

HISTORY & HEROS

# DISABILITY

AWARENESS WEEK 2022

Hello School Staff!

We are excited to collaborate with you this year during our second annual Disability Awareness Week **March 11-17**. This year's theme is **Disability: History and Heroes**.

Here are links to the **lessons for general education classes** each day of Disability Awareness Week:

- **Friday, March 11: Welcome to Disability Awareness Week!**

- [Google Slides](#)
- [Teacher Guide](#)

- **Monday, March 14: Disability Is A Part Of US!**

- [Google Slides](#)
- [Teacher Guide](#)

- **Tuesday, March 15: Disability Is A Part of U.S. History**

- [Google Slides](#)
- [Teacher Guide](#)

- **Wednesday, March 16: Work Day for Timeline**

- [Google Slides](#)
- [Teacher Guide](#)

- **Thursday, March 17: Timeline Parade**

- [Google Slides](#)
- [Teacher Guide](#)



We have also written [Lesson Plans for Special Education \(click here\)](#). We encourage you to view these for further understanding of how we are including all students at our school in learning throughout the week. We believe it is valuable to bridge the general education and special education lessons through similar themes and activities.

Throughout the week, we have included several options for meaningful activities that allow you flexibility based on your time and the grade level of your class. We are especially excited about the schoolwide project, **The Timeline of Disability: History and Heroes** on Friday. You can [click here](#) to sign up your class for an event or person from disability history in America. **The date for your event/person needs to be prominent on your poster board.**

In addition to classroom lesson plans and schoolwide projects, there will be fun and interactive activities occurring throughout the school during Disability Awareness Week:

**Related Arts:** An instructional guide and suggested activities related to this year's theme will be provided to all Related Arts teachers.

**Morning News:** Look for surprises and special guests during the week!

**Featured Book:** This year we are featuring the book **"We Want to Go to School! The Fight for Disability Rights"** by Maryann Cocca-Leffler and Janie Leffler.

**Disability Awareness Week Flier:** A flier for parents outlining information about Disability Awareness Week has been provided. Please attach to your weekly newsletter on **Friday, March 4 or Monday, March 7.**

**Pictures:** Please take pictures during the week and share them with us! Pictures can be uploaded to [this shared folder \(click here\)](#).

Thank you for partnering with us during **Disability Awareness Week!** Your efforts are helping us to **create change** in our **students**, in our **school** and in our **community!**

Sincerely,

**Amy Hibbs and Allison Huffstutler**  
**BRIDGED Co-Founders**  
[info@bridgedsc.org](mailto:info@bridgedsc.org)

DISABILITY AWARENESS WEEK - DAY #3

# DISABILITY Is A Part Of U.S. HISTORY

## Individuals with Disabilities Education Act of 1975



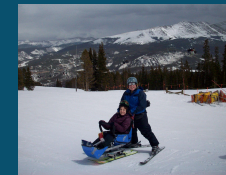
This law lets students with disabilities go to school with their friends.

## Americans with Disabilities Act of 1990

This law gave people with disabilities their civil rights.



## Real Life Hero Interview



### DISABILITY Is A Part Of U.S. HISTORY - Choice Board

#### Choice #1

##### Active Hands

Write Dori a thank you note. In your note, thank Dori for sharing her story and tell her something you learned.

*\*\*Teachers: Put thank you notes in the WINGS Mailbox. Notes will be delivered to Dori.*

#### Choice #2

##### Discovery Discussions

What is something new you learned during Dori's interview?

What is something you learned that surprised you?

#### Choice #3

##### Read & Respond

**Click here** to read what it was like to be disabled in the 1980s (before ADA).

Imagine being a leader in your community. What are some ways you could make changes for these children to participate in their communities?

## HISTORY & HEROS

# DISABILITY

AWARENESS WEEK 2022

Lesson:	Lesson Title:	Learning Objective:
3	DISABILITY Is A Part Of U.S. History	<ul style="list-style-type: none"><li>• Students will be able to name two laws that made a significant impact on the rights of people with disabilities.</li><li>• Students will hear a personal story of a real life hero.</li></ul>

Materials Needed for Students:	Materials, Resources and Preparation for Teachers:
<ul style="list-style-type: none"><li>• Crayons, Markers, Colored Pencils or other Writing Utensil (if doing Choice #1)</li><li>• Blank Paper (if doing Choice #1)</li></ul>	<ul style="list-style-type: none"><li>• Lesson 2 - "DISABILITY Is A Part Of U.S. HISTORY" Google slides and technology for use</li><li>• Blank Colored or White Paper and Crayons, Markers, Colored Pencils or other Writing Utensils (if doing Choice #1)</li></ul>

Slide #:	Teacher Script:	Additional Notes:
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<p><b>Slide #1:</b></p>	<p>Welcome to the third day of Disability Awareness Week. Today, we are going to learn about two laws from American history that made a significant impact on the rights of people with disabilities in America and then we are going to hear from a real life hero and her experiences as a disabled person in America.</p>	
<p><b>Slide #2:</b></p>	<p><b>Individuals with Disabilities Education Act of 1975</b></p> <ul style="list-style-type: none"> <li>● <b>This law lets students with disabilities go to school with their friends.</b></li> <li>● The Individuals with Disabilities Act (IDEA) was signed by President Gerald Ford.</li> <li>● Before 1975, students with disabilities did not receive a “free appropriate public education”. <ul style="list-style-type: none"> <li>○ If you had a disability at this time, many times you were not allowed to go to school or your parents had to pay for you to go to a private school or hire a private tutor or you had to go to a separate/segregated school to get an education.</li> <li>○ If you did get to go to a separate school, the education wasn’t very good and often the building or book or other resources were old, outdated or of poor quality.</li> <li>○ The first school in America opened in 1635. This school was for students without disabilities. It took 340 years for all students with disabilities to be allowed to receive an education and go to school themselves.</li> </ul> </li> </ul>	<p>On Wednesday, some classes will study other events in history that allowed some students with disabilities to get an education (for example, a deaf school was opened in 1817 in America). However, it wasn’t until 1975 that ALL students with disabilities were able to receive a free and appropriate public education.</p>
<p><b>Slide #3:</b></p>	<p><b>Americans with Disabilities Act of 1990</b></p> <ul style="list-style-type: none"> <li>● <b>This law gave people with disabilities their civil rights.</b></li> <li>● The American with Disabilities Act (ADA) was signed by President George H.W. Bush.</li> <li>● This ADA is often compared to the Civil Rights Act of 1964 because it provided many similar civil rights as the Civil Rights Act of 1964.</li> <li>● The ADA provides rights for people with disabilities in the areas of employment, state and local government services, public accommodations, transportation, and telecommunications. <ul style="list-style-type: none"> <li>○ Employment – People with disabilities should be considered for jobs they are qualified for. They should not be discriminated against based solely on their disability.</li> <li>○ State and Local Government Services – People with disabilities must be able to have physical access to state and local government buildings and all services offered by state and local governments.</li> <li>○ Public Accommodations – People with disabilities should be able to go to the same places as everyone else in the community and be able to use the services provided to the general public.</li> <li>○ Transportation – Public transportation should have options for people with disabilities to use so they can use the transportation that everyone else has. (For example, school and public buses have wheelchair lifts.)</li> <li>○ Telecommunications – All forms of communication (phones, TVs, computers, etc.) should have options that let people with disabilities use them. (For example, TVs have closed captions.)</li> <li>○ Also, people with disabilities can’t be punished if they complain that this law is not being</li> </ul> </li> </ul>	

	followed.	
<b>Slide #4:</b>	<p><b>Real Life Hero: Dori Tempio</b></p> <ul style="list-style-type: none"> <li>Now, we are going to hear from a real life hero. Dori is going to share her story and experiences as a disabled American. She was born before 1975 and has seen many good changes in our country since her birth. Dori also has a special message for each of you at the end, so listen carefully.</li> </ul>	Click <a href="#">here</a> or click the <b>top middle picture on the slide</b> to hear the interview.
<b>Slide #5:</b>	<p><b>DISABILITY Is A Part of U.S. HISTORY – Choice Board</b></p> <ul style="list-style-type: none"> <li><b>Choice #1: Active Hands</b> <ul style="list-style-type: none"> <li>Write Dori a thank you note. In your note, thank Dori for sharing her story and tell her something you learned.</li> </ul> </li> <li><b>Choice #2: Discovery Discussions</b> <ul style="list-style-type: none"> <li>Lead a discussion with your students using the following questions: <ul style="list-style-type: none"> <li>What is something new you learned during Dori’s interview?</li> <li>What is something you learned that surprised you?</li> </ul> </li> </ul> </li> <li><b>Choice #3: Reading &amp; Responding</b> <ul style="list-style-type: none"> <li><a href="#">Click here</a> to read what it was like to be disabled in the 1980s (before ADA). <ul style="list-style-type: none"> <li>Excerpt is from “What It’s Like to Be Me” (January 1, 1984).</li> </ul> </li> <li>Imagine being a leader in your community. What are some ways you could make changes for these children to participate in their communities?</li> </ul> </li> </ul>	<i>**Teachers: Put thank you notes in the WINGS Mailbox. Notes will be delivered to Dori.</i>

DISABILITY AWARENESS WEEK - DAY #3

# This Is My Story!

AM and LIKE

## Read the Book of the Week



*This Is My Story!*

by Amy Hibbs  
&  
Allison Huffstutler

[Click Here for a  
Digital Copy of the Book](#)

# WINGS

## Day 3: This Is My Story! - Choice Board

### Choice #1

#### Model Skills

Model answering the questions on pages 7-12 and adding your age and preferred food on the teacher timeline.

### Choice #2

#### Practice Skills

In small groups, assist students in identifying and adding their age and preferred food to a timeline.

Allow student to practice self-advocacy skills by communicating their age and preferred food (use pointing, verbalizations or AAC).

### Choice #3

#### Generalize Skills

Students can share their age and preferred food during therapy sessions or with buddy class peers.

Include information about practicing self-advocacy skills (age and preferred food) in daily communication folder to parents.

**HISTORY & HEROS**

# DISABILITY

**AWARENESS WEEK 2022**

Lesson:	Lesson Title:	Learning Objective:
3	<b>This Is My Story!</b>	<ul style="list-style-type: none"> <li>Students will practice identifying and communicating their age and a food preference as a foundational skill for self-advocacy.</li> </ul>

Materials Needed for Students:	Materials, Resources and Preparation for Teachers:
<ul style="list-style-type: none"> <li>"This Is My Story!" Student Task Box</li> <li>"This Is My Story!" Timeline Template</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 3 - "This Is My Story!" Google slides and technology for use</li> <li>"This Is My Story!" Book (Printed and/or Digital)</li> <li>Student and Teacher Task Boxes (laminated picture options for timelines with velcro)</li> <li>"This Is My Story!" Timeline Template (one for each student; printed on 11 x 17 paper)</li> </ul>

Slide #:	Teacher Script:	Additional Notes:
<b>Slide #1:</b>	Today, we are going to add to your story! We will add your <b>age</b> and something you <b>like</b> to eat.	Hold up the "This Is My Story!" timeline that you started yesterday.
<b>Slide #2:</b>	First, let's <b>read the book of the week!</b>	Here are some ideas to do while reading the book:



	<p><b>**Click on the link in the slide presentation for access to the book.**</b>  Read <b>pages 7-12</b> only.</p>	<ul style="list-style-type: none"> <li>● While reading each question in the book, model answering the question. <ul style="list-style-type: none"> <li>○ How old are you? I am __.</li> <li>○ What do you like? I like _____.</li> </ul> </li> <li>● After answering each question, model identifying and velcroing your age and food item to the timeline.</li> <li>● Focus on the sight words <b>am</b> and <b>like</b> throughout the day. Display the site words in various ways in your classroom. Frequent exposure to these words will aid in learning, understanding and retention.</li> </ul>
<p><b>Slide #3:</b></p>	<p><b>Day 3: This Is My Story! – Choice Board</b></p> <ul style="list-style-type: none"> <li>● <b>Choice #1: Model Skills</b> <ul style="list-style-type: none"> <li>○ While reading “This Is My Story!”, model answering the questions on pages 7-12 and adding your age and preferred food on the teacher timeline.</li> </ul> </li> <li>● <b>Choice #2: Practice Skills</b> <ul style="list-style-type: none"> <li>○ Using “This Is My Story!” timeline and task box, assist students in identifying and adding their age and preferred food to a timeline.</li> <li>○ As you complete this task, tell students that this is their story.</li> <li>○ Allow students to practice self-advocacy skills by communicating their age and preferred food (use pointing, verbalizations or AAC).</li> </ul> </li> <li>● <b>Choice #3: Generalize Skills</b> <ul style="list-style-type: none"> <li>○ Students can share their age and preferred food during therapy sessions or with buddy class peers.</li> <li>○ Include information about practicing self-advocacy skills (age and preferred food) in daily communication folder to parents.</li> </ul> </li> </ul>	<p>Here are some additional activities to do while reading the book. It is recommended that you start with modeling and move to practicing and generalizing to help your students achieve the greatest success.</p>

# DISABILITY

**RELATED ARTS:** [Art](#)

**HERO:** [Judith \(Judy\) Scott](#)

## HERO SUMMARY:

- Renowned Fiber Artist/Sculptor
- Judy had Down Syndrome and was hearing impaired.
- Judy was born in 1943, a time when children with disabilities were not allowed to go to school with their peers without disabilities. Instead, she was sent to live in an institution for many years and didn't see her family often.
- Judy's sister, Joyce, gets Judy out of the institution when they are adults. Judy lives with Joyce and Joyce enrolls her in a local art studio.
- Through encouragement and opportunities, Judy's artistic talent is revealed and she creates beautiful fiber art.
- Judy's art has been featured in museums and art galleries all over the world.

**BOOK:** ["Unbound: The Life + Art of Judith Scott" by Joyce Scott](#)

## BOOK NOTES:

- The book is a short biography of the life of Judy Scott.
  - This book is a beautiful story of how Judy found her gifts and "voice". When she was seen as valuable, included in her community and given an opportunity to participate in her community, she was able to create beautiful art!
  - The end of the book has some additional notes about Judy and explains Down Syndrome. Plus, there is a timeline of Judy's life.
- The following are topics mentioned in the book that may require additional explanation or discussion with students:
  - The book uses the phrase "special needs". Today, it is more acceptable to use the word "disability". Students in general education classes are reviewing the definition

of disability throughout the week so they will be familiar and comfortable with that word.

- When the twin sisters are old enough to go to school, Jocye goes to school and Judy is not allowed to go to school (this event occurred in history before children with disabilities were allowed to go to school with their peers). Students in general education will be learning this week about the law that allowed students with disabilities to go to school with their peers (Individuals with Disabilities Education Act of 1975).
- Institutions, homes/schools for people with disabilities, are introduced in the book. Many institutions did not treat people with disabilities humanely. The book does not go into too many details, but you should read this chapter with discretion.
- When Joyce learns more about her sister's disability, she is surprised and sad. Some of the notes used to describe Judy's disability are harsh.

### **SUGGESTED ACTIVITIES:**

- Show examples of Judy's art and give students materials to create their own art that is inspired by Judy's work. Display the student's art near a picture of Judy.
- Talk about Judy's colorful and complex art and how it might have represented how she felt on the inside (since she couldn't verbally communicate). Then, contrast those items with the last item she created and how it might have represented how she felt on the inside. (Her last piece of work was black and dark which might have represented that she knew she wasn't feeling well.)

### **SUGGESTED VIDEOS OR WEBSITES:**

- <https://video.search.yahoo.com/search/video; ylt=A0geK9cy4CBi81cADatXNyoA; ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3BpdnM-?p=unbound%3A+the+life+%2B+art+of+judith+scott+read+aloud&fr2=piv-web&type=E210US714G0&fr=mcafee#id=2&vid=75277e4eed3b0e564cbfd2635c87ce17&action=view>
  - The first part of the video includes an interview with the illustrator of "Unbound". This part would be appropriate for students.
  - The second part of the interview is more adult focused, but offers good ideas and language for a teacher to use in a lesson.
- <https://creativegrowth.org/judith-scott>
  - This is the website of the art company that Judy worked at. This website includes a lot of information about Judy and her art exhibitions. It includes a long documentary about Judy Scott.

- [https://www.youtube.com/watch?v=4\\_n-8P\\_4IeE](https://www.youtube.com/watch?v=4_n-8P_4IeE)
  - Short clip of Judy creating one of her masterpieces.
- <https://www.youtube.com/watch?v=kMTe-20-Cs8>
  - An art critic talking about Judy's work and showing an exhibit of her work.
- [https://www.instagram.com/p/CamumdWLnrv/?utm\\_source=ig\\_web\\_copy\\_link](https://www.instagram.com/p/CamumdWLnrv/?utm_source=ig_web_copy_link)
  - How do people with a vision impairment "see" or experience art? Check out this link to see how the Museum in Columbia has created a sculpture touch tour.