

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

Created by the KU Council for the Social Studies in partnership with the Dole Institute

| Inquiry Design Model (IDM) Blueprint™ | | |
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| Compelling Question | Is the world around you built for everyone? | |
| Standards | <p>D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p> <p>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>D2.His.5.6-8. Explain how and why the perspectives of people have changed over time.</p> <p>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 to 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 observe 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 by observing their local community. |

| | | |
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| Summative Performance Task | Argument | Construct an argument (e.g., 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 will select what evidence they want to include in their letter to support their perspective. As they form their arguments and solutions, they will draw on the knowledge and skills they have developed through the lesson to take informed action through advocacy. | |

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 may 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 consider 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: What does inclusion look like to different people in the United States?

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 requires students to both understand 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 (Real Stories from People living with a Disability: <https://www.cdc.gov/ncbddd/disabilityandhealth/stories.html>). 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.

Name: _____ Hour: _____



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: _____



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  | | | |

SUPPORTING QUESTION 2: How did the ADA originate and why is it necessary?

Provided sources include a History.com article about the Capitol Crawl of 1990 at Washington D.C., a protest by disability rights activists that brought attention to previously overlooked inequities. Other sources are large summaries/timelines of the disability rights movement and one of the movement's most prominent activists: Senator Bob Dole. 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 should write one thing they learned from another group. This formative assessment showcases what they understood from the other groups' synopses.

SUPPORTING QUESTION 3: How well is the ADA implemented in your local community?

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.

SCHOOL WALK

Take a look at each image and read the described issue!

1. What is inequity you notice in the image?
2. Who would be impacted by the inequity in the image?
3. What is a possible solution/way to fix what is present in the image?

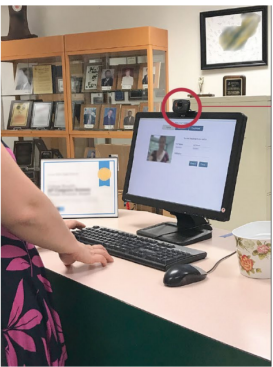
FOR EXAMPLE:



LARGE HOLE IN THE SIDEWALK

1. In this image, there is an uneven sidewalk that would have an impact on some students' ability to move safely to the school's entrance.
2. Filling in gaps/holes as well as close monitoring of sidewalk health would help prevent this issue in the future.

FOR EXAMPLE:



MAIN OFFICE CHECK-IN CAMERA ON COMPUTER

1. In this image, there is a camera for student check-in that is placed very high on the desk and would not take good pictures of shorter students or students in wheelchairs.
2. Moving the camera to a more accessible location would help prevent issues in the future.

Inequity: Injustice or unfairness

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.

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...”

Students should draft 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