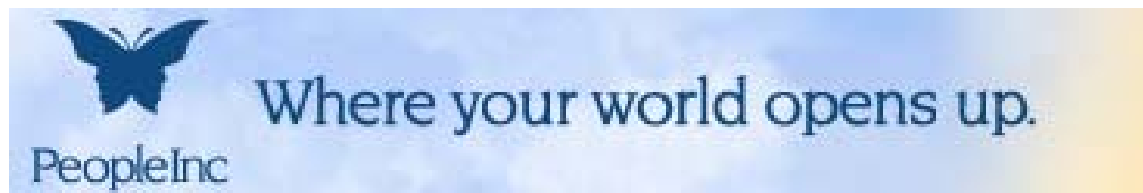




Museum of dis**ABILITY** History

New York State disABILITY History Curriculum Grades 4-8

Funded by the B. Thomas Golisano Foundation



4-8 LESSON PLANS

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ADVOCACY

Lesson Plan: Trading Cards

Objective: Students will be able to determine how historical individuals helped people with disabilities.

Materials: art supplies
index cards
trading card template
Website pages

Vocabulary: advocacy feeble-minded
 asylum institution
 crippled mentally retarded
 epileptic sibling

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State

Procedure:

1. The teacher will view the Advocacy section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. With a partner, students will list all the important people who have helped people with disabilities and their contribution(s).
4. Students will choose three people who they feel were the most effective and important in helping people with disabilities.
5. Each pair of students will develop trading cards on these three people. Each card should contain:
 - A picture of the person
 - The name of the person
 - Graphic connecting the person to his or her contribution
 - Brief description of the contribution of that person
6. Share the trading cards with members of the class.

Closure/Ticket out the door: Which person do you feel helped people with disabilities the most? Why?

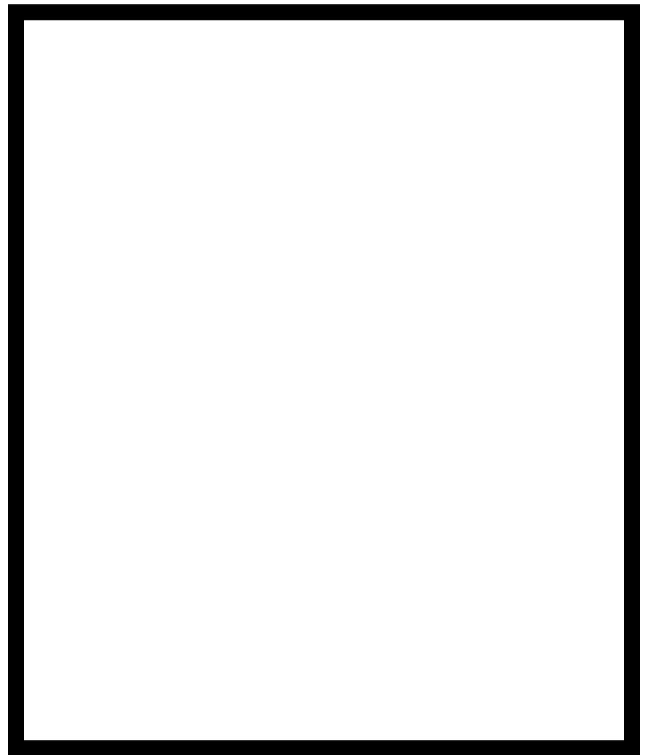
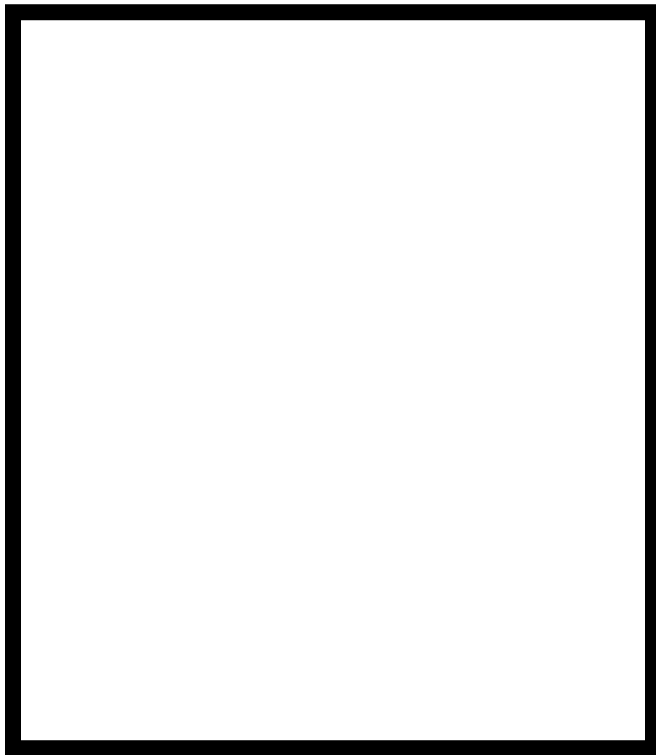
Name: _____



TRADING CARDS

Directions: Each pair of students will choose three important people who have helped people with disabilities. Cut out the template and make a trading card for these important people. For each trading card include the following information:

- Name of the person
- Picture of the person
- Description of the important contribution
- Graphic connecting to person to his or her contribution



ADVOCACY

Lesson Plan: Advocates for Disabilities

Objective: Students will be able to identify those who assisted people with disabilities. Students will be able to examine these contributions and how important they were in changing the lifestyles of people with disabilities.

Materials: Advocates for Disabilities Worksheet
Index cards
Ticket out the door worksheet
Website pages

Vocabulary:

advocacy	feeble-minded
asylum	institution
crippled	mentally retarded
Epileptic	sibling

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York
SS Standard 5: Civics, Citizenship, and Government

Procedure:

1. The teacher will view the Advocacy section of the Society wing of the site for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Have students work in pairs. Make flash cards by writing the name of an important contributor toward people with disabilities on one side of the card. On the other side of the card, list the contribution. Make as many flash cards as possible.
4. Then form groups of four students. Give each group the Advocates for Disability Worksheet to complete.
5. Share findings with class.

Closure/Ticket out the door: Which individual changed the lifestyles of people with disabilities the most and why?

Name: _____



Names of group members:

ADVOCATES FOR DISABILITIES

Name	Contribution

Name: _____



Ticket out the door

I feel the person who changed the lifestyles of people with disabilities the most is:

My reason is: _____

What change do you think is most important in the lives of people with disabilities and why? _____

Name: _____



Ticket out the door

I feel the person who changed the lifestyles of people with disabilities the most is:

My reason is: _____

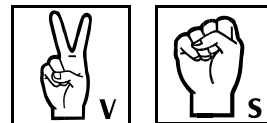
What change do you think is most important in the lives of people with disabilities and why? _____

CURES

Lesson Plan: Barometer

Objective: Students will understand that the approaches used in the care and treatment of people with disabilities have evolved as scientific and medical knowledge developed throughout history.

Materials: Human Barometer Worksheet
Website pages



Vocabulary:

anticonvulsant	epilepsy	mental illness
asylum	feeble minded	mental retardation
barbiturate	genetics	Phenobarbital
blistering	hydrotherapy	purging
bloodletting	idiots	quack
chromosome	inutero	rubella
curable	lobotomy	rubella
developmental disability	infantile paralysis	trepanning
electroconvulsive therapy	mental deficiency	vaccine

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding

ELA Standard 3: Language for Critical Analysis

ELA Standard 4: Language for Social Interaction

SS Standard 1: History of the United States and New York

Procedure:

1. The teacher should view the Cures section of the Medical wing of the website.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Pose controversial questions to the class related to the topic of cures for the care and treatment of people with disabilities. Ask students to physically move to the front of the room representing their position regarding those questions on a continuum (ex: completely agree; somewhat agree; completely disagree).
4. Some of the questions that may be used to generate discussion and movement on the human barometer include:
 - Were early cures more concoctions or corrections?
 - What is the difference between masking symptoms and finding a cure?
 - To what degree did the care and treatment of people with disabilities differ from mainstream medications and medical approaches at the time?
 - _____ is “chicken soup” for people with disabilities. **Chicken soup represents the cure of all cures. Use early concoctions or corrections as examples to determine how they were “chicken soup” for people with disabilities. I.e. lobotomy, Prozac, etc.*
5. After students have researched information pertaining to medicine and cures from the website, conduct a Human Barometer activity.
6. Distribute Human Barometer Response page. Ask students to justify their stand on the barometer by citing specific information from the website.

Closure/Ticket out the door: Explain one way in which cures for disability have changed or evolved.

Name: _____



HUMAN BAROMETER

You have just participated in a human barometer activity where you took a stand on an issue. In the space below, place an X on the continuum indicating where you stood on the issues. Using accurate information, justify your stance below the continuum by writing an explanation of your viewpoint.

ISSUE: Were early cures more concoctions or corrections?

Agree Disagree

JUSTIFICATION: _____

ISSUE: To what degree did the care and treatment of people with disabilities differ from mainstream medications and medical approaches at the time?

Agree Disagree

JUSTIFICATION: _____

ISSUE: _____ is “chicken soup” for people with disabilities.

Agree Disagree

JUSTIFICATION: _____

CURES

Lesson Plan: “Cures” Chart

Objective: Students will understand that approaches used in the care and treatment of people with disabilities evolved as scientific and medical knowledge developed throughout history.

Materials: Cures Worksheet
Website pages

Vocabulary:

asylum	barbiturate	blistering
blood letting	cerebral palsy	chromosome
depression	disabilities	electroconvulsive therapy
epilepsy	genetics	hydrotherapy
idiocy	infantile paralysis	lobotomy
mental illness	muscular dystrophy	pharmaceuticals
purging	trepanning	vaccine

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding

ELA Standard 4: Language for Social Interaction

SS Standard 1: History of the United States and New York

Procedure:

1. The teacher should view the Cures section of the Medicine wing of the website for background information.
2. Selections from the website can be viewed by students online or copies of those pages can be printed for student use.
3. Lead the class in a discussion of the statement, “yesterday’s cure would be unspeakable today.” Explain that early, premedical notions of the causes of disabilities were rooted in superstition and were limited to the medical knowledge of the times. As such, cures of the past were attempts to remedy conditions of disability through (in today’s terms) primitive means.
4. Have students give examples of misconceived notions of cures of today. (i.e. chicken soup is a cure for the common cold or a reference from the movie, “My Big Fat Greek Wedding,” which portrayed cure-all properties in Windex).
5. Using the website materials, students should complete the Cures worksheet comparing past and present medical cures used in the care and treatment of people with disabilities.
6. Students will share their findings to the class.

Closure/Ticket out the door: Explain one way “cures” for disabilities have evolved.

Name: _____



CURES

Suppose you are a museum curator. You have been asked to create a chart comparing yesterday's medical cures for the care and treatment of people with disabilities with treatments used today. This chart will be used as a display in the museum and should meet the following criteria:

- The information is accurate and includes dates.
- The information is well summarized.
- The chart helps the viewer understand differences between past and present cures.

Use the template below to submit your chart to the museum director (teacher) for approval.

Cures of Yesterday	Treatments of Today

DISABILITY IN THE MEDIA

Lesson Plan: Braille

Objective: Students will be able to explain how the Braille alphabet works.
Students will develop a better understanding of the processes used in learning to read by people with visual impairments.

Materials: Braille alphabet and the Helen Keller message
Helen Keller background information
Message translation
Visual Impairment Activity Worksheet
Website pages

Vocabulary: advocate Braille
tutor visual impairment

New York State Learning Standards:

SS Standard 1: History of the United States and New York State
ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Disability in the Media section of the Media wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the limitations of a person without sight.
4. Review the Helen Keller and Ann Sullivan story.
5. Ask students, in pairs, to use the Braille alphabet sheet to translate the Helen Keller message and answer the questions on their handout.
6. Have students write their names in Braille.
7. Discuss the meaning of the message and attitudes in general, and the student responses to the questions. Ask students to share their feelings about this topic.

Closure/Ticket out the door: List 5 ways your life would be different if you were blind.

Name: _____



VISUAL IMPAIRMENT ACTIVITY

Use the Braille Alphabet sheet to help you translate the famous quote by Helen Keller. Once you have the translation completed, use your pen point to poke small holes through the dots to feel the alphabet as a person who is blind or has a visual impairment might. With your group, discuss the following questions:

1. What is the real message Helen Keller meant by this quote?
2. What are some possible perceptions of people without visual impairments toward people with visual impairments?
3. How might people with a visual impairment go about doing things differently from people who don't have a visual impairment?
4. What were some of your struggles when trying to interpret Braille?
5. What strategies would you use to learn to read Braille?

DISABILITY IN THE MEDIA
Lesson Plan: Braille

Answer Key:

Helen Keller Quote Translation

“The chief handicap of the blind is not blindness, but the attitude of seeing people towards them.”

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.



Helen Keller Biography

Helen Keller (1880-1968)

Imagine that you couldn't see these words or hear them spoken. But you could still talk, write, read, and make friends. In fact, you went to college, wrote nearly a dozen books, traveled all over the world, met 12 U.S. presidents, and lived to be 87. Well, there was such a person, and she was born over a hundred years ago!



Helen Keller at age 7

Meet Helen Keller, a woman from the small farm town of Tuscumbia, Alabama who taught the world to respect people who are blind and deaf. Her mission came from her own life; when she was 1 1/2, she was extremely ill, and she lost both her vision and hearing. It was like entering a different world, with completely new rules, and she got very frustrated. By the time she was 7, her parents knew they needed help, so they hired a tutor named Anne Sullivan.

Anne was strict, but she had a lot of energy. In just a few days, she taught Helen how to spell words with her hands (called the manual alphabet, which is part of the sign language that deaf people use.) The trouble was, Helen didn't understand what the words meant—until one morning at the water pump (like an outdoor water fountain) she got a whole new attitude.



Anne Sullivan

Anne had Helen hold one hand under the water. Then she spelled "W-A-T-E-R" into Helen's other hand. It was electric! The feeling turned into a word. Immediately, Helen bent down and tapped the ground; Anne spelled "earth." Helen's brain flew; that day, she learned 30 words.



From then on, Helen's mind raced ahead. She learned to speak when she was ten by feeling her teacher's mouth when she talked. Often people found it hard to understand her, but she never gave up trying. Meanwhile, she learned to read French, German, Greek, and Latin in braille! When she was 20, she entered Radcliffe College, the women's branch of Harvard University. Her first book, called **The Story of My Life**, was translated into 50 languages. (She used two typewriters: one regular, one braille.) She wrote ten more books and a lot more articles! How did she find the time?

Helen also did research, gave speeches, and helped raise money for many organizations, such as the American Foundation for the Blind and the American Foundation for the Overseas Blind, which is now called Helen Keller Worldwide. From 1946 and 1957, she went around the world, speaking about the experiences and rights of people who are blind. She wound up visiting 39 countries on five different continents! Helen also inspired many works of art, including two Oscar-winning movies, and received dozens of awards, such as the Presidential Medal of Freedom, the highest honor that an American civilian can receive. She died in her sleep in 1968.

Helen became an exceptional leader, once she saw the potential in her own mind.

Learn even more about Helen Keller at www.afb.org/helenkeller.asp!

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Braille Alphabet

The six dots of
the braille cell are
arranged and numbered:

```

1 ● ● 4
2 ● ● 5
3 ● ● 6
  
```

The capital sign, dot 6,
placed before a letter
makes a capital letter.

```

1     4
2     5
3 ●   6
  
```

The number sign, dots 3, 4, 5, 6,
placed before the characters
a through j, makes the numbers
1 through 0. For example: a preceded
by the number sign is 1, b is 2, etc.

```

1 ● ● 4
2 ● ● 5
3 ● ● 6
  
```

a	b	c	d	e	f	g	h	i	j
•	⠠	⠡	⠢	⠣	⠤	⠥	⠦	⠧	⠨
k	l	m	n	o	p	q	r	s	t
⠩	⠪	⠫	⠬	⠭	⠮	⠯	⠰	⠱	⠲
U	v	w	x	y	z	Capital Sign	Number Sign	Period	Comma
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠

NATIONAL BRAILLE PRESS INC.
88 ST. STEPHEN STREET
BOSTON, MA 02115
www.nbp.org

Famous Quote by Helen Keller Coded in Braille

$\begin{matrix} \bullet & \bullet & \bullet & & & \\ \bullet & & & & & \\ \bullet & & & & & \\ \hline \end{matrix}$
 $\begin{matrix} \bullet & \bullet & \bullet & & & \\ \bullet & & & & & \\ \bullet & & & & & \\ \hline \end{matrix}$
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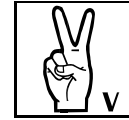
Sources:
 ○ The Foundation for Blind Children (www.the-fbc.org) generously provided the Braille translation of Helen Keller's quotation.
 ○ Gallaudet University Library, Deaf Related Resources, <http://library.gallaudet.edu/dr/>
 Equal Treatment, Equal Access ©2005 Anti-Defamation League

DISABILITY IN THE MEDIA

Lesson Plan: Chris Burke

Objective: Students will be able to learn about the impact of the media on a family caring for a person with Down Syndrome.

Materials: Article about Chris Burke
Student Comment Sheet
Website pages



Vocabulary: consistent downtrodden equalize inclusion mainstream
metaphor moron portrayal savant

New York State Learning Standards:

SS Standard 1: History of the United States and New York State
ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 3: Language for Critical Analysis and Evaluation
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Disability in the Media section of the Media wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Read and discuss the introduction to this section with the students.
4. Have students look for examples of media featuring actors playing roles of people with disabilities or people with disabilities as actors.
5. Share information or comments students may have about any of these examples.
6. Talk about the television show “Life Goes On” that ran from 1989 – 1993 that had as one of its actors Chris Burke who has Down Syndrome. The show was about family life in general and life for Corky (Chris Burke) as a mainstreamed high school student. Perhaps you could get an episode to view. Read the letter from Chris Burke’s father with the class. Discuss the impact of this television show on Chris Burke and his family.
7. Ask students for other examples of disability in the media they have seen or heard about.
8. In pairs, have students discuss and answer the questions on the student comment sheet.

Closure/Ticket out the door: Is the character of Corky consistent with what you know about people with disabilities? How is he the same or different?

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Name: _____



COMMENT SHEET

Review the letter by Chris Burke’s father. Using the letter as a reference, discuss “things to talk about” with your partner.

Things to talk about:

The family’s initial reaction to learning they had a child with Down Syndrome

The doctor’s suggestion for Chris at birth

Early schooling for Chris

The father’s feelings while Chris was growing up

The Hollywood experience

Life after the show ended

The father’s thoughts about his role in Chris’ life

The following is a quote from the letter:

“I now believe people aren’t ‘abled’ or ‘disabled,’ they only have different measures of ability.”

What do you think the quote means? _____

Do you agree or disagree with Mr. Burke? Why or why not? _____

DISABILITY IN THE MEDIA
Lesson Plan: Chris Burke

Uncommon Fathers: Reflections on Raising a Child with a Disability

Some of the vocabulary used in this letter may be challenging for some students. The following may need to be discussed:

Genetic testing, institution, interaction, ironic, mongoloid, mongolism, obstacles, prevent, self reliance.

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates



Uncommon Fathers: Reflections on Raising a Child with a Disability

Sometimes when I see the people who run to my son, Christopher, seeking his autograph, I can't help but remember that there were actually a few times when people ran away from him. Life has taken an ironic turn for us, and the changes become more and more unbelievable.

The day Christopher was born, 28 years ago, started out wonderfully. But within hours, my wife, Marian, and I became devastated and confused. Marian called me from the hospital and, between sobs, said, "Frank, the pediatrician told me we have a 'mongoloid' and nothing can be done about it." I rushed back to the hospital and tearfully listened to her relate how the doctor bluntly recommended that we seriously consider putting Christopher in an institution. He said that handling him would put a strain on the whole family. Our decision was easy to make: he was our baby, and he was coming home with us.

A few days later, we left the hospital without our beautiful blond-haired baby; Christopher stayed behind for more genetic testing. Resentfully, Marian signed a statement saying she would return to claim her child. On our weary trip home, two thoughts raced through our minds: what was "mongolism," and why us?

Our faith in God got us through the first six months: it was then that we told our three other children. Ellen, 16, said, "So what?" Anne, 14, and J.R., 11, chimed in, "He's no different from other babies we've seen." In due time, we discussed Christopher's condition with our relatives and they accepted him with open arms. He was invited to all family celebrations, and this support made our life much easier.

Christopher loved his first school. The Kennedy Child Study Center in New York City. The next school he attended was Cardinal Gushing School and Training Center in Hanover, Massachusetts. I'll never forget when we took him for a trial visit—he unknowingly destroyed me.

We had been reluctant to leave him at the school, but two of the nuns assured us that Christopher would be fine. Marian bugged and kissed him good-bye. Then it was my turn: I bent down to put my arms around him, but he stood ram-rod straight and, with the wisdom of an eight-year-old, said, "Dad, big boys don't hug and kiss. They just shake hands." When I got to our car I broke down and cried. I wondered, were we doing the right thing? But Christopher loved Cardinal Gushing, and he made good educational strides. He spent five years there, coming home for long weekends and summers.

For seven years after that, he went to Don Guanella School in Springfield, Pennsylvania, where he was close to J.R.'s home and family. Not having him such a distance from family made it easier on everyone.

Over the years, Christopher flew home from Boston and took the train back from Pennsylvania. This constant traveling added to Christopher's self-reliance, but it often made me a wreck. When he flew, I was concerned about bad weather and when he rode the train, I envisioned him getting off at the wrong stop or getting lost at the station. But he never had any problems. In fact, he turned his arrivals into a game by somehow missing us at the agreed-upon meeting place—and then having us paged. I never knew his secret, but he managed to pull it off almost every time. He became a skilled traveler, and I became a skilled worrier.

That was just one change Christopher brought out in me. His entrance into my life also made me a more tolerant person. My military service, followed by a career in the New York City Police Department, made me accustomed to regulations and procedures. I subscribed to the belief that "black is black, white is white." But when Christopher came along, he taught me that there are gray areas. I now believe that people aren't "abled" or "disabled"—they only have different measures of ability.

When Hollywood beckoned, Christopher and I headed west. We could not predict how successful Corky Thacher and "Life Goes On" would be, so Marian stayed in New York. She had a wonderfully interesting job as the manager of the National Stationery Show. Meanwhile, Christopher and I became the Odd Couple in our two-bedroom apartment in Burbank, near the Warner Brothers' Studios. I was the cook, the maid, the chauffeur, and the valet, but most of all, Christopher's pal in his new career.

During filming in the first season, I had no idea how personally I was involving myself in Christopher's character. When Corky had to be sad, happy, or confused—unbeknownst to me—I was mimicking his every emotion off-camera. When I realized what I was doing, I retreated to his trailer and worked on his fan mail and telephone messages. (This, by the way, is a task that never ends. Numerous organizations want Christopher's help to make personal appearances, place phone calls, write letters, or send a photo. It's primarily up to Marian and myself to handle these constant requests.)

It was during the first season of "Life Goes On" that I became aware of Chris's determination to succeed. J.R. had given him a framed motto, which hung on his wall at home and in his room on the "Life Goes On" set. It read, "Obstacles are what you see when you take your eyes off the goal." Christopher had made that his personal motto, and I couldn't have been prouder of him. Twelve- and fourteen-hour days are the norm in filming a one-hour television drama, but he never complained and no filming time was lost because of him. Christopher told me about Spencer Tracy's credo: "Dad, Tracy said, 'A good actor knows his lines, gets to the set on time and hits his mark.' That's what I will do." And that is exactly what he strove to do.

We would take turns picking the restaurants and movies, but our interests were almost never the same. I remember reluctantly going to see "La Bamba" and "The Buddy Holly Story." I had made up my mind before we got to the theater: "I'll go but I won't like it." Lo and behold, I often thoroughly enjoyed his choices. Yes, Christopher was teaching me, in his subtle way.

We did, however, have our battles. I would get after him about the neatness of his room, his penchant for collecting magazines and music and video tapes, his ability to watch the same movies over and over again and for losing track of time.

And I was still advising him about what clothes to wear and how to spend his money. Finally, I realized my structured background made me rigid. I knew I had to relax and let go of the reins I held on Chris, and I feel I have succeeded, although I'm told I occasionally slip back to my old habits.

"Life Goes On" lasted for four years and we are now back living in New York. Christopher has had no problem in adjusting. He works three days a week for the National Down Syndrome Society. He often visits P.S. 138, a city-wide school for children with multiple disabilities. He proudly recalls that he got his first job there as an elevator operator before becoming an actor. Since "Life Goes On," he has appeared in an episode of "The Commish" and in the six-hour miniseries, "Heaven and Hell."

As for me, I've been retired since March, 1987 and I have never been busier. My day starts early, negotiating details (along with Marian) regarding the many requests for Christopher's time. As Christopher's manager, I accompany him to every function he attends. Marian, Christopher, and I have been to Spain, Germany, Malta, and Canada, and have criss-crossed the U.S. countless times. Christopher is a spokesperson for both The National Down Syndrome Society and The National Down Syndrome Congress. In addition to their functions, we make a point to go to the events put on by the three special schools he attended. With all his fame, Christopher has not changed; he has not "gone Hollywood" on us. He never fails to glowingly acknowledge us and the rest of his family when he appears at these events.

I don't want to give the idea that everything was perfect for Chris growing up. He got roughed up and suffered at the hands of unthinking individuals. He had a serious lung operation as the result of a schoolmate pushing a pine branch into his mouth. He was struck by a hit-and-run cab driver. And there were times when people chose to stay away from him.

When he was about five, I came home from work one evening to find Marian in tears. She told me, "Chris was in the playground and ran over to a group of young children and their mothers. He joined right in. I was watching from the window. The mothers snatched their children up and went to another area of the playground. Chris was left by himself. I had to go down and take him home. Frank, how could they be so mean? He doesn't have a contagious disease." Throughout the years, we have tried to do the best we can with the cards that life has dealt us. Our faith and our family have been our strength.

In the 28 years since we were first faced with the situation, much progress has been made in welcoming babies with challenges. If I had to give advice, I'd strongly recommend that fathers utilize their families for support and join a group in their area. Early intervention programs are prevalent—seek the assistance they offer. Don't hesitate to bring your children with you whenever it is possible.

But I'm not speaking as an expert; I can only say what worked for our family. In our situation, there was no structured participation on my part. When I could I attended functions, and at other times I did the household chores, freeing my wife to guide Christopher. I must state that the planning for Christopher's education was accomplished by Marian, because I was busy with my career as a New York City police officer. I was also trying to obtain my college degree in criminal justice. (I wanted to graduate before my oldest child, Ellen.)

I knew Marian was far more capable in obtaining the best possible education for our son. She has always had a caring and understanding way about her. She sees the good in people and recognizes that people with challenges have to overcome conditions they were born with. She envisions them living in two worlds: the world of other people who also face challenges and the cruel, unyielding, "normal" world.

Fathers have a responsibility to prepare their children for that demanding world. I made it a family project to teach Christopher good table manners and to be courteous and polite. He made sure he was always neatly dressed, and we trained him to have good personal habits. Don't we do this for our other children? It is so important to do it for children with special needs. Yes, correcting Christopher was painful, but we knew it was necessary if he was to be socially accepted.

I now look back and see that what was sadness when Christopher was born has been, in reality, a blessing. Hard work and family unity resulted in a wonderful son who is a role model not only for people who have challenges, but for others as well. Nothing could make me prouder.

Francis D. Burke was born in New York City. As a gunner on a Flying Fortress during World War II, Frank was shot down, wounded, and became a prisoner of war in Stalag 17. He has been married for 46 years, has four children and ten grandchildren. He retired from the New York City Police Department as an Inspector after 30 years of service. Christopher keeps him busy, traveling with him all over the world on his speaking engagements and his continuing television career. The Burkes have a New York City apartment as well as a home on the south shore of Long Island.

<http://www.altonweb.com/cs/downsyndrome/burke.html>

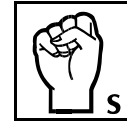


EDUCATION

Lesson Plan: Advertisements

Objective: Students will be able to describe the educational offerings for people with disabilities in the early years.

Materials: Sample advertisements
Advertisement Planning Page Worksheet
Website pages



Vocabulary:

calisthenics	idiot	self supporting
dormitories	institution	vocational instruction
feeble-minded	intellectual disabilities	
hearing impairments	neurological	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
ELA Standard 1: Language for Information and Understanding
ELA Standard 3: Language for Critical Analysis and Evaluation
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Education section of the Society wing of the website for background information. *Note: the names of the schools are historically correct and the use of words like idiot, feeble-minded, etc., should be discussed with students within that historical perspective.*
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the reasons to send people with disabilities to these schools.
4. Examine the kinds of activities that were offered at the schools on the website.
5. Examine the advertisements found on the website.
6. Have students work in pairs to look at the advertisements in detail and to discuss ideas for similar ads that might have been used at that time. Then have each pair create an original advertisement.
7. Have students share their advertisements.
8. Ask students to think about advertisements that might be used in recent times and discuss what would be the same and what would be different.

Closure/Ticket out the door: Suppose you have a family member with a developmental disability, what educational offerings would be important to you?

Name: _____



Advertisements – Planning Page

Your advertising agency has been asked to submit ads for a school for people with disabilities. You and your partner should do your best to secure the contract. First use the planning page provided. Then make a good copy to submit for review. Remember it is the early 1900's.

IDEAS:

Name of school: _____

Who should attend: _____

Advantages:

ADVERTISEMENTS:

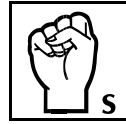
Rough Draft

EDUCATION

Lesson Plan: Diary

Objective: Students will be able to describe educational methods at schools for people with disabilities.

Materials: Student Diary Handout
Website pages



Vocabulary:

calisthenics	idiot	self supporting
dormitories	institution	vocational instruction
feeble-minded	intellectual disabilities	
hearing impairments	neurological	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
ELA Standard 1: Language for Information and Understanding

Procedure:

1. The teacher should view the Education section of the Society wing of the website for background information.
2. Selections from the website can be viewed by students online or copies of those pages can be printed for student use.
3. Discuss purposes of the schools shown.
4. Discuss some of the methods of instruction described.
5. Ask students how they think it would be to attend these schools.
6. Ask students to pretend to be a resident of one of these schools. Have some students share their thoughts.
7. Have students continue their thinking by writing a diary entry as one of the residents.
8. Have some students share their diary entries.
9. Ask students to think about education for people with disabilities today. Compare the educational theories and methods of the past and present.

Closure/Ticket out the door: What are some of the positive outcomes of attending the schools described on the website?

Name: _____

Diary Activity

Write a diary entry as if you are one of the residents of one of the state schools found on the website. Be descriptive. Use the form below for your diary.

Include something about:

- daily routines
- the staff
- other residents
- Your feelings

Dear Diary,

I just arrived here at

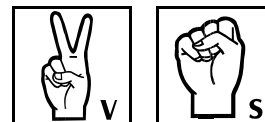
in _____, New York.

EDUCATORS

Lesson Plan: Educators

Objective: Students will be able to evaluate the contributions of selected educators of people with disabilities.

Materials: Educators Worksheet
Website pages



Vocabulary:

advocate	epileptic	inclusion	normalization
asylum	exceptional children	intellectual disability	physical disability
autism	feeble minded	intelligence tests (IQ)	slow learner
deaf mute	genetic	institutionalize	
deinstitutionalize	heredity	mentally retarded	
developmental disability	idiot	moron	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
ELA Standard 1: Language for Information and Understanding
ELA Standard 3: Language for Critical Analysis and Evaluation
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Educators section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss some of the educators and their contributions to the education of people with disabilities.
4. Discuss the following quote from the introduction to this section.
“The goals of education have evolved from mere tolerance for interaction to assuming a place in an accepting society.”
As a class rewrite the quote in easier language.
5. Give pairs of students an educator to study. Have students decide whether the educator they are studying agrees or disagrees with the quote.
6. Have pairs join the other pair with the same educator to continue the discussion.
7. Share findings with the entire class.

Closure/Ticket out the door: List three contributions you learned about from participating in this activity.

Name: _____



EDUCATORS

After reading the information on the educator you have been assigned, decide how you think that person might feel about the quote below.

“The goals of education have evolved from mere tolerance for interaction to assuming a place in an accepting society.”

Name of educator: _____

The educator AGREES with quote because

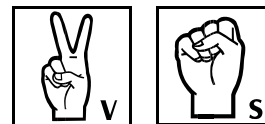
The educator DISAGREES with the quote because

EDUCATORS

Lesson Plan: Contributions

Objective: Students will be able to list significant contributions to the education of people with disabilities and explain their importance.

Materials: Educators and Their Contributions Worksheet
Website pages



Vocabulary:

advocate	epileptic	inclusion	normalization
asylum	exceptional children	intellectual disability	physical disability
autism	feeble minded	intelligence tests (IQ)	slow learner
deaf mute	genetic	institutionalize	
deinstitutionalize	heredity	mentally retarded	
developmental disability	idiot	moron	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Educator section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Select one of the educators provided to use to model the activity. With the class, read the information and decide on the contribution of the educator. Next, determine the significance of that contribution to people with disabilities in general.
4. Arrange students in pairs and give each student the names of two educators or the two webpage copies of two educators to study.
5. Go over the direction sheet with the students and ask them to fill out the information sheet as modeled. *Note: The emphasis should be on the contribution rather than the name of the educator.*
6. Have student share their findings with the class.

Closure/Ticket out the door: What contribution would you pick as the most important?
Why?

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.

Name: _____



EDUCATORS AND THEIR CONTRIBUTIONS

Read the information on each of the educators you have been assigned. Discuss the information and decide on the contribution(s) of each educator. Decide on the significance of each contribution. Record your information below.

Name of educator: _____

Contribution(s):

Significance of contribution:

Name of educator: _____

Contribution(s):

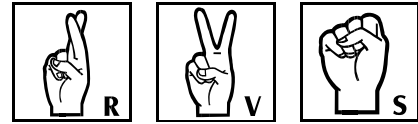
Significance of contribution:

EUGENICS

Lesson Plan: Button or Bumper Sticker

Objective: Students will understand that the eugenics movement had good intentions but had variable outcomes and policies regarding people with disabilities.

Materials: Art Supplies
Button or Bumper Sticker Worksheet
Common Good Chart
Website pages



Vocabulary:

advocated	degeneracy	incentive	racism
anthropological	deranged	incurred	radical
asylum	dominance	inheritability	rationale
biological	evolution	legislation	repercussions
breeding	feeble-minded	Mongoloids	sterilization
Caucasians	genetics	moral traits	superiority
codified	heredity	nativism	unconstitutional
compulsory	heroine	pauperism	
defects	idiot	philosopher	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
SS Standard 5: Civics, Citizenship and Government
Health Standard 2: A Safe and Healthy Environment
ELA Standard 1: Language for Information and Understanding
ELA Standard 3: Language for Critical Analysis and Evaluation
Arts Standard 1: Creating, Performing and Participating

Procedure:

1. The teacher should view the Eugenics section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the notion of fear as a motivator. Ask students if they have ever done something or avoided something due to fear. Give some examples like John Madden, NFL sportscaster who will not fly on an airplane. Mention rules in society or in school that are restrictions due to fear. (no smoking, speed limits.) Have class give more examples.
4. In what way are these restrictions often for the common good? Discuss with class.
5. Discuss the idea of restrictions and laws versus the common good. Should the government legislate for the common good? Agree or disagree.
6. Have students complete the Common Good Chart. Share their findings with the class. When finished discuss the idea of eugenics in relation to the common good.
7. Have students create a button or bumper sticker using the template that summarizes the notion that a fear of people with disabilities is an irrational idea.

Closure/Ticket out the door: Why do we fear what is different?

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Name: _____



COMMON GOOD CHART

There are many rules, laws and restrictions that are based on fears. Sometimes these are for the protection of the common good. Fill in the chart below following the headings at the top of each column. There is an example on the chart for you.

<u>Rule/law/restriction</u>	<u>Fear of</u>	<u>The Common Good</u>
1. <i>speed limits</i>	<i>drivers losing control</i>	<i>protection of others</i>
2.		
3.		
4.		
5.		
6.		

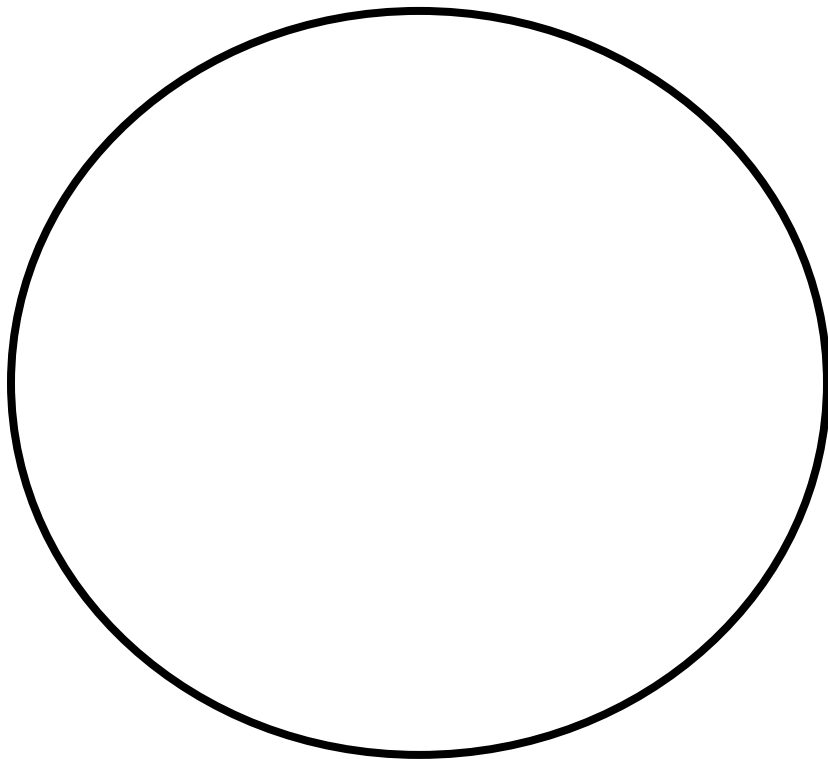
Name: _____



Button or Bumper Sticker's Slogan Worksheet

Create a button or a bumper sticker with a slogan that summarizes the idea that fear of people with disabilities is an irrational idea. Your work should reflect the following criteria:

- Catchy slogan that summarizes the idea
- Creative artwork and design
- Message encourages acceptance of people with disabilities vs. fear



KENNEDY

Lesson Plan: Best Buddies

Objective: Students will be able to think about programs that help people with disabilities and their role in such programs.

Materials: Best Buddies Website
Best Buddies Worksheet
Website pages

Vocabulary: international organization

New York State Learning Standards:

SS Standard 1: History of the United States and New York
ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction
Math, Science and Technology: Standard 2: Information Systems

Procedure:

1. The teacher should view the Kennedy section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the Best Buddy Program. (*Note: Background information can be found at www.bestbuddies.org.*)
4. Have students work in pairs to discuss the mission statement of the Best Buddies Program. Then, allow each pair to think about how to implement the mission and record their ideas on the student handout.

Closure/Ticket out the door: Why do you think some people become a part of the Best Buddy program?

Name: _____



Best Buddies Program

In 1989, Anthony Kennedy Shriver founded Best Buddies. It is now an international organization. The mission of the program is “to enhance the lives of people with disabilities by providing opportunities for one-to-one friendship and integrated employment.” Talk about the meaning of this statement with your partner. Write some ways you or your school can implement this.

We think the mission statement means:

We can implement this mission by:

KENNEDY

Lesson Plan: Programs

Objective: Students will be able to identify programs specifically designed for people with disabilities.

Materials: Kennedy Programs Worksheet
Website pages

Vocabulary:

advocating	mental retardation	non-profit organization
intellectual disabilities	mentally challenged	physically challenged

New York State Learning Standards:

SS Standard 1: History of the United States and New York
ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 3: Language for Critical Analysis and Evaluation
ELA Standard 4: Language for Social Interaction
Math, Science and Technology: Standard 2: Information Systems

Procedure:

1. The teacher should view the Kennedy section of the Society wing of the website for background information.
2. Selections from the website can be viewed by students online or copies of those pages can be printed for student use.
3. Discuss some of the programs that members of the Kennedy family have started or supported.
4. Ask students for examples of other famous people who are doing similar good work.
5. Students will record the names of programs supported by the Kennedy family.
6. Students will identify one of the listed programs and gather additional information about selected program.
7. Students will create posters to share findings with the class.

Closure/Ticket out the door: Which of the programs that you learned about would you be most likely to join? Why?

Name: _____



Kennedy Programs

Make a list of the programs or organizations found on the website that members of the Kennedy family started or supported.

- 1.
- 2.
- 3.
- 4.
- 5.

Select one of the programs listed and provide information about its goals, mission statement and activities. Add any other information that you find interesting.

Notes:

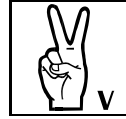
Next, create a poster showcasing the program or organization selected so that your classmates understand its importance. Be sure your poster is neat, eye-catching and accurate.

LAW

Lesson Plan: Legislation

Objective: Students will be able to demonstrate how legislation passed since World War II has been important to the lives of people with disabilities. Student will rank the importance of this legislation from most important to least important.

Materials: Newsprint or Transparency
Ranking Worksheet
Website pages



Vocabulary:

accessible	constitutional	legislation	residential
amendment	developmental disabled	litigation	restrictive
architectural	handicapped	mandated	Willowbrook
accessibility	interdisciplinary	rehabilitation	zoning

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 3: Language for Social Interaction
SS Standard 1: History of the United States and New York State
SS Standard 5: Civics, Citizenship, and Government

Procedure:

1. The teacher should view the Law section of the Society wing of the site for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Break the class into groups of four, depending on the size of the class.
4. Using the website or the copies of the website already handed out by the teacher, have students examine all legislation involving people with disabilities, which have been passed since World War II.
5. After the groups have examined each piece of legislation, they must choose the five pieces of legislation which they feel has helped the cause of people with disabilities the most.
6. The group must then rank these pieces of legislation (1-5: 1 being the most important and 5 being the least important.) Then place these rankings on newsprint, a transparency or a Power Point slide.
7. One group member will explain the choices of the group and then explain their rationale for each choice.
8. The teacher will attempt to help the class come up with consensus as to which piece of legislation is the most important.

Closure/Ticket out the door: What piece of legislation do you think was the most important in affecting the lives of people with disabilities?

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.



Name: _____



Law Worksheet

Directions: Each group of students will list five pieces of legislation involving people with disabilities which have been passed since World War II and rank these pieces. Provide a rationale for the way you ranked them.

Legislation	Brief Explanation
#1	
#2	
#3	
#4	
#5	

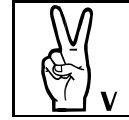
Legislation Ranking	Rationale for Ranking
#1	
#2	
#3	
#4	
#5	

LAW

Lesson Plan: World War II Laws

Objective: Students will be able to demonstrate how laws passed since World War II have changed the lives of people with disabilities.

Materials: Law Chart
Website pages



Vocabulary:

accessible	developmentally disabled	mandated
amendment	handicapped	rehabilitation
architectural	interdisciplinary	residential
accessibility	legislation	restrictive
constitutional	litigation	Willowbrook

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State
SS Standard 5: Civics, Citizenship, and Government

Procedure:

1. The teacher should view the Law section of the Society wing of the website for background information.
2. The teacher will ask the class what the word “change” means. Brainstorm responses with the class. “Change can be both good and bad.” Discuss this with the class.
3. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
4. Have the student go through this section of the website or use the handouts of the website that the teacher has made copies of to find all the laws which were passed since World War II which affected those people with disabilities. Make a quick list on a ½ sheet of paper.
5. Divide the class into four groups, depending on the size of the class. Assign each group a decade since WWII (1960’s, 1970’s, etc). Have the members of each group find *at least* two laws which were passed and complete the WWII Law chart.
6. When finished, have class members share with class.
7. Discuss with class what decade had the most changes for people with disabilities.

Closure/Ticket out the door: At the bottom of the chart, write what change you think is the most important and why.

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.

Name: _____



WWII Law Chart

Directions: List the laws that have been passed after World War II. Describe the change that occurred after these laws were passed.

LAWS PASSED SINCE WORLD WAR II	CHANGE WHICH OCCURRED

TICKET OUT THE DOOR:

What change do you think is the most important? Why?

MEDIA TIMELINE

Lesson Plan: Media Campaign

Objective: Students will be able to describe the use of media to create awareness and understanding of people with disabilities.

Materials: Media Campaign Worksheet
Website pages

Vocabulary:

advocate	epidemic	muscular dystrophy
cerebral palsy	media blitz	polio
endorsements	mental retardation	telethon

New York State Learning Standards:

SS Standard 1: History of the United States and New York
The Arts Standard 2: Knowing and Using Art Material and Resources
ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Media Timeline section of the Media wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the general concept of disabilities with the students.
4. Discuss the impact of media in general.
5. Discuss ways media can influence people's thinking.
6. Discuss ways media can help or hurt people with disabilities.
7. Have students pair up and complete the activity on the Media Campaign worksheet.
8. Have pairs share responses with the rest of the class.

Closure/Ticket out the door: What are some specific outcomes of one of your classmate's plans?



Name: _____

Media Campaign

Your group has been commissioned to design a positive campaign to help decrease fears about people with disabilities. You need to use some form of media in the project. Discuss your ideas. Develop a plan according to the following criteria.

- Our plan is organized
- Our information is accurate
- Our plan uses a form of media
- Our plan is clearly aimed at reducing fear of people with disabilities

Disability chosen:

Rationale _____

Media to be used:

Rationale _____

Campaign description:

MEDIA TIMELINE

Lesson Plan: Media Timeline

Objective: Students will be able to describe the use of media to create awareness and understanding of people with disabilities.

Materials: Craft Paper
Index Cards
Website pages

Vocabulary:

advocate	expose	polio
cerebral palsy	insane asylum	telethon
deplorable conditions	media blitz	
endorsements	muscular dystrophy	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
The Arts Standard 2: Knowing and Using Art Material and Resources
ELA Standard 1: Language for Information and Understanding

Procedure:

1. The teacher should view the Media Timeline section of the Media wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the general concept of disabilities with the students.
4. Read and discuss the introduction to this section.
5. Discuss the ways media can influence people's thinking. TV and magazine ads can be examples.
6. Discuss the specific influences of media presented in this section of the site.
7. Divide the students into pairs. Give each pair a page from the website to study and a note card to write their comments on the impact of the media highlighted on their page. Tell students to be prepared to share their comments with the class.
8. Make a large timeline on the board or on craft paper. As the students share their work have them add their page to the timeline.
9. Ask students to share some generalizations as they study the completed timeline.

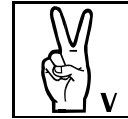
Closure/Ticket out the door: Which of the pages on the timeline do you think had the most influence on people's thinking about people with disabilities?

MEDICAL ESTABLISHMENT

Lesson Plan: Treatment Comparison Chart

Objective: Students will be able to examine the change in the care and treatment of people with disabilities historically.

Materials: Comparison Chart
Website pages



Vocabulary:

anticonvulsant	epilepsy	nutrition
Barbiturate	gene	opium
bloodletting	idiocy	pharmaceutical
chromosome	Infantile Paralysis	purging
depression	mental retardation	vaccination

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State

Procedure:

1. The teacher should view the Medical Establishment, Cures and Prevention sections of the Medicine wing of the site for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. The teacher will place the term Person with Disability on the board or on a transparency. Teacher will then ask students what this term means to them. Elicit answers and place answers on the board. Discuss what a disability is.
4. Working with a partner, students should examine this wing of the museum website or use the information that the teacher has already copied from the website.
5. After examining the information, each pair should complete the comparison chart. On one side of the chart, students should list ways the medical community has historically cared and treated people with disabilities. Then the students should list the methods how the medical community currently treats people with disabilities.
6. Partners should share their findings with the class.

Closure/Ticket out the door: Why has there been a change in the ways people with disabilities have been treated historically?

Name: _____



COMPARISON CHART

Past Treatments for People with Disabilities	Current Treatments for People with Disabilities

Ticket out the door:

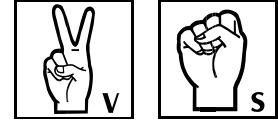
What has brought about a change in the ways people with disabilities have been treated?

MEDICAL ESTABLISHMENT

Lesson Plan: Human Barometer

Objective: Students will be able to examine the various treatments used to help people with disabilities. Then students will analyze whether these treatments were appropriate treatments for people with disabilities.

Materials: Human Barometer Activity Worksheet
Website pages



Vocabulary:

asylum	insane	polio
autism	institutionalized individuals	rehabilitation
cerebral palsy	paralysis	seizures
deportation	lobotomy	sterilization
Down syndrome	lunatics	straitjackets
epilepsy	mental illness	vaccine
eugenics	mental retardation	
psychiatry	moral treatment	
harbingers of evil	persecuted	
idiots	PKU	

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State

Procedure:

1. The teacher should view the Medical Establishment section of the Medicine wing of the website for background information.
2. Selections from the website can be viewed by students online or copies of those pages can be printed for student use.
3. The teacher will cite several controversial treatments that have been used for people with disabilities. Students will physically move to the front of the room where a continuum has been placed and stand in the place which best represents their position on the continuum (Continuum should range from completely agree → somewhat agree → no opinion → somewhat disagree → completely disagree)
4. Some of the controversial treatment statements should include:
 - Should people with disabilities be placed in straitjackets?
 - Should doctors use people with disabilities for medical experimentation?
 - Should lobotomies be used to treat people with disabilities?
 - Should severely disabled babies be allowed to die?
5. Students should justify their viewpoint using specific information from the website.

Closure/Ticket out the door: Students will complete the student activity form to record their viewpoints on these topics.

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.

Name: _____



Human Barometer on Medical Establishment

Directions: Read the statements below and draw a line to express your opinion on each statement.

Issue: Should people with disabilities be placed in straitjackets?

Δ-----Δ
Agree Disagree

Your Rationale:

Issue: Should doctors use people with disabilities for medical experimentation?

Δ-----Δ
Agree Disagree

Your Rationale:

Issue: Should lobotomies be used to treat people with disabilities?

Δ-----Δ
Agree Disagree

Your Rationale:

Issue: Should severely disabled babies be allowed to die?

Δ-----Δ
Agree Disagree

Your Rationale:

Medicine

Lesson Plan: Roosevelt Fact Sheet

Objective: Students will be able to examine the life of President Franklin Delano Roosevelt, the first President with a disability.

Materials: Roosevelt Fact Sheet
The Warm Springs Website www.rooseveltrehab.org
Website pages

Vocabulary: paralysis prevention
polio

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State
SS Standard 5: Civics, Citizenship, and Government

Procedure:

1. The teacher should view the Medicine Timeline section of the Medicine wing of the website and the Warm Springs Institute website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Brainstorm with the class. What do you know about President Franklin Delano Roosevelt? List on board everything the class knows about him.
4. Students will gather information from the 1921 and 1927 website pages and the Warm Springs Institute website to complete the Roosevelt Fact Sheet.
5. Discuss student findings.

Closure/Ticket out the door: Discuss reasons students think FDR tried to hide his disability.

Name: _____



Roosevelt Fact Sheet

THREE FACTS THAT I LEARNED ABOUT FRANKLIN DELANO ROOSEVELT ARE:

1.) _____

2.) _____

3.) _____

THREE FACTS THAT I LEARNED ABOUT WARM SPRINGS INSTITUTE ARE:

1.) _____

2.) _____

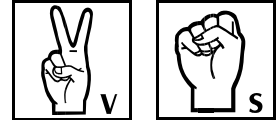
3.) _____

Medicine

Lesson Plan: Eugenics Worksheet

Objective: Students will be able to analyze the treatments for people with disabilities.

Materials: Eugenics Worksheet
Website pages



Vocabulary:

almshouse	harmony	natural selection
Caucasians	heredity	quotas
curable	idiot	racism
defectives	imbeciles	seizures
demons	infanticide	selective breeding
deranged	insane	sterilization
epileptics	lunatics	straitjackets
euthanasia	Mongoloids	subsistence
genetic	nativism	

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York

Procedure:

1. The teacher should view the introductory section of the Medical Timeline and Eugenics Timeline of the website for background information. **Due to the sensitive nature of this topic, this lesson should be directed and closely monitored by the teacher.**
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. With a partner, read through this section of the website or the copies given by the teacher to find ways people with disabilities have been treated historically.
4. The teacher will generate a list on the board or overhead.
5. The teacher will ask class why people with disabilities have been treated in this manner.
6. The teacher will ask class if people with disabilities are treated like this today. Ask students if any of them have an example to share with the class.
7. Write the word EUGENICS on board. Ask students what comes to mind they hear this word.
8. What does it mean? Look at a dictionary definition together. Students will record the definition on the Eugenics worksheet.
9. Have students go back to website or their copies of the website pages to find examples of eugenics. Record on Eugenics Worksheet.
10. Share with the class.

Closure/Ticket out the door: Why did some feel that eugenics was a viable solution for the care of people of disabilities?

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.

Name: _____

Eugenics Worksheet

Define eugenics:

What do you think of when you hear the word “eugenics?”

Examples of eugenics:

Historically, why did some feel that eugenics was a viable solution for the care of people with disabilities?

What is your opinion?

NEW YORK STATE

Lesson Plan: Parking Pass

Objective: Students will be able to understand the importance of laws to regulate society's treatment of people with disabilities.

Materials: Parking Pass Template
Art supplies
Newsprint or blank transparency
Website pages

Vocabulary:

blind	liberation	telecommunication
disadvantages	mental hygiene	violated
discrimination	reform	visually impaired
institutionalized	self-advocacy	vocational

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 2: Language for Literary Response and Expression
ELA Standard 4: Language for Social Interaction
SS Standard 1: History of the United States and New York State
SS Standard 5: Civics, Citizenship, and Government
Arts Standard 4: Understanding the Cultural Contributions of the Arts

Procedure:

1. The teacher should view the New York State section in the Society wing of the site for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Hold up a handicapped parking pass, known as, the Symbol of Access, and ask the class what this means or symbolizes.
4. Ask students if they know of anyone who has this pass and the reason they have it.
5. Why would a person need a handicapped parking pass? Elicit answers from class members and write these answers on the board.
6. Ask students if they know of any other symbols for people with disabilities. Students may view the New York State section of the Society wing of the website or they will receive copies of these sections from the teacher. Students should list all symbols for people with disabilities from the website. Teacher will ask students what symbols they found and discuss their importance.
7. Break the class into four groups depending on the size of the class. Tell them their assignment is to come up their own parking pass for people with disabilities. This is their job:
 - Brainstorm and decide on their own symbol for a parking pass
 - Draw this pass
 - Color the pass
 - They must draw a copy of their pass on newsprint, a blank transparency or place it on a Power Point slide. Then each group will present their findings to the class describing their pass by explaining their symbols and colors.

Closure/Ticket out the door: What would you do if you saw a person who was not disabled, park in a space designated for people with disabilities?

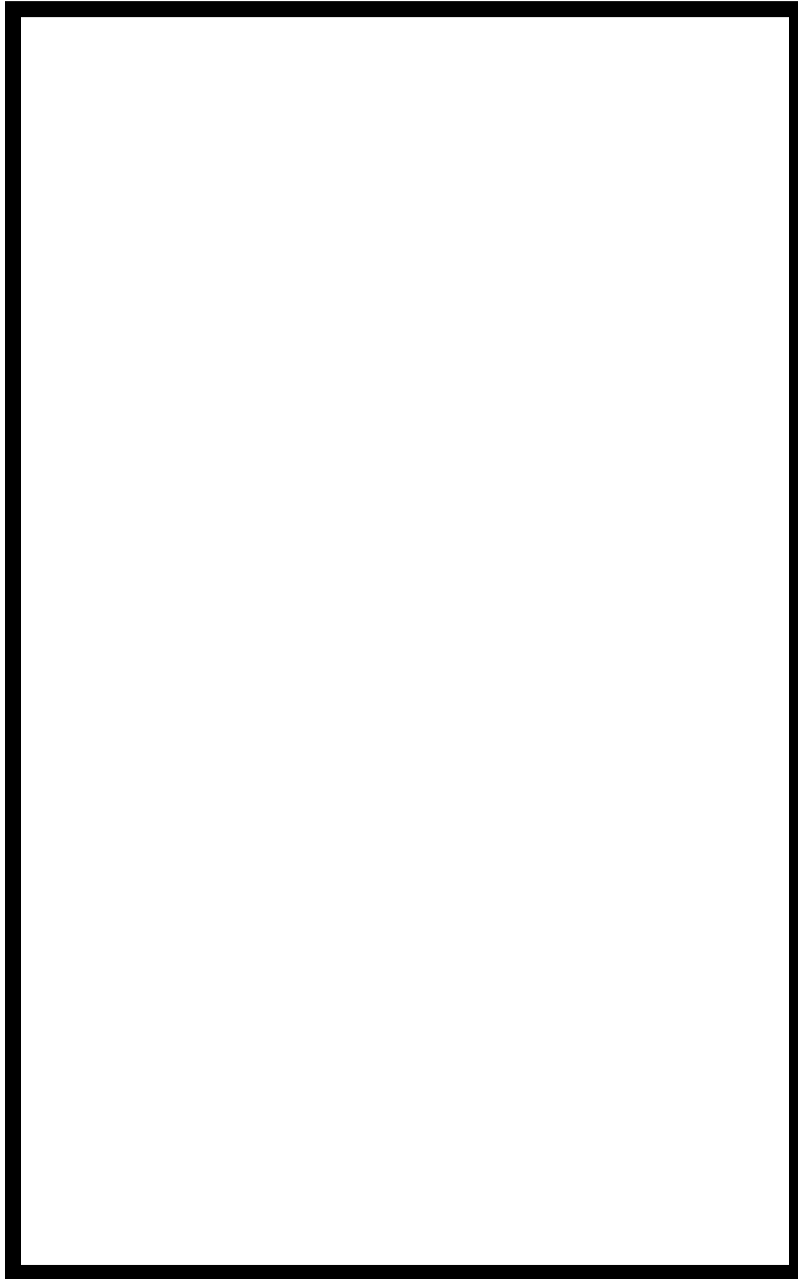
Name: _____



PARKING PASS

Directions: Create a new parking pass for people with disabilities. For this new pass:

- Brainstorm and decide on a symbol for a parking pass
- Draw this pass
- Color the pass



PREVENTION

Lesson Plan: March of Dimes

Objective: Students will be able to describe the March of Dimes as a program founded to help in the prevention of disabilities.

Materials: Fight Against Polio Worksheet
March of Dimes Website
Website pages

Vocabulary: polio (infantile paralysis)

New York State Learning Standards:

SS Standard 1: History of the United States and New York
Health Standard 1: Personal Health and Fitness
ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Prevention section of the Medicine wing of the website for background information.
2. Selections from the website can be viewed by students online or copies of those pages can be printed for student use.
3. Discuss programs that have helped collect money for the prevention of disabilities.
4. Discuss the March of Dimes.
5. Ask students to discuss similar programs.
6. Have students view the website page about the March of Dimes
7. Have students complete the Fight Against Polio worksheet. Students are asked to use the internet to access the March of Dimes website for this activity.
8. Discuss responses as a class.

Closure/Ticket out the door: What would you say to people if you were collecting money for a similar project?



Name: _____

Fight Against Polio

Directions: Look at the “Fight Against Polio” section of the website.

Why do you think this initiative was called the March of Dimes?

Why do you think the idea of sending a dime to the president was used in this program?

Visit the March of Dimes website to learn about the current mission of that organization.
(www.marchofdimes.com)

The purpose of the March of Dimes is _____

Explore the March of Dimes website and list some of the ways people can become involved.

PREVENTION

Lesson Plan: Prevention Interview

Objective: Students will be able to explain the importance of immunizations and nutrition with regard to the prevention of birth defects and developmental disabilities.

Materials: Prevention Questions Worksheet
Website pages

Vocabulary:

birth defects	injections	poliomyelitis
developmental disabilities	mental retardation	rubella
folic acid	oral vaccine	vaccine
immunization	polio	

New York State Learning Standards:

SS Standard 1: History of the United States and New York
Health Standard 1: Personal Health and Fitness
ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction

Procedure:

1. The teacher should view the Prevention section of the Medical wing of the website for background information.
2. Selections from the website can be viewed by students online or copies of those pages can be printed for student use.
3. Discuss the importance of immunizations as described on the website.
4. Discuss the importance of nutrition as described on the website.
5. Ask students what else they know about these topics.
6. Explain that you will invite the appropriate health care professional from your building or district to the classroom to discuss these topics. Then ask students to write questions to ask during the visit. When this visit is over ask students to summarize what they learned.

Closure/Ticket out the door: What is the most important thing you learned from your classroom visitor today?

Name: _____



Prevention Questions

It is important that you know about immunizations and nutrition as it applies to the prevention of birth defects and developmental disabilities. The nurse, health care professional or health teacher in your school would be the expert on this subject. Write the questions you should ask when that person visits your class.

Questions:

1.

2.

3.

4.

5.

SOCIETY-TIMELINE

Lesson Plan: Disability Informational Worksheet

Objective: Students will demonstrate how different disabilities affect people in many ways.
Students will discover how dissimilar disabilities can be.
Students will discuss how various disabilities differ.

Materials: Art supplies
Disability Informational Worksheet
Website pages

Vocabulary:

advocate	freak show	perceptions
asylum	idiot	persecution
cripples	inclusion	physical disability
deinstitutionalization	infant mortality	polio (infantile paralysis)
deterioration	institution	reintegrate
discrimination	jesters	seizures
eugenics	mainstream society	supernatural
exclusion	mental disability	
feeble-minded	normalization	

New York State Learning Standards:

ELA Standard 4: Language for Social Interaction

Arts Standard 1: Creating, Performing and Participation

Arts Standard 2: Knowing and Using Arts Material and Resources

SS Standard 5: Civics, Citizenship and Government

Procedure:

1. The teacher should view the Timeline section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. As students enter the classroom, teacher will hand each student a ½ sheet of paper and tell them to place it on their desk.
4. The teacher will write the word disability on the board. Teacher will then tell the students to write the first words that come to their mind on their ½ sheet of paper. Share with class discussing and clarifying student responses.
5. Hand out Disability Informational Worksheet. Break the class into 6 groups. Each will be assigned one of the categories. Categories are; temporary disabilities, situational disabilities, age-based disabilities, accidental disabilities, birth-related disabilities, and genetic disabilities.
6. Using the website, website pages, as well as personal knowledge, each group will develop a minimum of two examples of their category. Each group will then place their examples on large pieces of newsprint. Hang on the classroom wall when complete.
7. As each group shares their findings with the class, each student will complete their own Disability Informational Worksheet.

Closure/Ticket out the door: In what way are all these disabilities similar? Explain your answer.

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.



Name: _____



Disability Informational Worksheet

Temporary Disability: disability for a limited period of time.

Example:

Example:

Situational Disability: inability to participate in a specific action.

Example:

Example:

Age-based Disability: being more vulnerable and dependent due to age.

Example:

Example:

Accidental Disability: disability due to an accident.

Example:

Example:

Birth-related Disability: disability due to birth dilemma.

Example:

Example:

Genetic Disability: disability due to genetic makeup.

Example:

Example:

SOCIETY-TIMELINE

Lesson Plan: Timeline

Objective: Students will understand that people with disabilities have played various roles in society throughout history.
Students will understand that society has moved from exclusion to inclusion of acceptance to terms of people with disabilities.

Materials: Art supplies
Timeline Template
Website pages



Vocabulary:

advocate	freak show	perceptions
asylum	idiot	persecution
cripples	inclusion	physical disability
deinstitutionalization	infant mortality	polio (infantile paralysis)
deterioration	institution	reintegrate
discrimination	jesters	seizures
eugenics	mainstream society	supernatural
exclusion	mental disability	
feeble-minded	normalization	

New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding
ELA Standard 4: Language for Social Interaction
Arts Standard 1: Creating, Performing and Participation
Arts Standard 2: Knowing and Using Arts Material and Resources
SS Standard 1: History of the United States and New York
SS Standard 5: Civics, Citizenship and Government

Procedure:

1. The teacher should view the Timeline section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Discuss the manner in which a timeline shows the chronological organization of information. Use the main page timeline to illustrate this.
4. Divide students into research teams. Provide each team with a timeline template page.
5. Direct students to use the website or the packet of web pages to design a timeline which shows important events depicting the gradual inclusion of people with disabilities into society. Each team should be limited to 5 events and must provide a rationale for events they chose for depiction.
6. Student teams should share their completed timelines with their teacher. Once approved, teacher will provide larger poster-sized paper to create a version to be displayed. Have students share their timelines and rationale.

Closure/Ticket out the door: How has the place of people with disabilities in society changed over the years?

Name: _____



Timeline Activity

Your research team has been asked to design a timeline which shows the gradual acceptance of people with disabilities into society. Use the website or the packet to choose 5 events as benchmarks for your timeline. Once finished, show your teacher who will give you a larger paper to construct a displayable timeline complete with graphics and art.

Event & Date	Rationale:
Event & Date	Rationale:
Event & Date	Rationale:
Event & Date	Rationale:
Event & Date	Rationale:

SPORTS

Lesson Plan: Adaptive Sports Brochure

Objective: Students will illustrate how people with disabilities have many accomplishments in recreational and competitive athletics.
Students will discuss how adaptations have been made to encourage and increase the involvement of people with disabilities in athletics.

Materials: Adaptive Sports and Recreational Games Packet – in Teacher Resource Section
Art supplies
Brochure Worksheet
Website pages

Vocabulary:

amateur	quadriplegic
assumption	Spina bifida
Paralympics	

New York State Learning Standards:

MST Standard 3: Mathematics
ELA Standard 1: Language for Understanding
ELA Standard 4: Language for Social Interaction
Arts Standard 1: Creating, Performing and Participating
SS Standard: History of the United States and New York

Procedure:

1. The teacher should view the Sports section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. After students have examined the website or website pages, ask the class to list some accomplishments of people with disabilities in athletic endeavors including organizations, events and tournaments.
4. Using the website, website pages and the Adaptive Sports and Recreational Games packet, have students identify adaptive devices and rules which encourage the participation of people with disabilities in sports and athletics. Share with the class.
5. Using the website or website pages, identify important events and tournaments which involve people with disabilities.
6. With students, list the major league and professional athletes who have disabilities.
7. Break the class into pairs. Students will design a brochure highlighting a specific tournament, event or athlete. Students will use the Brochure Worksheet to design their own brochures.
8. Share brochures with class and display them at local Special Olympics if possible.

Closure/Ticket out the door: What admirable trait do these athletes exhibit?

Name: _____



Brochure Worksheet

Directions: Examine the role of sports in the lives of people with disabilities. Use this worksheet to organize the information for your brochure. Design and create a brochure highlighting tournaments, events and athletes. Summarize the information using pictures, graphics and qualitative, as well as, quantitative information. The brochure may have the following sections or a separate brochure could be made for each category.

Special Olympics	Special Athletes
Tournaments	Adaptive Sports and Games

SPORTS

Lesson Plan: Trading Cards

Objective: Students will study how people with disabilities have accomplished many feats especially in recreational and competitive athletics.
Students will show that adaptations have been made to encourage and increase the involvement of people with disabilities in athletics.

Materials: Adaptive Sports and Recreational Games packet – in Teacher Resource Section
Trading Cards Worksheet
Website pages

Vocabulary:

amateur	quadriplegic
assumption	Spina bifida
Paralympics	

New York State Learning Standards:

ARTS Standard 1: Creating, Performing and Participating in the Art
ELA Standard 1: Language for Information and Understanding
MST Standard 3: Mathematics
SS Standard 1: History of the United States and New York

Procedure:

1. The teacher should view the Sports section of the Society wing of the website for background information.
2. Selections from the website can be viewed by the students online or copies of those pages can be printed for student use.
3. Brainstorm the accomplishments of people with disabilities in athletic endeavors.
4. Ask students if they know any major league and professional athletes who have disabilities. List on board or overhead.
5. Hand out the Adaptive Sports and Recreational Games packet and break class into pairs. Each pair will identify any adaptive devices and rules which encourage the participation of people with disabilities in sports and athletics.
6. Using the website or the website pages, have pairs identify the Special Olympics athletes and people with disabilities in mainstream athletics. Share with the class.
7. Distribute the Trading Card Worksheet. Each pair of students will research specific athletes and complete the worksheet.
8. Students will summarize individual accomplishments qualitatively and quantitatively on the trading cards.
9. Pairs will share their findings with the class.

Closure/Ticket out the door: To what extent have these athletes exhibited admirable traits?

Name: _____



TRADING CARDS

Use the website, website pages and other resources to gather information about athletes with disabilities. Create trading cards which summarize the accomplishments of the athletes.

Athlete's Name and Picture:

Place of Birth or Hometown:

Sports and Events:

Stats:

Athlete's Name and Picture:

Place of Birth or Hometown:

Sports and Events:

Stats:

Athlete's Name and Picture:

Place of Birth or Hometown:

Sports and Events:

Stats:

Athlete's Name and Picture:

Place of Birth or Hometown:

Sports and Events:

Stats:



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www.museumofdisability.org