**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?

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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.
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.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________