Worksheet 2-1

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **History of Disability**

**Section 1: Key Terms and Definitions – Draw a picture to go with each definition.**

| 1. Protest: a complaint, objection, or display of unwillingness usually to an idea or a course of action.
 | Hint: Draw a person holding a sign that says “no.” |
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| 2. Independent Living: This means that persons with disabilities have the right to make decisions about their own lives. | Hint: Draw a person holding a heart. |
| 3. Civil Rights Movement: A political movement during the 1960s led by minority groups such as Native Americans, Black Americans, and people with disabilities in an effort to be treated equally. | Hint: Draw an equal sign. |
| 4. IEP: A document that describes the needs and services of a special education student. | Hint: Draw a stack of paper with the title “IEP” written on it.  |
| 5. Goals: Goals on an IEP are the things you, your family, and the school plan for you to achieve. These goals are written on your IEP.  | Hint: Draw a star to represent reaching a goal.  |
| 5. Objectives: Steps to reaching a goal. Objectives are specific things you must accomplish in order to achieve your goal. | Hint: Draw stairs with a star at the top. |

Section 2: History of Disability Rights <https://www.historyforkids.net/disability-rights.html>

Directions: Listen to the audio on the Google Slide about the passage below.

The fight for the rights for people that experienced disabilities began around 1962. This movement was a protest to make sure that people with disabilities had the same equal opportunities, safety and physical access to architecture, transportation, education, housing, employment, and independent living that people without disabilities had.

Prior to passing laws, anyone that had a physical disability that was in a wheelchair could not do something as simple as crossing the street without major problems hitting the curb. There wasn’t a way to take a bus, get into an office building or any public building without major problems. Those with physical as well as mental disabilities were discriminated against for jobs, even if they were the most qualified.

Why do you think it is important to know about the history of disability rights?

**KWL Chart**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **K** What I **K**now | **W** What I **W**ant to know | **L** What I **L**earned |
| --- | --- | --- |

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.