

Disabled? Still Able

Overview

The Civil Rights Movement of the 1960's rippled among various American groups who also began to fight for their full civil rights as U.S. citizens. New York and California activists led the way in seeking legislation enabling full societal rights for people with physical, mental, and medical disabilities.

Objectives

Students will be able to:

- Apply a reading comprehension strategy (Before-During-After) to facilitate the writing of a summary.
- Write a news article or Web page summary.
- Identify civil actions undertaken to access protective and enabling legislation for people with disabilities.

Essential Question

- How do sports shape society?

Guiding Questions

- How are sports used for physical and psychological rehabilitation?
- How has our government assisted disabled Americans in securing healthier lives and more freedom?
- What challenges did people with disabilities face in order to gain their full rights?

Arizona State Standards

Social Studies— Grade 8

Strand 3: Civics/Government

Concept 3: Functions of Government

- PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals:
d. Americans with Disabilities Act

Reading—Grade 8

Strand 1: Reading Process

Concept 6: Comprehension Strategies

- PO 5. Connect information and events in text to experience and to related text and sources.

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

- PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.

Writing—Grade 8

Strand 1: Writing Process

Concept 1: Prewriting

- PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).
- PO 4. Establish a central idea appropriate to the type of writing.
- PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.

Strand 2: Writing Components

Concept 1: Ideas and Content

- PO 1. Use clear, focused ideas and details to support the topic.
- PO 2. Provide content and selected details that are well-suited to audience and purpose.
- PO 3. Develop a sufficient explanation or exploration of the topic.
- PO 4. Include ideas and details that show original perspective

Strand 3: Writing Applications

Concept 2: Expository

- PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.



- PO 2. Write a summary based on the information gathered that include(s):
 - a. a topic sentence
 - b. supporting details
 - c. relevant information
 (See Ro8-S3C1-o2)

Technology Education—Grade 8

Standard 5: Technology Research Tools

5T-E2. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources

- PO 4. Identify the components of a URL to determine the source of the information

Health Education/Physical Activity—Grade 8

ESSENTIALS (Grades 6-8)

Standard 1: Students comprehend concepts related to health promotion and disease prevention.

1CH-E1. Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, disability and premature death

- PO 1. Illustrate how positive health behaviors can prevent common injuries, diseases and conditions

Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-E1. Describe the relationship between a healthy lifestyle and feeling good

- PO 1. Explain that success in physical activities leads to recognition
- PO 2. Explain the value of exercise in relieving stress

Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-E1. Explain the role of sports, games and dance in modern culture

- PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds
- PO 2. Demonstrate an understanding of the ways sport and dance influence American culture

Materials

- Computer and digital projector and/or student computers with Internet access
- “Americans with Disabilities” B-D-A Worksheets
- Online readings about Americans with Disabilities (See References for URL’s)
- “Disabled Sports USA and Wounded Warrior Project” Worksheets

Background

Since the enactment of the *Americans with Disabilities Act* (ADA) in 1990, 51 million Americans with disabilities have gained more accessibility and inclusion in our nation. The disability movement was both inspired by, and utilized similar civil disobedience actions as, the civil rights movement. However, unlike the civil rights movement, the history of the disability movement is not widely known. Since injuries and illness may cause anyone to join the ranks of the disabled, knowledge about the disability movement would be beneficial for all students.

Opening

- Write the phrase, “Walk a mile in my shoes” on the whiteboard and ask for interpretations of its meaning. Discuss how this expression might apply to a disabled person.
- Distribute the “Americans with Disabilities” B-D-A (Before-During-After) Worksheets, one per student.
- Assign each student a partner, then in “think-pair-share” fashion, ask students to brainstorm and come up with a definition for the word “disability” and four

examples of disabilities. Instruct students to record this information in the “B” or “Before” section of the worksheet.

- If students completed Lesson 2 of the *Sports Shape Society* Unit, point out that Jackie Robinson developed diabetes, which left him almost totally blind before he died at the age of 53. Discuss other complications that may arise due to diabetes: hypoglycemia, kidney disease, blindness, nerve damage to hands and feet, sometimes leading to amputation, tooth and gum disease, and increased risk for heart disease and stroke. Point out that a disease or accident can strike anyone, changing his/her status from able to disabled.
- Note: Diabetes rates will vary, however are highest in locations with significant Native American populations. The lesson author teaches on the Gila River Indian Community, where the diabetes rate is called “the highest in the world.”
- Survey a few of the students’ definitions and examples of disabilities written on the B-D-A worksheets. Direct students to complete their “B” section by adding in everything they know about the rights of people with disabilities.

Activities—Day 1

- Direct students’ attention to the “D” or “During” section of B-D-A Worksheet. Explain there will be four Web sites with assigned articles and an interactive museum exhibit:
 1. “Facts About the Americans with Disabilities Act” on the U.S. Equal Employment Opportunity Commission Web site: <http://www.eeoc.gov/facts/fs-ada.html> (accessed September 4, 2009)
 2. “The Disability Rights Movement,” an interactive museum exhibit, on the Smithsonian Museum of American History Web site: <http://americanhistory.si.edu/disabilityrights/> (accessed September 4, 2009)
 3. “Remembering and Celebrating 40 Years of Disabled Sports” on the Disabled Sports USA Web site:

<http://www.dsusa.org/ChallMagarchive/Fallo7/challmag-fallo7-DSUSA40Yrs.html> (accessed September 4, 2009)

4. A choice between two different news articles about the “Wounded Warrior Project,” one on the Department of Defense Web site, the other on the USA Today Web site.

http://www.defenselink.mil/news/Mar2005/20050316_198.html (accessed September 4, 2009)

http://www.usatoday.com/news/nation/2006-10-09-wounded-warriors_x.htm (accessed September 4, 2009)
- Instruct students to jot down brief notes on new information discovered in the “D” or “During” section on the worksheet. Warn that these notes will be utilized to assist with writing a news article or Web page summary later in the “A” or “After” section.
- Preview, then read, the first article, “Facts About the Americans with Disabilities Act” on the U.S. Equal Employment Opportunity Commission Web site, together as a class. Some students may need assistance with the formal voice and vocabulary used in this article. Model comprehension strategies for determining meanings of unfamiliar vocabulary words. Remind students that notes may be brief, main idea sentence fragments or one-sentence statements and to write legibly.
- Direct students to use their “During” notes to help write a summary of the “Facts About the Americans with Disabilities Act.” Review the essential parts of a good summary need:
 1. *a topic sentence*
 2. *supporting details*
 3. *relevant information*
- The summary should be written in the “A” or “After” section of the B-D-A Worksheet. Unlike the notes, the summary must be written in full and complete sentences.
- Instruct students to compose a “dig deeper” question

- after writing each summary. “Dig deeper” questions address connected topics that remain unanswered by the article OR may be questions that arise due to newly acquired content knowledge from the article.
- If time allows, permit several students to read aloud their finished summaries and “dig deeper” questions to check for understanding.

Activities—Day 2

- Explain that the Smithsonian Museum of American History Web site features a virtual tour of the “Disability Rights Movement Exhibit” Navigate to the site and project it for full class viewing. Give a quick overview of the site’s interactive features and demonstrate how to explore the online artifacts and images.
- Give students the rest of the period to explore the Smithsonian online exhibit, read the remaining two articles, and complete the B-D-A Worksheet.
- Summaries will be assessed according to the Arizona Six Traits Writing Rubric for “Ideas and Content.” A score of 4 or higher will denote mastery level. (See References)

Activities—Day 3

- Ask students to share their thoughts about the previous day’s articles on the Wounded Warrior Project. Perhaps they know of a local “Wounded Warrior?” Ask, “How are sports used for physical and psychological rehabilitation in the Wounded Warrior Project?”
- Distribute the “Disabled Sports USA and Wounded Warrior Project” Worksheets, one per student. Instruct students to answer the worksheet questions after reading the short online article, “Disabled Sports USA and Wounded Warrior Project Announce Sport Rehabilitation Program for Wounded Service” found at: <http://www.thefreelibrary.com/Disabled+Sports+USA+and+Wounded+Warrior+Project+Announce+Sport+...-a0141799819> (accessed September 4, 2009).
- For the Final Lesson 3 Assessment, direct students to compose a short expository piece addressing the following writing prompt:

- *What impact did the ADA, the Americans with Disabilities Act, have on increasing the rights of groups and individuals?*
- Allow students to use their Lesson 3 Worksheets to assist in developing ideas and relevant supporting details for the essay.
- Summaries will be assessed according to the Arizona Six Traits Writing Rubric for “Ideas and Content” and “Organization.” A score of 4 or higher for each trait, will denote mastery level. (See References)

Closing

- State the following: “The past couple of days we’ve gained an insight into the disability rights movement. We learned how technological advances have been used to improve mobility and access for the disabled. More and more disabled people are using these advances for sports endeavors. Although we did not ‘walk a mile in their shoes,’ hopefully we’ve gained an appreciation of the ongoing struggles facing people with disabilities.”

Extensions

- Organize an event or fundraising effort to make a donation to the Wounded Warriors Project.
- Explore the EDGE, Education for Disability and Gender Equity Web site: <http://www.disabilityhistory.org/dwa/edge/curriculum/index.htm> (accessed September 4, 2009).
- Read the story about Christina Curtis in the article, “Civil Rights Are Not Just About Race.” http://www.voicesofcivilrights.org/Approved_Letters/1047-Curtis-AZ.html (accessed September 4, 2009) then compare the similarities between the disability rights movement to the civil rights movement.

References

- “AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide, Ideas and Content.” *Arizona Department of Education*. <http://www.azed.gov/standards/6traits/IdeasContent.pdf> (accessed September 4, 2009).
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