

## Lesson 5 Block 1: Teacher Sheet

### Lesson Synopsis

Students explore the Americans with Disability Act and how the law utilizes principles of self-advocacy. Through a discovery of the biographies of significant contributors to disability rights, students encounter advocacy role models.

### Lesson Objectives

1. Learn about the struggle for civil rights of disabled people.
2. Describe the purpose of the Americans with Disabilities Act.
3. Explain the role of self-advocacy in making sure a disabled person is included at school, at work, and in the community.
4. Discuss the life of disabled activists and how these individuals used self-advocacy to make a difference for themselves and for the world.

### Lesson Activities

1. Introduce lesson concepts and ideas.

Disabled people have fought for their rights for many decades, just as other minority groups have. Ask the students what they think it was like to live back before society was largely accessible. More experienced students may want to discuss the differences between disabilities you can see (e.g. wheelchair) and disabilities you can't see (e.g. ADD or Autism). Is it easier for society to understand the needs of people with disabilities you can see?

Students begin exploring how the ADA and self-advocacy intersect. This may be a complicated concept for the students. However, the conversation can remain basic and concrete. If the government was required to automatically provide every disabled person with accommodations, how would the government know what each individual needs? Does each disabled person need the exact same thing?

A Teacher PowerPoint gives an overview of the ADA and self-advocacy. For supplemental explanatory materials, see the Resources Section at the end of this document.

2. Student Centerpiece

Students will look at visuals that demonstrate lesson concepts. Use these visuals to foster student discussions about the relationship between the ADA and self-advocacy. Again, this topic can be complicated. But even students with less experience can be encouraged to think about how important it is for the *person with the issue* to be involved in *deciding what to do* about the issue.

3. Enrichment Activities

Please see the Lesson 5 Block 3: Enrichment Activities Sheet for details on the Self-Advocacy Discovery Project.

### **Resources Section**

A brief overview from the Jobs Accommodation Network (JAN)

<http://askjan.org/links/adasummary.htm>

Information about the ADA from the federal government

<http://www.ada.gov/>

ADA Wikipedia

[http://en.wikipedia.org/wiki/Americans\\_with\\_Disabilities\\_Act\\_of\\_1990](http://en.wikipedia.org/wiki/Americans_with_Disabilities_Act_of_1990)

### **Biographies Section**

#### **Temple Grandin**

<http://www.biography.com/people/temple-grandin-38062>

[http://www.ted.com/talks/temple\\_grandin\\_the\\_world\\_needs\\_all\\_kinds\\_of\\_minds.html](http://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds.html)

<http://www.hbo.com/movies/temple-grandin/index.html>

#### **Ed Roberts**

<http://atotw.org/edroberts.html>

<http://www.youtube.com/watch?v=eW15TQrqBag>

<http://www.smithsonianlegacies.si.edu/objectdescription.cfm?ID=127>

#### **Simi Linton**

<http://www.nytimes.com/2004/11/28/nyregion/thecity/28bus.html?pagewanted=all&position=>

[http://www.similinton.com/about\\_video.htm](http://www.similinton.com/about_video.htm)

<http://www.similinton.com/>

#### **Justin Dart**

[http://en.wikipedia.org/wiki/Justin\\_Whitlock\\_Dart,\\_Jr.](http://en.wikipedia.org/wiki/Justin_Whitlock_Dart,_Jr.)

<http://www.cdrnys.org/wordpress/?p=503>

<http://www.youtube.com/watch?v=6ieH8FE9Dhw>

#### **Victor Pineda**

[http://en.wikipedia.org/wiki/Victor\\_Pineda](http://en.wikipedia.org/wiki/Victor_Pineda)

<http://www.pinedafoundation.org/biography.php>

<http://www.youtube.com/watch?v=RTITpZVlbWk>

## Lesson 5 Block 2: Student Centerpiece



Hidden Social Rule:  
Adults work hard to make a difference in the world.

The Americans with Disabilities Act is a law that protects people with disabilities.

### *The History of Civil Rights*

You may have heard about the struggle for civil rights. Many groups of people have fought for equal rights. So did disabled people. Why do you think disabled people wanted to fight for equal rights?



### *The ADA in Action*

The ADA has five main sections or titles. The first title protects disabled people at work. Titles two and three protect disabled people in society as they shop, go to school, or vote. Title four requires equal communication access, so for example TV stations have to provide captioning for Deaf viewers. Title five protects disabled people, and those who help them, from threats or harassment. Do you know which president signed the ADA into law?



### *Exploring the ADA and Self-Advocacy*

Government law requires society to make accommodations for people with disabilities. But how does anyone know what accommodations you need?



In this workplace, what accommodations might a person with a disability need?

What about sensory issues or communication issues?

Do you think it is easier to recognize the needs of people with disabilities you can see versus the needs of people with disabilities you can't see?

### *Self-Advocacy and the ADA*

The ADA is based on self-advocacy. Self-advocacy is really putting your civil rights into action!



What do you think the slogan "Nothing About Us Without Us" means?

## Lesson 5 Block 3: Enrichment Activities Sheet

### **Self-Advocacy Discovery Project**

#### [A] Biographies

The purpose of this project is to acquaint students with self-advocates who by advocating for themselves wound up changing the world for others with disabilities – and changing the world for those without disabilities, too.

Students research the biographies of significant self-advocates. A list of prominent self-advocates is available at the end of the Teacher Sheet. But students are not limited to only the advocates listed.

The project can be done individually or collaboratively. The project can be done in class, independently, individually, or as a group – in one day or over several weeks – depending on what is the best match for the students.

Students can make a poster collage, PowerPoint slide show, short drama, or short video about the person's life. The students could also write mock newspaper articles or create an oral history. Ideally, the role self-advocacy has played in advancing the civil rights and full inclusion of people with disabilities and differences will become evident as the project unfolds.

#### [B] Organizations

The purpose of this project is to acquaint students with self-advocacy organizations. Students are often unaware of the many organizations that provide resources, community, and advocacy for people with disabilities.

Students can use the Internet or other resources to locate local or regional advocacy groups. As a class, students could participate in an activity run by the organization, interview organization leaders, or create a poster about the organization. Students could invite someone from the organization to come to the school to speak or to give a presentation on the organization's activities. Students might even want to create their own self-advocacy organization at their school to provide each other support and to help each other advocate around issues that impact both individuals and groups.