

USD Daily Lesson Plan

Subject: US History

Grade: 11

Lesson/Unit Title: Disability Rights Movement

<p>CA SS /Standards and CCSS: 11.10 - Students analyze the development of federal civil rights and voting rights.</p> <p><i>Key Ideas and Details: 2. Determine the central ideas or information of a primary or secondary source; provide accurate summary that makes clear the relationships among the key details and ideas.</i></p> <p><i>2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</i></p>	<p>Agenda:</p> <ul style="list-style-type: none"> ● Introducing new section ● Assessing Prior knowledge of “Disability” ● Brief History reading and Timeline ● Reflection Questions ● Changing our Language
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<p>Lesson Objective:</p> <ul style="list-style-type: none"> ● To assess general knowledge about disability ● To develop an understanding of the disability rights movement ● To compare and find similarities between the disability rights movement and other struggles for equality (connecting to previous lessons)
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<p>Identify Academic Language for this lesson:</p> <p>1) Language Demand: The students will be discussing, speaking, and listening throughout a class discussion. The students will also be reading a text and writing responses within prepared text sections, notes columns, and following reflection questions to demonstrate their understanding.</p> <p>2) Language Function: The students will analyze, interpret, define and describe.</p> <p>3) Discourse: We will be reading and annotating a text that will be used to answer the reflection questions.</p>

<p>Key vocabulary and phrases: disability, advocate, marginalization, rehabilitation, stigmatization, people-first language, Americans with Disabilities Act (ADA), self-determination</p>

<p>Context of Lesson: Previous to this lesson the class learned about the Women’s rights movement, the LGBT rights movement, and the infringement of civil rights during Japanese internment. This lesson will introduce section four of the unit: Struggles for Equality.</p>

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT	Materials/ Technology
3 mins	<p>Get started/Drill/Do Now: Grab chromebooks and open the link to their materials for the day. (This is where their responses to the activity will go, as well as the graphic organizer and timeline they will use for the class assignment).</p>		<ul style="list-style-type: none"> ● Smart board ● Chromebooks <p>These will be used throughout the entire lesson.</p>
15 mins	<p>Engage/Motivation: Accessing Prior Knowledge</p> <p>Starting with the end in mind - Essential questions: What issues led to the disability rights movement? How does the disability rights movement overlap with other struggles for equality we have looked at? What role do we play in the disability rights movement?</p> <p>What do you know about disability? What are the different types of disabilities? What stereotypes or assumptions are made about disability?</p> <p>Students will have 2 minutes to discuss with their table, and then I will ask for class share outs.</p> <p>Review: we are looking at how society views and treats people with disabilities. We will be learning about the disability rights movement and how it compares to other struggles for equality.</p>	<p>- class discussion, voluntary (but encouraged) participation</p>	
5 mins	<p>Whole Group Instruction: Text - A Brief History of the Disability Rights Movement</p> <p>Explain Activity/Assignment: for this next assignment the students be reading over the text and filling out the graphic organizer provided. They will be annotating and taking notes in one column and providing five word summaries at different sections.</p> <p>I will model and go through the assignment with the students on the smartboard.</p>	<p>-I will ask for a student to repeat the directions after I explain the activity.</p> <p>-I will ask the students if they have any questions before beginning</p>	<p>-smartboard</p> <p>-Print outs</p>
45 mins	<p>Independent Practice: students will have a majority of the period to individually read and annotate the text, and answer the four reflection questions.</p> <p>Reflection Questions: <i>Using information from the text, your notes, and the timeline, answer the following questions in complete sentences.</i></p> <p>1.) Describe what forms of discrimination, issues and/or concerns people with disabilities faced in society prior to the 1970s? What issues led to the rise of the disability rights movement?</p>	<p>-I will be walking around and checking in with students.</p>	

	<p>2.) Explain the goals and significant outcomes of at least 3 examples of legislation that assisted in the progression of the Disability Rights movement. (Reference the timeline)</p> <p>3.) What similarities does the Disability Rights movement share with the other struggles for equality movements we have studied? How does this movement compare to the Women’s rights movement and LGBT rights movement?</p> <p>4.) Do you think people with disabilities experience full inclusion and integration in today’s society? Has the world been made accessible to all people, both with and without disabilities? Explain why or why not.</p> <p>They will turn in this assignment through an electronic submission.</p>		
10 mins	<p>Whole Group Instruction: Pair-Share - I will give the students 2 minutes to share with a partner their responses to the four reflection questions, and then I will ask for share outs.</p> <p>The primary focus of this discussion will be comparing the disability rights movement to the civil rights movements studied throughout this unit in previous periods.</p>	-walking around during pair-share -class discussion	
15 mins	<p>Closing Activities/Summary: Language Matters</p> <p>I will begin the last section of this lesson: understanding why our language matters. I will present to the students a list of commonly used words and phrases that are discriminatory to people with disabilities on the smartboard.</p> <p>I will ask the students to raise their hands if they have heard these words used. I will pose a challenge to the students to 1.) practice more inclusive language if they find that they have commonly used some of these phrases in the past, and 2.) how can you address this language when someone else uses it?</p> <p>We will have an open discussion about ways to challenge our own assumptions and habits related to people with disabilities, as well as ways to take (big or small) action in support of the disability rights movement.</p>	-class discussion	
0 mins	<p>Evaluate Understanding/Assessment:</p> <p>Since the students completed an online submission, these will be graded to assess their understanding of the text/content provided.</p>		
N/A mins	<p>ELL Strategies/Enrichment/Extension/Re-teaching/Accommodations: (How will my lesson satisfy the needs of all learners, including IEP, 504 plans, and high ability learners?)</p> <p>This lesson is highly focused on working individually with the text. I will ask the class that if any of the students would like to read together as a group with me. I will be walking around to check in to make sure folks are on task, as well as to offer my assistance if needed. The bottom of the text includes a glossary of key terms.</p>	-I will check in with students to ask if they need help while filling out the graphic organizer.	