graphic organizer will also have three questions for each case study, “What obstacles or barriers did this person experience?”, “How did this person and/or their family adapt?”, and “Did this person describe their emotions? If so, what did they say?”

Working with individuals or in small groups for support, students will examine the four real-life case studies from the CDC of individuals with disabilities. (see sources for supporting question 1) Each case study looks at a different individual with a different disability, helping students understand that “disability” is not only one thing. Additionally, each case study gives a face and story to an individual with a disability. Having a personal story makes the content more

personable, relevant, and helps students gain a tangible understanding of how disability affects people.

Students will turn their graphic organizer in and the teacher will assess students' understanding of the case studies at a later time.

SUPPORTING QUESTION 2:

Provided sources include a History.com article over the capitol crawl of 1990 at Washington D.C., a protest by disability rights activists that garnered attention to inequities that were kept invisible. Other sources are large summaries/timelines of the disability rights movement and one of the movement's most prominent activists: Senator Bob Dole.

History.com Source:

<https://www.history.com/news/americans-with-disabilities-act-1990-capitol-crawl>)

Instructors should transition from supporting question one by emphasizing how the case studies the students examined are examples of people with disabilities that have existed for all of human history. Students must realize that the movement has existed for as long as people with disabilities have been advocating for fair treatment for themselves. To get a better idea of the scale of the rights movement, and of the abusive and inhumane conditions that disability advocates had to fight against to secure change.

Students will work through these discoveries through a jigsaw activity. Split students into groups of 3-4. The sources should be split up to accommodate each group, with each receiving an equal amount of reading/work. For example, the Temple University timeline can be split by year range, with each group working within a specific amount of years. For a more detailed example, the Dole Archives online ADA exhibit is sectioned out, with some sub-sections providing more relevant information than others. These sections cover more of the political activism behind the disability rights movement and may be more practical within government classes. The most relevant sections for student reading are:

- Disability Rights are Civil Rights
 - Advocating Independence and Engagement
- Legislative Effort
 - Working Toward the ADA
 - Passing the ADA

(Bob Dole Archives Source: <https://dolearchivecollections.ku.edu/collections/ada/>)

Citation: Celebrating Opportunity for People with Disabilities: 70 Years of Dole Leadership, 2015 [Digital Exhibit]. Robert J. Dole Institute of Politics, The University of Kansas. <https://dolearchivecollections.ku.edu/collections/ada/>.

Students should be encouraged while quietly reading to analyze how disabilities were perceived over time and what actions disability activists and the government took to make the country more equitable and accessible. Groups of students will then be separated, with some acting as the audience going from table to table to learn what the other group read, while others act as teachers at the group stations. Students should all answer a similar prompt to spark conversation and discussion. The prompts may be short and simple such as:

- “What did you find most surprising about what you read”
- “What event/activist seemed most vital to you during the disability rights movement”

As an exit ticket, students may quickly write in Google Classroom/Canvas or on a notecard one thing they learned from another group to serve as a formative assessment that showcases what they understood from the other groups’ synopsis.

SUPPORTING QUESTION 3

Supporting question 3 asks students to apply the knowledge that they have learned in the previous performance tasks by examining national standards on a local level. Doing so provides students with a base-level knowledge of how their community is or is not built for people with disabilities.

The teacher will provide students with a guiding worksheet based on a report from the United States Government Accountability Office. This study researched schools' compliance with the ADA and concluded that many buildings in the U.S. are not accessible for students with disabilities. This worksheet is meant to serve as an example of common areas within schools that students should examine for noncompliance.

With the example in mind, the teacher will guide students around the school building to begin examining their environment for areas of inaccessibility. The goal of this worksheet is for students to identify three areas within the school that are not accessible, describe who it might be inaccessible for and why, and what could be improved to make it more equitable for all students. Following the Universal Design for Learning framework aimed at optimizing learning experiences for all students, and considering the principles of the Least Restrictive Environment, this lesson seeks to have students consider how their school can be enhanced for each student.

Teachers can choose to collaborate with school counselors, psychologists, or special education educators to expand upon the depth of the experience and receive additional support. With available technology, students will document their findings to reflect on later. Examples include: no ramp alongside stairs, water fountain height, and lack of flexible seating. As they tour their

buildings, students are experiencing the implementation of the ADA on a level that is relevant to their everyday lives. This will benefit them as they prepare for the Taking Informed Action step of the lesson plan.

Supporting Question 3 covers the following Geography Standard from the C3 Framework, “**D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.” Including a geographical concept in addition to civics and history-based standards provides a unique opportunity to expand upon the available knowledge acquired by students during the lesson.

SUMMATIVE PERFORMANCE TASK

The Compelling Question, “Is the world around you built for everyone?” is intended to be an open-ended conversation that students can approach from an angle of their choice using the evidence they have gathered from the previously completed performance tasks. This argument can be conveyed through multiple means of expression such as a poster, graphic organizer, essay, podcast, etc. The multimodal approach toward argumentation allows for a more accessible path toward completion and overall success. This could look like...

- “The world is not built for everyone due to According to [*insert source*],”
- “The world today is better built for everyone than it was. I know this because [*insert source*] says
- “The world is somewhat built for everyone. I feel this way because [*insert source*] says this....., but [*alternative source*] argues this.....”

Continuing to the Extension portion of the Summative Performance Task, students are tasked with drafting a letter to their State Representative that extends upon their argument and makes a case for how their school, community, or state could be improved for accessibility. This accompanies the Taking Informed Action step and encourages the teacher to have students dig deeper into the project. Civic engagement provides students with the opportunity to take what they have learned and put it to use in a meaningful way. Using a guiding template, the teacher will walk the students through how to properly write a letter to a congress member. Regardless of whether this letter is sent, learning how to write to representatives and address public officials is a skill that will benefit students later in life as they become active, engaged, and informed citizens.

“How to Write a Letter to Your Representatives” template from the Dole Archives:

https://dolearchives.ku.edu/sites/doleinstitute/files/files/education/inquiry_cba/LetterTemplateHighSchool.pdf

Personalized Student Letter Template:

https://docs.google.com/document/d/1p4Nrs4iGIoxEdq1kMqlQjB0m9S2yA_ThLegVxnHqSgs/edit?usp=sharing

SOURCES FOR SUPPORTING QUESTION 1

<https://www.cdc.gov/ncbddd/disabilityandhealth/stories.html>

Real Stories from People living with a Disability

Nickole Cheron's Story

Photo: Nickole Chevron

In 2008, a rare winter storm buried Portland, Oregon under more than a foot of snow. The city was gridlocked. Nickole Cheron was stuck in her home for eight days. Many people would consider that an inconvenience. For Nickole, whose muscles are too weak to support her body, those eight days were potentially life-threatening.

Born with spinal muscular atrophy, a genetic disease that progressively weakens the body's muscles, Nickole is fully reliant on a wheelchair and full-time caregivers for most routine tasks. Being alone for eight days was not an option. So Nickole signed up for "Ready Now! [PDF – 4.8MB] ," an emergency preparedness training program developed through the Oregon Office of Disability and Health.

"The most important thing I learned from 'Ready Now!' was to have a back-up plan in case of an emergency situation," she said. "When I heard the snow storm was coming, I emailed all my caregivers to find out who lived close by and would be available. I made sure I had a generator, batteries for my wheelchair, and at least a week's supply of food, water and prescription medication."

Nickole said the training was empowering, and reinforced her ability to live independently with a disability. She felt better informed about the potential risks people with disabilities could encounter during a disaster. For example, clinics might close, streets and sidewalks might be impassable, or caregivers might be unable to travel.

Among the tips Nickole learned from Oregon's "Ready Now!" training are:

Develop a back-up plan. Inform caregivers, friends, family, neighbors or others who might be able to help during an emergency.

Stock up on food, water, and any necessary prescription medications, medical supplies or equipment. Have enough to last at least a week.

Make a list of emergency contact information and keep it handy.

Keep a charged car battery at home. It can power electric wheelchairs and other motorized medical equipment if there is an electricity outage.

Learn about alternate transportation and routes.

Understand the responsibilities and limitations of a "first responder" (for example, members of your local fire department or law enforcement office) during a disaster.

"This training shows people with disabilities that they can do more to triage their situation in a crisis than anyone else can," she said. "'Ready Now!' encourages people with disabilities to take ownership of their own care."

CDC would like to thank Nickole and the Oregon Office of Disability and Health for sharing this personal story.

Jerry's Story

Photo: Jerry talking with his doctor

Jerry is a 53 year old father of four children. He's independent, has a house, raised a family and his adult kids still look to him for support. Jerry recently retired as a computer programmer in 2009, and competes and coaches in several sports. This "healthy, everyday Joe, living a normal life" has even participated in the Boston Marathon. Jerry also has had a disability for over 35 years. In 1976 on December 3 (the same day that International Persons with Disabilities Day is recognized) Jerry was hit by a drunk driver. The accident left him as a partial paraplegic.

Jerry's life is not defined by his disability. He lives life just like anyone else without a disability would live their life. "There's lots I can do, and there are some things that I can't do," said Jerry. "I drive, I invest money. I'm not rich, but I'm not poor. I enjoy being healthy, and being independent."

As a person with a disability, however, Jerry has experienced many barriers. Recovering from recent rotator cuff surgery, his rehabilitation specialists "couldn't see past his disability", administering tests and delivering additional rehabilitation visits that a person without a disability wouldn't receive. He once was being prepared for surgery when a nurse proclaimed "he doesn't need an epidural, he's a paraplegic." Jerry had to inform the nurse that he was only a partial paraplegic and that he would indeed need an epidural.

Jerry was in line at an Alabama court house to renew his parking permit and also renew his son's registration. He watched a worker walk down the line and ask people "what do you need?" When she got to Jerry and saw his wheelchair, he was asked "who are you here with?" And Jerry finds it difficult to go to concerts and baseball games with a large family or friends gathering, because rarely are handicap-accessible tickets available for more than two people.

Jerry has seen a lot in over 35 years as someone living with a disability. He's seen many of the barriers and attitudes towards people with disabilities persist. But he's also seen many positive changes to get people with disabilities physically active through recreational opportunities such as golf, fishing and even snow-skiing. There are now organizations such as Lakeshore Foundation – where Jerry works part-time coaching youth basketball and track – that provide recreational opportunities.

Jerry states: "I don't expect the world to revolve around us. I will adapt – just make it so I can adapt."

Justin's Story

Justin meeting with colleague in his office

Justin was first diagnosed with a disability in the form of ADD (attention deficit disorder, now known as ADHD, or attention-deficit/hyperactivity disorder) at the age of 5 years. The diagnosis resulted in his removal from a regular classroom environment to special education courses. Justin's parents were informed by Justin's educators that he probably wouldn't graduate high school, much less college.

Years later, as a young adult, Justin developed Meniere disease (an inner ear disorder), which affected his hearing and balance. The onset of the disorder left Justin with the scary reality that he could permanently lose his hearing at any time. Justin recalled a former supervisor taking advantage of this knowledge with an inappropriate prank: While speaking in a one-on-one meeting, the sound from the supervisor's mouth abruptly halted, while his lips continued to move. Justin thought he had gone deaf – until the supervisor started laughing – which Justin could hear. Behaviors like the above took its toll on Justin's confidence – yet, he knew he could contribute in society.

Spurred in part by adversity, Justin went back to school, earned a business degree, and shortly after, entered the commercial marketing industry. However, despite his education and experience, Justin was still regularly subject to the same stigma. Many of Justin's work experiences over the course of his career left him feeling ashamed, guilty, offended, and sometimes, even intimidated. Rather than instilling confidence, it left him demoralized – simply because he was differently abled.

In July of 2013, everything changed for Justin. He joined the Centers for Disease Control and Prevention working as a contractor in the Division of Human Development and Disability at the National Center on Birth Defects and Developmental Disabilities. Justin's colleagues put an emphasis on making him feel comfortable and respected as a member of a diverse and productive workforce. They welcomed Justin's diversity, positively contributing to his overall health.

The mission of the Division of Human Development and Disability is to lead public health in preventing disease and promoting equity in health and development of children and adults with or at risk for disabilities. One in two adults with disabilities does not get enough aerobic physical activity¹, and for Justin, regular physical activity is important to help him combat potentially lethal blood clots due to a genetic blood clotting disorder that he has. Every working hour, Justin walks for a few minutes, stretches, or uses his desk cycle. Justin also participates in walking meetings, which he believes leads to more creative and productive meetings.

Stories such as Justin's are reminders that employment and health are connected. CDC is proud to support National Disability Employment Awareness Month every October. The awareness month aims to educate about disability employment issues and celebrate the many and varied contributions of America's workers with disabilities.

Suhana's Story

Suhana Alam & Shahrine Khaled (sisters)

Suhana has a sister, Shahrine, who is older by 18 months. While Shahrine's mother was pregnant with Suhana, their uncle came to town for a visit. During the visit, their uncle was quick to notice that Shahrine did not seem to be talking at an age appropriate level or respond when called upon. Shahrine would also turn up the volume on the television and radio when others could hear it without difficulty. Shahrine's parents thought that her speech development and behavior were normal for a toddler, but thanks to the uncle expressing his concerns, the family soon took action. A hearing test found that Shahrine was hard of hearing.

Due to Shahrine's diagnosis, Suhana received a hearing screening at birth and was found to be hard of hearing, as well. Had it not been for the concerns raised by the children's uncle, not only would Shahrine's hearing loss have possibly gone on longer without being detected, but Suhana would most likely not have had a hearing screening at birth.

As a result of their early diagnoses, Suhana and Shahrine's parents were able to gain the knowledge they needed to make sure both of their children could reach their full potential in life. They had access to early services from a team of physicians, speech therapists, counselors, and teachers.

Suhana credits her parents for her own successes, saying that she couldn't have made it as far as she has without their support and patience. Today, Suhana is employed at the Centers for Disease Control and Prevention (CDC) as an epidemiologist with the agency's Early Hearing Detection and Intervention (EHDI) program. All children who are deaf or hard of hearing receive critical services they need as a result of the EHDI program, which funds the development of data systems and provides technical assistance to help improve screening, diagnosis and early intervention for these infants. When children who are deaf or hard of hearing receive services early, they are more likely to reach their full potential and live a healthy, productive adult life.

CDC is proud to support National Disability Employment Awareness Month every October. The goals of the awareness month are to educate the public about disability employment issues and celebrate the many and varied contributions of America's workers with disabilities.

Sources:

Centers for Disease Control and Prevention. Vital Signs. [updated 2014 May 6; cited 2014 October 10] Available from: <https://www.cdc.gov/vitalsigns/disabilities/>



GRAPHIC ORGANIZER: SUPPORTING QUESTION 1

Name: _____ Hour: _____

ADA
Americans with
Disabilities Act

CASE STUDIES

Please review and answer the following questions about the 4 case studies you are reading. Make sure to reference the reading in your answer :)



Case Studies	What obstacles or barriers did this person experience?	How did this person and / or their family adapt?	Did this person describe their emotions? If so, what did they say?
Case Study 1: Nickole Cheron 			
Case Study 2: Jerry 			

Name: _____ Hour: _____

ADA
Americans with
Disabilities Act

CASE STUDIES

Please review and answer the following questions about the 4 case studies you are reading. Make sure to reference the reading in your answer :)

Case Studies	What obstacles or barriers did this person experience?	How did this person and / or their family adapt?	Did this person describe their emotions? If so, what did they say?
Case Study 3: Justin 			
Case Study 4: Suhana 			

GRAPHIC ORGANIZER FOR SUPPORTING QUESTION 3

Name _____

Date _____

Search your school for what can be improved and answer:

1. What is the inequity you notice in your school environment?
2. Who would be impacted by that inequity in the school environment?
3. What is a possible solution/way to fix that inequity?

IMAGE GOES HERE:

Draw a picture, write a vivid description,
or take a photo of what you see...

DESCRIPTION:

1.

2.

IMAGE GOES HERE:

Draw a picture, write a vivid description,
or take a photo of what you see...

DESCRIPTION:

1.

2.