Unit 2 Lesson 1 – *Learning About the History of Disability*

**Lesson 1**

Learning About the History of Disability

**TIME:** 45-60 minutes

**OBJECTIVES**

Students will:

1. learn basic historical facts about attitudes towards people with disabilities

2. identify barriers and/or prejudice people with disabilities face.

**MATERIALS**

1. Worksheet 2-1: History of Disability

2. Individual KWL chart for each student

**LESSON OPENING**

Review self-awareness and self-advocacy and introduce history of disability.

o *In the first unit, we talked a little about self-advocacy, self-awareness and the importance of knowing yourself. Today we are going to talk about disabilities. Specifically, how people with disabilities have been treated throughout history. I am going to read you some questions; let’s discuss them together.*

– *What does disability mean?*

– *How do you treat people with disabilities?*

– *Why do you treat them like that?*

– *How does society as a whole treat individuals with disabilities? What are some examples?*

– *Has the treatment of people with disabilities changed over time?*

o *Today we are going to talk about some history of disability rights and how history has influenced the way people with disabilities are treated today.*

o *First, let’s take a minute to review and add to our KWL chart. Let’s look at what we wrote on the chart during the last class and then we can add things for today’s topic, a history of disability rights.*

**PROCEDURE**

1. Discuss and complete worksheet 2-1: History of Disability as a group.

**Handout**: Distribute the worksheet 2-1: History of Disability.

o *Before we get started let’s talk about some words you are going to hear in today’s lesson. Some of these words may be unfamiliar to you but it is important that you understand them so you understand what we talk about today.*

o *We are going to work through section 1 together.*

o *We will talk about the meaning of each word and then you will have time to draw a picture of the definition on your worksheet.*

o *Listen to/read the History of Disability Rights passage.*

**Note to teacher:** The following suggestions might be helpful in assisting your students to complete their worksheets correctly.

* Provide time and opportunity to discuss each term
* Use a variety of visual if possible to complete worksheet and provide example for students.
* If you have computers in your classroom you might consider having students complete the worksheet electronically.
* Allow students to work in groups, if applicable, while completing the worksheet.

2. Provide a brief historical background on disabilities using the “History of Disability Rights” slides.

3. Complete section 2 worksheet 2-1: History of Disability.

4. **Handout:** Distribute individual KWL chart to each student or have them type on the KWL slide.

Unit 2: Learning

o *During our last lesson, we filled out a KWL chart as a class. Starting today, you are going to follow that same procedure to complete your own KWL chart. Each time we have a lesson you will be given time to make entries on your chart. Keeping your own chart helps you identify and track the things you want to learn. It also helps me know if I need to review or add information to our lessons. Remember, the KWL stand for what you know, what you want to know and what you learned. Lets look at the instructions on the bottom of the KWL charts you each have.*

*1. Start with the “K” column and list the things you know about the topic you are going to learn about.*

*2. Next, go to the “W” column and list the things you want to know about the topic you are going to learn about.*

*3. Once you have learned about the topic, complete the “L” column by identifying the things you learned. Then go back to the “K” column to see if everything you thought you knew was correct. If there are any incorrect statements mark them out and write in a correct statement.*

*4. Next, go to the "W" column to see if all of your questions were answered. Highlight or underline any unanswered questions. Bring these questions up during class discussion.*

*5. Before we finish for today, I want you to take a couple of minutes and make two or three entries in the “L” column of your KWL chart regarding what we talked about today.*

**LESSON CLOSURE**

o *Today we learned a little about the history of disabilities. There is still much about this history we did not talk about. Why do you think it is important to know about the history of disability rights?*

**STUDENT EVALUATION**

1. Participation in class discussion

2. Completion of worksheet 2-1: History of Disability

3. Entries on individual KWL chart