

**STUDENT SAMPLE #1**

**DIRECTIONS:**

1. Make a copy of this document
2. Insert your name into the title of the document
3. The article has been broken up into sections for you. As you read over the text, **you will be annotating and writing your notes** within the column under “notes”. For each section **you must also provide a 5-word summary** of the main ideas/thoughts. After annotating the text and writing your five word summaries, **there are four reflection questions** that must be answered in complete sentences.

<p><b>TEXT: A Brief History of the Disability Rights Movement</b>                      By Anti-Defamation League - 2015 <a href="http://www.adl.org">www.adl.org</a>                      Edited by Ms. Enriquez</p>	<p><b>NOTES: Main Ideas, Thoughts, Questions</b></p>	<p><b>5-WORD SUMMARY</b></p>
<p>In the 1800s, people with disabilities were considered meager, tragic, pitiful individuals unfit and unable to contribute to society, except to serve as ridiculed objects of entertainment in circuses and exhibitions. They were also forced to enter institutions and asylums, and segregation of persons with disability were considered merciful actions.</p>	<p>-In the 19th century, people with disabilities were looked down upon as unfit and unable to contribute to society.                      -Also forced into asylums and institutions.</p>	<p>Looked down upon, institutionalized, segregated.</p>
<p>The marginalization of people with disabilities continued until World War I when veterans with disabilities expected that the US government provide rehabilitation in exchange for their service to the nation. In the 1940s and 1950s, disabled World War II veterans placed increasing pressure on government to provide them with rehabilitation and vocational training.</p> <p>There were initial advancements made towards independence, but people with disabilities still did not have access to public transportation, telephones, bathrooms and stores. Office buildings and worksites with stairs offered no entry for people with disabilities who sought employment, and employer attitudes created even worse barriers.</p>	<p>-This continued, until after WWI, when the US gov't began to provide rehabilitation to veterans with disabilities.                      -Although these were steps in the right direction, people with disabilities still did not have access to public transport, phones, bathrooms, stores, building, worksites, etc.                      -Employers attitudes against people with disabilities also created barriers</p>	<p>Rehabilitation, still no access, barriers.</p>
<p>By the 1960s, the civil rights movement began to take shape, and disability advocates saw the opportunity to join forces alongside other minority groups to demand equal</p>	<p>-In the 60s, while other civil rights movements began to form, disability advocates to the opportunity to join the fold.</p>	<p><b>Movement begins, rallying for change.</b></p>

<p>treatment, equal access and equal opportunity for people with disabilities. The struggle for disability rights has followed a similar pattern to many other civil rights movements – challenging negative attitudes and stereotypes, rallying for political and institutional change, and lobbying for the self-determination of a minority community.</p>	<p>-The struggle for disability rights has been similar to other civil rights movements. -These movements challenged stereotypes and perception of people with disabilities, and rallied for political and institutional change.</p>	
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### TIMELINE - LEGISLATION FOR DISABILITY RIGHTS

- **1970s:** disability rights activists lobbied Congress and marched on Washington to include civil rights language for people with disabilities into the 1972 Rehabilitation Act.
- **1973 - The Rehabilitation Act (Section 504):** provided equal opportunity for employment within the federal government and in federally funded programs, prohibiting discrimination on the basis of disability. Section 504: established the Architectural and Transportation Barriers Compliance Board, mandating equal access to public services (such as public housing and public transportation services), and the allocation of money for vocational training.
- **1975 - Education for All Handicapped Children Act:** guaranteed equal access to public education for children with disabilities. This act specified that every child had a right to education, and mandated the full inclusion of children with disabilities in mainstream education classes, unless a satisfactory level of education could not be achieved due to the nature of the child's disability.
- **1990 - The Education for All Handicapped Children Act renamed to the Individuals with Disabilities Education Act (IDEA):** which expanded the inclusion of children with disabilities into regular classes, and focused on the rights of parents to be involved in the educational decisions affecting their children. IDEA required that an Individual Education Plan (IEP) be designed with parental approval to meet the educational needs of a child with a disability.
- **1980s -** Disability activists began lobbying for various pieces of legislation to be combined under one broad civil rights statute that would protect the rights of people with disabilities (much like the 1964 Civil Rights Act, which prohibited discrimination on the basis of race, religion, national origin, or gender, but people with disabilities were not included under such protection).
- **1990 - Americans with Disabilities Act (ADA):** intended to prohibit discrimination on the basis of disability in: employment, services rendered by state and local governments, places of public accommodation, transportation, and telecommunications services.

<p>Under the ADA, businesses must provide reasonable accommodations to people with disabilities (such as restructuring jobs or modifying work equipment), public services can no longer deny services to people with disabilities (such as public transportation systems), and all public accommodations and telecommunications services were expected to have modifications made to be accessible and adaptive to people with disabilities. With this piece of legislation, the US government identified the full</p>	<p><b>(notes):</b> - The ADA (Americans with Disabilities Act) required businesses, the gov't and more to accommodate for the needs of people with disabilities. -People with disabilities still face prejudice due to stereotypes, misrepresentation/no representation within media, physical barriers, and lack of affordable healthcare</p>	<p><b>(5-word summary):</b> <b>American with Disabilities Act, prejudice.</b></p>
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<p>participation, inclusion and integration of people with disabilities in all levels of society.</p> <p>However, people with disabilities still face prejudice and bias with the stereotypical portrayal of people with disabilities in the movies and in the media, physical barriers to schools, housing and to voting stations, and lack of affordable health care. The promise of the ADA is yet to be fully realized, but the disability rights movement continues to make great strides towards the empowerment and self-determination of Americans with disabilities.</p>		
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<p><b>Glossary</b></p> <p><b>Advocate:</b> a person that argues for a cause, a supporter or defender.</p> <p><b>Allocation:</b> to set apart for a special purpose, to distribute according to a plan.</p> <p><b>Marginalization:</b> to confine to a lower social standing.</p> <p><b>Mobilize:</b> to assemble, prepare, or put into operation for a purpose.</p> <p><b>Rehabilitation:</b> to restore to good condition, and capacity.</p> <p><b>Self-determination:</b> freedom of people to determine their own status and independence.</p> <p><b>Sterilization:</b> the act of making a person infertile, or unable to conceive a child.</p> <p><b>Stigmatization:</b> to characterize as disgraceful.</p> <p><b>Vocational training:</b> training for a job.</p>	<p><b>References:</b></p> <p>Vaughn, Jacqueline. 2003. Disabled Rights: American Policy and the Fight for Equality. Washington, D.C., Georgetown University Press.</p> <p>Fleischer, Doris and Zames, Freida. 2001. The Disability Rights Movement: From Charity to Confrontation. Philadelphia: Temple University Press.</p>
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**Reflection Questions:** Using information from the text, your notes, and the timeline, answer the following questions in complete sentences.

**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?

Prior to the 1970s, people with disabilities were often seen as unable to contribute to society, and were not provided with services and the accommodations they would need to be a contributing member within the workforce, among other things. Disability rights activist wanted to challenge stereotypes and negative attitudes against people with disabilities, and rally for change within the government as well as institutionally.

**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*)

The Rehabilitation Act (Section 504) (1973) aimed to provide equal opportunity for employment within the government and in federally funded programs, and required the allocation of money for vocational training for people with disabilities.

The Education for All Handicapped Children Act (1975) would guarantee equal opportunity to public education for children with disabilities. It also required the full inclusion of children with disabilities within mainstream classes.

The Americans with Disabilities Act (ADA) (1990) meant to prohibit discrimination based on disability within employment, government, and public services.

**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?

The Disability Rights movement is similar to the other struggles of equality we have seen in the sense that at one point all groups were looked down upon and discriminated against for being who they are. These movements are also similar because the fight is not over for any of these movements, even if laws are passed, there are always people who believe these people don’t “deserve” or need these fundamental rights.

**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.

While the situation is a lot better than it used to be, there are still barriers faced by people with disabilities, one of the largest being stereotyping and discrimination, but I feel like that is one thing that laws can’t fix. We just need to have better educate people how to act people with and towards people with disabilities. The world has not been made completely accessible to all people, but I feel like we have made good progress.

**STUDENT SAMPLE #2**

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<b>TEXT: A Brief History of the Disability Rights Movement</b> By Anti-Defamation League - 2015 <a href="http://www.adl.org">www.adl.org</a> <i>Edited by Ms. Enriquez</i>	<b>NOTES: Main Ideas, Thoughts, Questions</b>	<b>5-WORD SUMMARY</b>
In the 1800s, people with disabilities were considered meager, tragic, pitiful individuals unfit and unable to contribute to society, except to serve as ridiculed objects of entertainment in circuses and exhibitions. They were also forced to enter institutions and asylums, and segregation of persons with disability were considered merciful actions.	<b>People with disabilities were thought to be a whole different kind of person, incapable of simple tasks and were forced into institutions because of their disabilities.</b>	<b>Disabilities injure capability and contribution</b>
The <b>marginalization</b> of people with disabilities continued until World War I when veterans with disabilities expected	<b>Disabled Veterans wanted rehabilitation for the injuries that happened while they were</b>	<b>Veterans expected rehabilitation, independence</b>

<p>that the US government provide <b>rehabilitation</b> in exchange for their service to the nation. In the 1940s and 1950s, disabled World War II veterans placed increasing pressure on government to provide them with rehabilitation and vocational training.</p> <p>There were initial advancements made towards independence, but people with disabilities still did not have access to public transportation, telephones, bathrooms and stores. Office buildings and worksites with stairs offered no entry for people with disabilities who sought employment, and employer attitudes created even worse barriers.</p>	<p><b>service from the US government. Although there were advancements, buildings and public services did not have the correct accessibilities, co-workers of those who were disabled treated them badly.</b></p>	<p><b>advancements</b></p>
<p>By the 1960s, the civil rights movement began to take shape, and disability <b>advocates</b> saw the opportunity to join forces alongside other minority groups to demand equal treatment, equal access and equal opportunity for people with disabilities. The struggle for disability rights has followed a similar pattern to many other civil rights movements – challenging negative attitudes and stereotypes, rallying for political and institutional change, and lobbying for the <b>self-determination</b> of a minority community.</p>	<p><b>Disability advocates in the civil rights movement marched with other minority groups and demanded what they deserve, such as: equal treatment, equal access and, equal opportunities regardless if they are disabled or not</b></p>	<p><b>People fought for their rights</b></p>

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- **1980s** - Disability activists began lobbying for various pieces of legislation to be combined under one broad civil rights statute that would protect the rights of people with disabilities (much like the 1964 Civil Rights Act, which prohibited discrimination on the basis of race, religion, national origin, or gender, but people with disabilities were not included under such protection).
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Under the ADA, businesses must provide reasonable accommodations to people with disabilities (such as restructuring jobs or modifying work equipment), public services can no longer deny services to people with disabilities (such as public transportation systems), and all public accommodations and telecommunications services were expected to have modifications made to be accessible and adaptive to people with disabilities. With this piece of legislation, the US government identified the full participation, inclusion and integration of people with disabilities in all levels of society. However, people with disabilities still face prejudice and bias with the stereotypical portrayal of people with disabilities in the movies and in the media, physical barriers to schools, housing and to voting stations, and lack of affordable health care. The promise of the ADA is yet to be fully realized, but the disability rights movement continues to make great strides towards the empowerment and self-determination of Americans with disabilities.

**Companies and businesses are required to make accommodations for those handicapped and employed like changing some certain aspects of that job. Public services can not deny their services to people with disabilities and are to be made accessible.**

**Things are made more accessible**

#### **Glossary**

**Advocate:** a person that argues for a cause, a supporter or defender.

**Allocation:** to set apart for a special purpose, to distribute according to a plan.

**Marginalization:** to confine to a lower social standing.

#### **References:**

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**Mobilize:** to assemble, prepare, or put into operation for a purpose.  
**Rehabilitation:** to restore to good condition, and capacity.  
**Self-determination:** freedom of people to determine their own status and independence.  
**Sterilization:** the act of making a person infertile, or unable to conceive a child.  
**Stigmatization:** to characterize as disgraceful.  
**Vocational training:** training for a job.

Fleischer, Doris and Zames, Freida. 2001. *The Disability Rights Movement: From Charity to Confrontation*. Philadelphia: Temple University Press.

**Reflection Questions:** Using information from the text, your notes, and the timeline, answer the following questions in complete sentences.

**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?

People with disabilities were often seen as tragedies which resulted to staring because of their physical appearance, They were unjustly thrown into asylums/institutions. They were given unfair, nasty treatment from others who didn't know what they had gone through and just didn't understand.

**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*)

**Individuals with Disabilities Education Act (IDEA)**, the purpose of this act was to allow children with disabilities to have the same access to education than those without a disability.

**Americans with Disabilities Act (ADA)**, the purpose of this act was to prohibit all kinds of discrimination for those who are handicapped in the places of employment, public transits and, and places rendered by the state or government.

**The Rehabilitation Act**, the purpose of this act was to allow all people have equal employment options with jobs in the federal government and in federally funded programs.

**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?

Similar to the women's rights movement they were fighting for their place in the workplace and the attitude they got from men, but similar to the lgbt movement they fought for respect from everybody who looked down upon them, The Disability Rights movement share similarities with both movements but most importantly they needed their own movement and shouldn't be compared to the others, they needed and still do need the attention

**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.

I believe people with disabilities are included in today's society, people have become more aware of the problems and are more careful. The world is definitely more accessible to those without disabilities but is still accessible for those with, it is more of a challenge but it is possible. My brother has a form of autism and he still works and it's easier for him to talk to strangers and he is much more confident because people are more understanding of those illnesses.