Everybody Belongs: Incorporating Disability Studies into the Classroom

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ABSTRACT

A Disability Studies (DS) framework is often overlooked in general education, yet disabled people make up a large part of the population. As a result, students are often not informed about the importance of disability history, disability culture, and disability narratives. Therefore, it is imperative for DS to be taught in secondary education through a Disability Studies in Education (DSE) framework. Incorporating a DSE framework into a secondary classroom would not only teach students about empathy and allyship but also teaches students about our socio-cultural history and the diverse narratives prominent in our society. The goal of my research is to create an inclusive Disability Studies program that secondary teachers can seamlessly incorporate into their current curriculums. The program will provide a teacher’s guide with resources and background information about disabilities for teachers to follow, as well as multiple detailed lesson plans. The entire program will be fully accessible and model what an inclusive lesson plan should look like. As a whole, my program invites teachers and faculty to help create an inclusive environment for all students.

KEYWORDS: Adolescent Education; English Education; Disability; Disability Studies; Disability Studies in Education; Students with Disabilities; People with Disabilities; Disabled Community; Disability Etiquette; Models of Disability; Disability History; Disability Civil Rights Movement; Disability Activists; Lesson Plan; Disability Narratives; Accessibility; Advocacy; Allyship; Disability Poetry; Disability in Short Stories; Disability in Film; Universal Design for Learning; Solidarity; Differentiation; Unit Plan; Secondary School; English; Inclusive; Diverse; Empathy
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INTRODUCTION

Mission Statement

Disability Studies (DS) is often taught in higher education and rarely taught in the average high school classroom. Therefore, it is imperative for DS to be taught in secondary education since it is a significant part of social history and an integral component of an inclusive classroom. People with disabilities make up a majority of the population, yet students are often not informed about the history of disability and the culture that coincides with it. In fact, according to the CDC, 61 million adults in the United States live with a disability; that is 26% of the adult population. Disability Studies aims to explore the different social, political, economic, and cultural factors that construct disability, while also dismantling stereotypes and confronting assumptions about people with disabilities. Implementing Disability Studies into secondary education would broaden students’ perspectives on inclusivity and diversity, while also promoting advocacy for all students. The medical model of disability contends that “disability should be diagnosed… and efforts should be made to remediate the disability” (Baglieri & Shapiro 15). This model views disability as a negative outcome in someone’s life and does not recognize disability as a marker of someone’s identity. By recognizing disabilities as a natural variation in the human population, as opposed to a “defect” or something that needs to be “fixed,” we can work towards a more equitable and accessible society. There is no better way to introduce a Disability Studies framework than in the classroom—specifically the English classroom.

The goal of my research is to create an introductory disability studies program that high school teachers can implement in their classrooms. *Everybody Belongs: Incorporating Disability Studies into the Classroom* will provide a teacher’s guide with resources and background information about disabilities for teachers to follow, as well as multiple detailed lesson plans for students in grades 9-12. As a whole, my program invites teachers and faculty to help create an inclusive environment for *all* students.
What is the importance of teaching disability studies to high schoolers?

Growing up in the New York public school system, I hardly ever saw positive representations of disability. In fact, disability was often frowned upon in our major literature, like the villains in classic fairytales or Tiny Tim in Charles Dickens’ *A Christmas Carol*. In high school, I witnessed first-hand how students with disabilities were separated from the classroom and treated as an “other” to the rest of the able-bodied population. I never understood why and I never thought about the many obstacles that people with disabilities face today in the modern world. It was simply never taught in our curriculum. Why is it that critical race theory and gender studies are deemed acceptable to teach to secondary students, but not Disability Studies?

When I attended university, in my third year of education studies, I took a Disability Studies class focused on creating an inclusive curriculum for all students. The course honed in on designing classroom, instructional, and school environments to accommodate the full range of learners in the general secondary education setting. This course introduced me to a Disability Studies in Education (DSE) framework and its importance in the classroom.

Born out of Disability Studies, DSE “contextualizes disability within social and political spheres, foregrounds the voices of students with disabilities, promotes social justice and equitable educational opportunities, and rejects deficit models of disability” (Connor & Valle). This framework is significant in that it not only supports all students’ needs, but it also promotes a welcoming environment for all students. In my DS course, I was prompted to reflect on my own assumptions about people with disabilities, understand the needs for and principles of differentiated instruction, and learn to create an inclusive classroom that supported differentiated instruction. Once I had completed the course, I became enthralled with the idea of Disability
Studies and participated in more research about the subject and how to implement it in my classroom.

I designed this program for teachers who may be afraid or cautious to teach Disability Studies or may feel they are not educated enough on the topic since they were not trained as special education professionals. I want to emphasize the idea that anyone can truly create a space for students with disabilities in their classroom. This program is the culmination, but not the end, of my Disability Studies research. I truly believe that creating a positive, inclusive curriculum that reflects the experiences of all students is one way to work towards a more equal society and provide a space to discuss these experiences. Through positive representation, accessibility, and education, we can create an equitable future for all students.
Program Goals

The following list describes the goals for a comprehensive disability studies program. In this program, I aspire to define, discuss, and analyze these same goals through my research.

1. One’s value as a human being need not be deserved.
2. People are more alike than different.
3. All people are educable and can learn to grow.
4. Disabilities are normal.
5. People are unique individuals, not labels. Everyone has a right to be judged on individual merit, not prejudged by group membership.
6. It is hurtful to judge someone for something that can not be changed.
7. Feelings are important. A caring person avoids hurting others.
8. Self-esteem helps an individual grow.
9. Language is a critical ingredient in framing our thoughts and attitudes.
10. Those who have disabilities have basic rights that must be safeguarded for everyone’s benefit.
11. Positive attitudes and understanding help us all develop empathy and achieve true integration.
12. Developing empathy, understanding, compassion, and concern for others enhances our own growth. Cruelty to others hinders personal growth.
13. Each disability group is unique, special, and significant, as is each individual member of that group. We can learn valuable lessons from each disability group and each disabled individual.

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14. Persons with disabilities deserve empathy rather than sympathy or pity, and exercise of empathy is a valuable and compassionate skill.

15. Negative attitudes towards persons with disabilities are deeply ingrained in our culture, language, media, and history.

Through this program, I intend to place an emphasis on three core values: sameness over differentness, appreciating individual differences, and advocacy for and with persons with disabilities. When teaching about Disability Studies, it is important to emphasize sameness over differentness as it promotes a sense of unity among students. Choosing to focus on the ways that students are alike can also encourage community-building in the classroom as students create connections with one another. Furthermore, in appreciating individual differences, teachers can help diminish prejudicial judgments against any minority group. Although this program is focused on disabilities, this core value can apply to topics of race, sexual orientation, class, gender, religion, and other markers of identity. In emphasizing that each person consists of multiple identities that make them different, teachers can promote an understanding of diversity and compassion among students. As a result, students can learn the importance of avoiding stereotyping and pre-judging others. This will, in turn, teach students to express their curiosity towards diversity in a compassionate manner. Together, with the inclusion of advocacy, this program aims to create a more inclusive, open, and welcoming environment for students with disabilities and teach able-bodied students the relevance of Disability Studies.

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Program Guide:

This program consists of two sections: Teacher’s Guide and Student Program. The Teacher’s Guide will provide some background information about DS for teachers who may not have a firm understanding of the topic. I will also provide a short guide about disability etiquette, which are specific ways to maintain respect when speaking or interacting with people who have disabilities. These principles are important for not only faculty members, but also for students. Teachers are invited to share some of these principles with their students so that they may learn to treat persons with disabilities with respect and kindness. These guidelines are supplemental to the lessons enclosed. I will also provide a multitude of resources for teachers to use in class or for their own personal research. A majority of the materials used in this guide will be available for free on the internet or will be accessible to persons with disabilities. The goal of this section is to provide as much information as possible to people who have never been exposed to Disability Studies. By informing and educating teachers today, we can learn to seamlessly incorporate DS into the current curriculum.

The Student Program section provides lesson plans that may apply to any grade between 9-12. The majority of the lesson plans may be applied to the NYS English Common Core or English New York State Next Generation standards, but the unit on Disability History may be used for Social Studies/History purposes as well. Since these lessons are meant to apply to any grade level, teachers are invited to use these plans as a template for their own classroom. Teachers may alter lessons to differentiate and accommodate their students’ varying needs. I have provided these lesson templates for teachers who wish to incorporate disability studies into their classroom, but do not necessarily know where to begin. At the beginning of every lesson, I have provided an exemplar demographic but teachers may alter these plans to fit their districts’
curriculum and policies. The goal of this guide is to provide teachers with a model lesson plan to seamlessly incorporate DS into the current curriculum. All of the resources used in this section are free and accessible to educators.⁴

⁴ Some platforms may prompt educators to create a free account but it is a free resource for teachers nonetheless.
The Paradigms of Disability

In dissecting Disability Studies (DS) and our society’s preconceived notions on disability, it is important to know about the medical model of disability. According to Baglieri and Shapiro, “The medical model is the dominant paradigm of disability and is quite perceptible in American education legislation, such as the IDEIA,” (Baglieri & Shapiro, 26). In the medical model, disability is viewed through its medical classification under the binary of normal and abnormal. It is then observed and analyzed through a course of treatment. Here, disability is viewed as a “defect” or something that inherently needs to be “fixed.” The medical model implies that people with disabilities are not whole individuals, but rather “patients” who need to be “treated” for their medical issues (Baglieri & Shapiro 15). This model portrays people with disabilities in a negative light as it erases other aspects of their identity. In education, the IDEIA, or the Individuals with Disabilities Education Improvement Act, is highly dependent on the medical model. However, our students are not defined by their disabilities. As educators, we must take their disabilities into consideration when designing lessons, but students are more than just their disabilities. The word “disability” alone possesses a negative connotation as it presents a binary between ability and disability; it is socially constructed. Teachers must work to demolish this cultural assumption in students and move toward treating students as holistic individuals with different abilities.

The social model of disability presents an alternative, positive way of viewing disability. In this model, disability is understood “as a total experience of complex interactions between the body and physical, social, and cultural environments,” (Baglieri & Shapiro, 26). The central idea of the model moves away from viewing disability as a medical problem and instead focuses on
everything else. The social model of disability takes into account the entire individual and their influence on their social, cultural, and political environment. In education, the social model can be found through inclusive practices such as UDL-aligned lessons (Universal Design for Learning) and differentiated instruction. This program is focused on stressing the social model of disability through various disability studies topics. By exposing students to multiple disability narratives and educating students on disability history, students are able to confront their preconceived notions on disability. It is far too often that students are not taught disability studies in school, and so they feel uncomfortable talking on the subject. This program aims to build empathy within the students and educate them on disability studies.⁵

**Principles of Approaching Disability Studies**

When integrating DS into the classroom, teachers must set examples for their students. It’s important to, above all else, build empathy within students so they may treat both disabled and nondisabled students with kindness and respect. When considering this curriculum on disability studies, it is important to keep these five principles in mind.\(^6\)

1. **Different is not abnormal**

   Students of all backgrounds, regardless of race, class, gender, sexual orientation, or disability, should feel accepted and welcome in the classroom. It is imperative that teachers work to create an inclusive environment where students with disabilities can also succeed. Above all, this program aims to emphasize sameness over differentness so children may learn to build empathy for others. This means including students with disabilities as much as possible in the classroom through differentiated instruction. Students with disabilities should be treated with respect, but also not given any special treatment. This could look different for every classroom since every student is unique in their learning abilities. However, some examples may include closed captioning for students with hearing disabilities or re-structuring your classroom for students who use wheelchairs. Holistically, this program aims to emphasize the value in differences.

2. **Self-esteem is important**

   As a result of a predominantly ableist society, students with disabilities may feel inferior compared to their able-bodied peers. Many factors contribute to this idea that people with disabilities are seen as lesser-than including, but not limited to, the medical model of disability and society’s sociocultural norms about ableism. In order to combat

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these negative attitudes towards disability, this program aims for students to re-evaluate their assumptions and prejudices about disability. By approaching disability through an educational lens, this program will influence students to rethink disability through a positive lens. In doing so, students will become educated and aware of the influence they have on their classmates with disabilities. By incorporating disability studies into the classroom and curriculum, teachers build a better learning community as students approach one another with respect and care, rather than sympathy, pity, or even fear.

As a whole, teachers should take responsibility and help create an atmosphere of acceptance so students feel safe in the classroom. When assigning activities, teachers should hold all students accountable for the work. Teachers should try to utilize UDL-aligned activities as well as scaffolded lessons to ensure that students feel included in the curriculum. By incorporating this program, teachers will be able to build stronger self-esteem among all students as they become literate in disability history and disability literature. By simply including disability studies in the classroom, teachers are already contributing to a positive self-image among students with disabilities as they are represented in the content.

3. Classroom atmosphere is important

The teacher must create a relaxing, positive environment for students. In doing so, teachers model acceptance of students with disabilities. The classroom should reflect positive attitudes and respect towards everyone. Therefore, if possible, the desks should be organized so that students with physical disabilities may interact seamlessly with others in the classroom. In addition to this, some other options can include a “quiet corner” where students who feel overwhelmed, regardless of whether they have a
disability, can sit and de-stress for a few minutes. This corner can include comfortable chairs, fidget toys, stress balls, books, writing utensils, coloring pages, or headphones to listen to calming sounds.\textsuperscript{7} These items may help students feel more comfortable in the classroom.

Teachers are also invited to hang up student work and posters displaying positive attitudes towards disability. By displaying inclusive art in the classroom, teachers show respect and acceptance towards all students. This can also be comforting for students to look at since they spend most of their time in the classroom. As much as possible the classroom atmosphere should reflect the values of the teacher and the ideals teachers want to model for students.

4. \textit{It is important to advocate for and with students with disabilities}

Students with disabilities are experts on their own situations and should be encouraged to advocate for themselves. If assistance is needed, it should be carried out in a way that keeps the student’s dignity intact. In accordance with maintaining students’ self-esteem, it is important to model respectful and positive behavior. Students need to know that it is appropriate to offer assistance to a student with a disability. However, if their offer for assistance is declined, students should not feel offended. Students with disabilities are advocates for themselves and their experiences.

5. \textit{Students are individuals not labels}

Students should not be thought of or addressed based on their disability. Children are whole individuals with varying aspects of identity. Therefore, they must be taught and challenged based on their abilities. This concept also coincides with creating an inclusive

\textsuperscript{7} Goalbook. \textit{Goalbook Toolkit}, goalbookapp.com/toolkit/v/strategies.
classroom environment. Students with identical disabilities may not perform at the same level, thus, they should not be lumped together when considering lesson planning.

Students should be treated as individuals with varying abilities. In doing so, teachers can boost student self-esteem, engagement, and performance. Differentiated instruction and UDL-aligned activities can promote inclusivity and positive attitudes towards disability.
What is Disability Etiquette?

Disability etiquette is a term used to describe respectful interactions with people who have disabilities. These guidelines are used to help make people with disabilities feel comfortable when interacting with others. Teachers are invited to share this list with their students and colleagues. The following are the basic guidelines:

- When speaking about a person with a disability, speak using person-first language. For example, refer to “people who are deaf” rather than “deaf people.” However, individuals do have their own preferences and often identify with their disability. Above all, it is always best to ask the person how they would like to be addressed.
- When meeting a person with a disability it is appropriate to offer to shake hands or wave. If a person has a visual impairment, always identify yourself and others around you.
- Never assume someone with a disability needs assistance and always ask before you offer assistance. If assistance is needed, people with disabilities will oftentimes communicate this. If the offer is accepted, listen or ask for instructions. If the offer is declined, do not feel offended. People with disabilities are experts on their own situations and experiences.
- Be sensitive about physical contact. Avoid patting a person on the head or touching their equipment. Treat adults like adults. Never patronize others.
- Always address the person with a disability, not their companion or aide. Respect their privacy; they are human beings beyond their disability.

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Listen attentively when talking with a person who has difficulty speaking. Be patient and avoid correcting that person.

- Adults with disabilities deserve to be treated and spoken to like adults.
- Above all, if you are unsure of how to interact with a person with a disability, ask them.

These guidelines provide a general framework of how to treat people with disabilities respectfully. It is important for teachers to have an understanding of disability etiquette before they teach this curriculum so they can model respectful behavior for their students. If you would like to view an extensive list of disability etiquette for different kinds of disabilities, The United Spinal Association has created a booklet with more information.\(^{10}\)

Additional Resources for Educators

In addition to the resources found in each lesson, below is an extensive list of supplemental resources for teachers to use/view to further their education on Disability Studies. Although my lessons provide a model for DS lessons, teachers are welcome to use these resources to build their own DS lesson plans.

Books/Short Stories/Poems:

➢ *The Curious Incident of the Dog in the Night-time* by Mark Haddon

➢ “Cathedral” by Raymond Carver

➢ “The Yellow Wallpaper” by Charlotte Perkins Gilman

➢ *Epileptic* (a graphic novel) by David B.

➢ Sylvia Plath’s “Tulips” and “Lady Lazarus”

➢ Ginsberg’s “Kaddish”

➢ Gwendolyn Brooks’ “sick man looks at flowers”

➢ *The Things They Carried* by Tim O’Brien

➢ *Of Mice and Men* by John Steinbeck

➢ *Flowers for Algernon* by Daniel Keyes

➢ *Frankenstein* by Mary Shelley

➢ *One Flew Over the Cuckoo’s Nest* by Ken Kesey

➢ *Thinking in Pictures* by Temple Grandin

➢ *Lucky* by Alice Sebold

➢ *A List of Cages* By Robin Roe

➢ *Peta Lyre's Rating Normal* by Anna Whateley
- *A Time to Dance* by Padma Venkatraman
- *Marcelo in the Real World* by Francisco X. Stork
- *Queens of Geek* by Jen Wilde
- *The Boy Who Steals Houses* by C.G. Drew
- *When My Heart Joins the Thousand* by A. J. Steiger
- *Disability Visibility* edited by Alice Wong
- *Look Me In The Eye: My Life With Aspergers* by John Elder Robison
- *Laughing at My Nightmare* by Shane Burcaw
- *Criptionary: Disability Humor and Satire* by Maria Palacios
- *Pride Against Prejudice: Transforming Attitudes to Disability* by Jenny Morris
- *It's Just Nerves: Notes on a Disability* by Kelly Davio
- *Welcome to Biscuit Land: A Year in the Life of a Touretteshero* by Jessica Thom
- *Ugly* by Robert Hoge
- *Sitting Pretty: The View From My Ordinary Resilient Disabled Body* by Rebekah Taussig
- *The Pretty One* by Keah Brown
- *We Are Never Meeting in Real Life* by Samantha Irby
- *Unbroken: 13 Stories Starring Disabled Teens* edited by Marieke Nijkamp
- *Cursed* by Karol Ruth Silverstein
- *Meet Me in Outer Space* by Melinda Grace
- *Care Work: Dreaming Disability Justice* by Leah Lakshmi Piepzna-Samarasinha
- *Disfigured: On Fairy Tales, Disability, and Making Space* by Amanda Leduc
- *Too Late to Die Young* by Harriet McBryde Johnson
Films/Documentaries/Movies:

➢ Crip Camp: A Disability Revolution (2020)
➢ The Theory of Everything (2014)
➢ Breathe (2017)
➢ The Peanut Butter Falcon (2019)
➢ I Am Sam (2001)
➢ Still Alice (2014)
➢ The Fundamentals of Caring (2016)
➢ A Quiet Place (2018)
➢ Vision Portraits (2019)
➢ Unrest (2017)
➢ Who Am I To Stop It (2016)
➢ When I Walk (2013)
➢ Sins Invalid: An Unshamed Claim to Beauty (2013)
➢ Inside I’m Dancing (2004)

Helpful Websites:

➢ Educational Inequities in DSE:


➢ The Disability Rights Movement, 30 Years After The ADA: https://www.npr.org/2020/07/02/886686992/the-disability-rights-movement-30-years-after-the-ada

➢ A.D.A Impact after 30 years: https://the1a.org/segments/the-americans-with-disabilities-act-at-30/

➢ An extensive list of UDL-Aligned Strategies: https://goalbookapp.com/toolkit/v/strategies

➢ Ways to be an Ally to Disabled People: https://shemightbe.co.uk/10-ways-good-ally-disabled-people/

➢ What is Ableism: https://www.medicalnewstoday.com/articles/ableism#types

➢ Free Educational Resource for Nonfiction Articles for ELA Teachers: https://newsela.com/

➢ Free Educational Resource for articles/short stories in different disciplines. This resource also provides the Lexile reading range for each article and can be read to students or transcribed: https://www.readworks.org
Student Program
**UDL Differentiated Lesson Plan**

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**Placement information:**
This lesson can be presented to grades 10-12

**Topic:** **Introduction to Disability History**

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

**Essential Questions:**
How does our past affect our present and future? Why might disability history be left out of common textbooks?

**Student Learning Objectives:**

- **Academic:** Students will draw evidence from informational texts to support analysis, reflection, and research. Students will also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **Social:** Students will examine and reflect on the history of disability by reading informational texts and researching historical figures.
- **Behavioral:** Students will manage their time in class to complete their mini research projects.

**Assessment**

- **Pre-assessment:** As a do-now activity, students will respond in their journals to “What comes to mind when you think about disability? Can you think of any significant figures in history with a disability?”
- **Formative Assessment:** After presenting a speech by Ed Roberts, a disability rights activist, the class will have an open discussion about their views on disability. Did it change? Did they learn a new fact?
- **Summative Assessment:** In groups, students will research a specific historical figure with a disability or a specific era of disability history. They will be responsible for a short response of their findings and present it to the class.

**Resources and Technologies:**
The resources needed include students’ journals, printouts of the speech, a projector/SmartBoard, access to Microsoft Office or Google Docs/Drive, Chromebooks (if needed). Students with IEPs and 504s will have access to Chromebooks, school databases, and the internet for completing their research.

Ed Roberts’ Speech can be found on CommonLit. CommonLit is a free resource for educators/students/parents. On the site, you may also alter the size of the font for the article or have the article read aloud. This is a very helpful tool for students with disabilities as it provides virtual accessibility for everyone.
**Transition & Mini-Lesson:**

- After completing the Do Now Activity, students are invited to share their responses with the class and we can discuss their answers. Teachers can begin by sharing their own answers.
- Teacher will provide printouts of Ed Roberts’ speech to the class. Students will be given a handout graphic organizer to help take notes and keep students engaged.
- After the discussion, students will be asked to research a significant historical figure with a disability, a specific era of disability history, or a historical figure that helped impact disability history (for instance, the inventor of the wheelchair, etc.).

**UDL Aligned Application**

- In flexible groups of four or five, students will work together to pick one historical figure to research. As a group, they are responsible for creating a presentation to share their findings with the class.
  - Students are invited to use many different formats: essay, Powerpoint, posters, video essays, etc. They must be appropriate for the classroom and provide ample sources to support their presentation.
  - Afterwards, students will be invited to share their presentations with the class. While other groups are presenting, students will write down notes and add their responses in their journals if they have any additional thoughts. These journals are collected after class to document student classwork.

**Special Notes on UDL**

- Students will be seated in groups of 4-5, which will allow students of varying abilities to contribute independently to their group, and rely on each other to come together and answer the holistic question. Desks are grouped together to allow for wider aisles for accessibility.
- Groups are pre-determined so that each group has an equal share of proficient and struggling students. If they choose to do so, partners for the peer-review can be pre-determined for specific ELL students and students with disabilities, so they may be partnered with a friend they feel comfortable with.
- Group work poster responses appeal to different intelligences (visual, linguistic, intrapersonal)
- Handouts can be printed in various fonts and font sizes for students with reading disabilities or students who need space to annotate. They can also be printed in a translated language for ELL students.
- Spanish/English dictionaries; paired ELL students
- The speech will be presented visually and auditorily, students will also be able to follow on worksheets
- Students with IEPs and 504 plans will have the option to use laptops if they choose.
| Connections: |  
| Are there any connections you can make to your own life? The real world? Literature? |  

| Important Notes: |  
| Place any important facts in this section. What surprised you? What is something new that you learned? |  

| Definitions: |  
| What are some new words that confused you? New words that you learned? |
# UDL Differentiated Lesson Plan

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## Placement information:
This lesson can be presented to grades 9-10

## Topic: Understanding the Importance of the Disability Civil Rights Movement

## Description of Class: What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

## Essential Questions:
Why might Nazi Germany’s Euthanasia program be left out of history books today? What does this say about disability history in America?

## Student Learning Objectives:

- **Academic:** Students will draw evidence from informational texts to support analysis and reflection. Students will participate in group discussion and activities where they must present their findings and support their evidence.
- **Social:** Students will analyze and reflect on the Nazi euthanasia movement by reading an informational text and watching a short video.
- **Behavioral:** Students will interpret the informational text and practice supporting their claims with evidence.

## Assessment

**Pre-assessment:** As a starter activity, students will watch a short clip of Crash Courses’s video “The Holocaust, Genocides, and Mass Murder of WWII”. This will provide context for the article they will later examine.

https://www.youtube.com/watch?v=iQeDynapdlg

**Formative Assessment:** Students will be given a printed copy of the article from Common Lit titled “NAZI GERMANY'S 'EUTHANASIA' PROGRAM” by the United Stated Holocaust Museum.

https://www.commonlit.org/en/texts/nazi-germany-s-euthanasia-program

Students will participate in an open discussion about what they have read and what they have learned.

**Summative Assessment:** Students will be asked to answer three questions about the information in the article and the video: What surprised me? What did...
the author think I already knew? What challenged, changed, or confirmed what I already knew? They will submit this response to the teacher in a written format or virtually with textual evidence from the article.

**Resources and Technologies:**

The resources needed include students’ journals, a projector/Smartboard, access to Youtube, printed copies of the articles, and Chromebooks (if needed).

The article can be found on CommonLit and be printed/downloaded as a pdf. CommonLit is a free resource for educators/students/parents. On the site, you may also alter the size of the font for the article or have the article read aloud. This is a very helpful tool for students with disabilities as it provides virtual accessibility for everyone.

https://www.commonlit.org/en/texts/nazi-germany-s-euthanasia-program

**Transition & Mini-Lesson:**

- After watching the short video, teacher will discuss that this is a sensitive topic within disability history (this content may be triggering for some students, so please make sure to review the material before sharing with students). Teacher will introduce that the video will provide context for the article about disability history.
- Teacher will provide printouts of the article for students to read along. Teacher will read article aloud and stop after every paragraph to ask students about comprehension, vocabulary, or any reflective questions. Examples of dialogue can include:
  - What were the effects of first singling out the weak, young, disabled, and elderly for mass murder?
  - Why do you believe people are prejudiced against those with disabilities? The sick? The elderly?
  - The euthanasia program was met with outrage and was temporarily shut down, yet it was reinstituted and went on to serve as a model for the Final Solution. Why do you think leaders would engage in a program they knew the public disapproved of?
  - Why might the Euthanasia program be left out of history books? What does this say about society’s view of people with disabilities?
- Students may jump in anytime to provide their reactions, opinions, or questions about the article.

**UDL Aligned Application**

- Students will participate in a Think, Pair, Share with the person next to them. They will be asked to answer three questions about the article independently: What surprised me? What did the author think I already knew? What challenged, changed, or confirmed what I already knew?
- Then, students will pair up and share their responses with each other. As students discuss the article, teacher will walk around and listen in group conversations.
- After about five minutes of sharing, teacher will discuss the article with the class as a whole.

**Special Notes on UDL (ex: flexible seating, learning stations, blending learning, ELL & students with disabilities accommodations):**

- Students will be seated in groups of 4-5. Desks are grouped together to allow for wider aisles for accessibility.
- For ELL students, vocabulary will be pre-taught so that they may understand the article.
● Printed handouts can be printed in various fonts and font sizes for students with reading disabilities or students who need space to annotate. They can also be printed in a translated language for ELL students.
● Spanish/English dictionaries; paired ELL students
● Article will be read aloud and presented visually for students to follow along.
● Students with IEPs and 504 plans may use laptops if they choose.
## UDL Differentiated Lesson Plan

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### Placement information:
This can be presented to grades 9-12, information may be adjusted based on students’ grade level. This lesson may take place over the course of two days, depending on the allotted time.

### Topic: Introduction to Disability Civil Rights Movement

### Description of Class: What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

### Essential Questions:
Why is the disability civil rights movement important? Why might this have been left out of our major history lessons?

### Student Learning Objectives:

- **Academic**: Students will analyze and interpret photos from major points of the disability rights movement.
- **Social**: Students will work in groups to interpret the photographs. Students will make observations and inferences based on the photographs alone.
- **Behavioral**: Students will interpret the photograph and research its content. Students will practice making conclusions using context clues in the photograph as well.

### Assessment

**Pre-assessment**: Students will be seated in groups of 4-5. Teacher will place one of the photographs on their desk without any context about what is in the photo (see below for photographs). Depending on the allotted time, teachers can pick a select number of photographs. For the purpose of this lesson, I have provided photographs from the New York Times Article “Nothing About Us Without Us’: 16 Moments in the Fight for Disability Rights” but teachers are free to choose their own important photographs. Students will be asked to complete a See/Think/Wonder (see below for instructions) with their group on large poster paper. If teachers do not have large poster paper for each table, they may also ask one student to serve as a scribe for the group and write it in their notebooks. Students will rotate to each photograph and complete this at each station until they have reached every photograph.

**Formative Assessment**: Each group will share their See/Think/Wonder with the class. They will present based on the photograph that is at their table.

*see below for instructions*
**Summative Assessment:** Students will be asked to bring in their own photographs depicting a moment in disability rights history. They must research the context of the photograph and provide at least a one-paragraph explanation of the photograph’s content and importance. This assessment may be done in class as a project or as homework, depending on the allotted time (see below for resources).

**Resources and Technologies:**

The resources needed include students’ notebooks, (if possible) large poster paper for See/Think/Wonder, and printed copies of each photograph and their contexts. Photos can also be projected onto a Smartboard if needed.

*Exemplar of See/Think/Wonder*

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<tr>
<th>SEE</th>
<th>THINK</th>
<th>WONDER</th>
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<tbody>
<tr>
<td>What do you see?</td>
<td>What do you think about that?</td>
<td>What does it make you wonder?</td>
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The photographs and information are pulled from The New York Times’ article “Nothing About Us Without Us’: 16 Moments in the Fight for Disability Rights” by Julia Carmel. This article also contains an audio recording of the information connected to each photograph for accessibility purposes. It also contains image descriptions for the visually impaired.


Attached below are the photographs from this article.

Supplementary Resources for Student Summative Assessment:

https://www.disabilitymuseum.org/dhm/index.html

https://www.museumofdisability.org

**Transition & Mini-Lesson:**

- After allowing students to participate in the gallery walk, students will return to their tables. Each group will be asked to share their See/Think/Wonder with the class. They will present based on the photograph that is at their table.
Then, as a class, the teacher will provide the context of the photo and discuss it with the class. Teacher will ask discussion questions such as: What is the importance of this photograph? What did you already know? How could you tell what was happening?

**UDL Aligned Application**

- Students will participate in a whole group discussion similar to a Socratic seminar. Students will not have to raise their hands, but rather will be allowed to speak when there is a space. Teacher will jump in to facilitate or contribute to the discussion, but must try to remain silent for most of the discussion. Some possible discussion points can be:
  - What obstacles existed or still exist for people with disabilities? How did they overcome this?
  - What did you already know about disability history? Why is it that this may not be taught in schools?
  - How do you think you can advocate for and with people with disabilities?
  - How has learning about the disability civil rights movement changed your views?
  - What are your feelings or opinions about the photographs? Did one particularly move you? Did they make you uncomfortable? Why?

- After the whole class discussion, the teacher will conclude the class with a short reflection. This may be done as an exit ticket. Students will reflect on the activity and discussion for five minutes.

**Special Notes on UDL (ex: flexible seating, learning stations, blending learning, ELL & students with disabilities accommodations):**

- Students will be seated in groups of 4-5. Desks are grouped together to allow for wider aisles for accessibility.
- For ELL students, vocabulary will be pre-taught so that they may understand the article.
- Spanish/English dictionaries; paired ELL students
- Information about each photograph can be read aloud and presented visually for students to follow along.
- Students with IEPs and 504 plans may use laptops if they choose.
- Photographs and movement can appeal to different intelligences (visual, linguistic, intrapersonal)
- Photographs contain image descriptions for students with disabilities

[Image description: Campers laying in the grass and smiling.] Camp Jened in 1968 in the Catskill Mountains in New York was one of many summer camps that provided a nurturing environment for children with disabilities. Credit...Patti Smolian/Netflix
Ray Charles in 1970. Credit...Gilles Petard/Redferns, via Getty Images

Fourth graders in 1978 at a Denver school that mainstreamed deaf children into general education classes. Credit...Dave Buresh/The Denver Post, via Getty Images

Before the A.D.A., activists pushed for Section 504 to be signed. The provision, modeled after the Civil Rights Act of 1964, prohibited recipients of federal aid from discriminating against anyone with a disability. Credit...National Museum of American History

Demonstrators in Denver protesting the lack of wheelchair lifts on city buses. Credit...Glen Martin/The Denver Post, via Getty Images
Students celebrating the appointment of I. King Jordan, Gallaudet University’s first Deaf president. Credit...Bettmann/Getty Images

Protesters hoisting themselves up the steps of the United States Capitol. Credit...The Tom Olin Collection. Used by permission.
The llama became a symbol of the group Autism Network International when members discovered a shared interest in the animal. Credit...National Museum of American History

Protesters from Not Dead Yet outside the Supreme Court on Jan. 8, 1997, where justices were hearing arguments from two cases on assisted suicide. Credit...The Tom Olin Collection. Used by permission.

Elaine Wilson, left, and Lois Curtis, the co-plaintiffs in Olmstead v. L.C. Credit...John Bazemore/Associated Press
[Image description: A man in a recumbent tricycle with arms raised wearing a bowler hat and lei. An attached sign reads “Pride Revolution.”] Eli Clare, grand marshal of the Disability Pride Parade in Chicago, on his trike in 2010.

[Image description: A yellow sign hanging on the back of a man’s wheelchair reads “Half of all people killed by police have a disability. End racist police terror!”] At the Disability Pride Parade in New York in 2018. Credit...Nolan Ryan Trowe/Reuters
**UDL Differentiated Lesson Plan**

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**Placement information:**
This lesson can be presented to grades 9-12

**Topic:** The Ongoing Fight For Disability Rights

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

**Essential Questions:**
How can we move towards a more equitable and accessible future for everyone?

**Student Learning Objectives:**

- **Academic:** Students will analyze and discuss the disability rights movement in relation to Judith Heumann’s speech.
- **Social:** Students will initiate and participate in a range of collaborative discussions on disability civil rights. Students will also evaluate the speaker’s point of view and reasoning.
- **Behavioral:** Students will write a letter to Judith Heumann in response to her TEDTalk.

**Assessment**

**Pre-assessment:** As a do-now activity, students will take five minutes to reflect in their journals to the question “How can we move towards a more equitable and accessible future for everyone? What can you do?”

**Formative Assessment:** After watching Heumann’s speech, the class will participate in an open discussion guided by discussion questions about their views on disability rights.

Ex: What did you think about the video? What problems do people with disabilities face? What did you think about Judith’s story? What more can be done for an accessible future?

**Summative Assessment:** Students will be asked to write a letter to Judith Heumann. In their letter, students will respond to Heumann’s TEDTalk and provide their thoughts on her work as an activist. This letter can be used to assess student understanding and comprehension of the video.
### Resources and Technologies:

The resources needed include students’ journals, printouts of the transcript of the speech, a projector/Smartboard, access to the internet, laptops (if needed). Students with IEPs and 504s will have access to the transcripts of the speech, as well as laptops. Transcripts can be translated based on language for ELLs as well.

Judith Heumann’s speech can be found online as a TED Talk through this link: [https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet/transcript?language=en#t-48977](https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet/transcript?language=en#t-48977)

Her speech can be transcribed in different languages. Closed captioning is also available.

### Transition & Mini-Lesson:

- After completing the Do Now Activity, students will be asked to put away their journals. The purpose of writing out their thoughts is to get students to begin thinking about this lesson’s essential question. Teachers may choose to share responses aloud if time allotts.
- The teacher will provide printed copies of the speech’s transcription for every student. The teacher will project the speech on the board for students to watch/listen to. Closed captioning is also available. Students are invited to annotate the transcription for any important lines.
- Once the video is over, teacher will facilitate a short discussion with the class about any thoughts, opinions, and comments. Some sample guided questions can include: What did you think about the video? What problems do people with disabilities face? What did you think about Judith’s story? What more can be done for an accessible future?
- After the discussion, students will be asked to compose a 1-2 page letter to Judith Heumann, a disability rights activist. Students will be asked to include any golden lines from the TEDTalk or any comments/questions they have for Judith. This can be completed as homework if time does not allot.

### UDL Aligned Application

- For this lesson, the resource chosen is free and accessible for all educators. The video can be transcribed in multiple languages for ELLs. Closed captioning is also accurate and available for students.
- The assignment of a letter allows students to create a personal writing piece and also show their understanding of the content. By writing to an activist, students are able to also demonstrate their knowledge of the material and discuss any further questions they have about the content. This gives students a fun, engaging way to participate in academic writing.
- A whole group discussion allows for students to freely speak their ideas without the constraints of raising their hands. Speaking freely in a discussion allows students to develop their own ideas and practice their listening skills.

### Special Notes on UDL:

- As aforementioned, the video is free and accessible for everyone. It can be translated, transcribed, and also slowed down for students. It also has closed captioning.
- Printouts will be provided for students to follow along and annotate. It can also help students focus on the video.
- Transcriptions of the speech can be translated for ELL students.
- Students with IEPs and 504 plans will have the option to use laptops if they choose.
# UDL Differentiated Lesson Plan

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**Placement information:** What is the school, grade level, and subject area(s)?

This can be presented to grades 9-12

**Topic:** *Introduction to Disability Narratives*

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

**Essential Questions:**

How does society view disability? How can we address negative representations of disability?

**Student Learning Objectives:**

- **Academic:** Students will differentiate and discuss positive and negative representations of disability in the media.
- **Social:** Students will participate in a guided discussion with their peers about disability narratives. Students will reflect on their own assumptions and preconceived notions of disability as they discuss.
- **Behavioral:** Students will distinguish positive and negative representations of disability in media. Students will conduct their own evaluation on a disability narrative to decide if it represents disability in a positive or negative light.

**Assessment**

**Pre-assessment:** As a Do Now activity, students will take five minutes to reflect in their journals. They will respond to the following prompt: “How is disability shown in popular media like books, movies, or TV shows? Can you give any examples? In your opinion, do you think these are positive or negative portrayals of people with disabilities?”

**Formative Assessment:** After presenting Stella Young’s TEDTalk, the class will have a guided discussion about disability representation in the media (see below for more details).

**Summative Assessment:** As an assignment, students will be asked to write a review of a piece of literature, a movie, or a TV show where a person with a disability is represented. Students must identify if this representation fits a positive or negative narrative and why they believe so. Teachers may give students some of the options below or allow for students to do their own research.
### Resources and Technologies:

The resources needed include students’ journals, printouts of the transcript of the speech (if needed), a projector/Smartboard, access to the internet, and laptops (if needed). Students with IEPs and 504s will have access to the transcripts of the speech. Transcripts can be translated based on language for ELLs as well.

Stella Young’s speech can be found online as a TED Talk through this link:

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/up-next?language=ab

Her speech can be transcribed in different languages. Closed captioning is available.

### Transition & Mini-Lesson:

- After completing the Do Now activity, students will be asked if they feel comfortable sharing any comments or thoughts. Teachers may facilitate this discussion as an introduction to the video.
- The teacher will provide printed copies of the video’s transcription for students who need it. The teacher will project the video for students to watch/listen to. Closed captioning is available.
- Once the video is over, the teacher will facilitate a guided discussion with the class about any thoughts, opinions, and comments. This may take up the remainder of the class time. Below are some questions you may ask your students but feel free to add any of your own to fit the needs of your students.
  - Guided Questions:
    - General Thoughts: What did you think about Stella Young’s speech? She mentions the social model of disability and how “we are more disabled by the society that we live in than by our bodies and our diagnoses.” What do you think she means by that? Have you ever felt the need to be inspired by people with disabilities? How has this video changed your perspective in any way? What confused or surprised you about the video?
    - Shifting to Disability Narratives: There are a number of movies and books where people with disabilities are seen as either pitiable or as “inspiration porn,” as Stella Young calls it. Can you think of any? (Some examples to mention: Forrest Gump, Flowers of Algernon, A Christmas Carol) Representation can be subjective, but how can we, as a class, define traits of positive and negative representations of disability?

### UDL Aligned Application

- For this lesson, the resource chosen is free and accessible for all educators. The video can be transcribed in multiple languages for ELLs. Closed captioning is also accurate and available for students.
- A guided discussion allows for students to speak their ideas freely and practice their listening skills. Guided questions also help increase student participation. The majority of the questions are also opinion-based, which allows for more student engagement.
- The assignment of analyzing a source for positive or negative representations allows students to show their understanding of the content discussed in class. Students will be given a choice on what source they would like to analyze. In doing so, this gives students an engaging way to demonstrate their knowledge of disability representations.
Special Notes on UDL:

- As aforementioned, the video is free and accessible for everyone. It can be translated, transcribed, and also slowed down for students. It also has closed captioning.
- Printouts will be provided for students if they need them. It can also help students focus on the video.
- Transcriptions of the speech can be translated for ELL students.
- Students with IEPs and 504 plans will have the option to use laptops if they choose.
## UDL Differentiated Lesson Plan

**Date** | **Period/Time** | **Lesson # in Unit**
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### Placement Information:
This can be presented to grades 9-12. This lesson may take approximately 2-3 periods to complete.

### Topic: Analyzing Disability Poetry

### Description of Class: What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

### Essential Questions:
How does an author’s perspective affect the meaning behind a poem?

### Student Learning Objectives:
- **Academic:** Students will demonstrate close reading and analysis skills by examining the authors’ perspectives
- **Social:** Students will reflect on the topic of disability by analyzing first-person disability narratives
- **Behavioral:** Students will construct their own mini identity poems using the poem as a mentor text.

### Assessment

**Pre-assessment:** As a Do Now activity, students will respond in their journals to the prompt “What are your personal experiences with disability?” Teacher will collect journals for student responses, but students will not be asked to share aloud if they feel uncomfortable.

**Formative Assessment:** After reading the first poem, the class will have a guided discussion about the content. Students will be invited to speak when there is a space; they do not need to raise their hands. (See below for guided questions).

**Summative Assessment:** Students will create a 100-word response poem in the same structure as “When You Pass Me On The Street” by Rachel Cantrell using their own identities/experiences.

### Resources and Technologies:
The resources needed include printed copies of the poem in different fonts and languages, students’ journals, printed worksheets of the graphic organizer for students to fill in, a teacher projector/SmartBoard, access to Microsoft Word or Google Docs for teachers/students, and Chromebooks if needed. Students with IEPs and 504s will have access to
Chromebooks, school databases, and the internet for viewing the poems in larger fonts. Students with hearing impairment will also have access to an audio recording of the poem.


### Transition & Mini-Lesson:

#### Part I:

- After completing the Do Now activity, students will be asked to put away their journals. Teacher will collect journals for the completion of assignments and understand student perspectives.
- Teacher will pass out printed copies of “Poems With Disabilities” by Jim Ferris, who is a poet, performance artist, and disability studies scholar. The poem may also be projected for students to follow along. Teacher will read the poem aloud as students follow on the page.
- Teacher will then ask students to read the poem to themselves and to annotate for any “golden lines” or comments. The class will share their responses after.
- Teacher will facilitate a guided discussion about the poem. Students will be asked to share their thoughts and opinions first, then teacher can ask guided content-related questions to check for understanding.
  - Sample Guided Questions: “Poems with Disabilities Act” (line 4) calls to mind which civil rights law in the United States? What do civil rights laws seek to accomplish? What group does this civil rights law seek to protect? Why do some groups of citizens need the protection of civil rights laws? Have you ever used a curb cut, the ramp where the sidewalk drops down to curb level? When do you use it? Why? Have you ever used an electric door opener to enter a store or school? Investigate how curb cuts and door openers became common features. When did that occur? What motivated the design changes? Who were they designed to benefit? Who actually benefits from them? Who is speaking in the poem? Who is being addressed? What do you imagine the circumstances to be? What do we know about the speaker based on what he or she says? What is the poem being compared to in “Poems with Disabilities”?
- After the discussion, students will complete a short reflection in their journals about the poem. Students will be asked to reflect on the class discussion and how it may have changed/impacted their perspectives.

#### Part II:

- For this next section, the teacher will pass out printed copies of “When You Pass Me On The Street” by Rachel Cantrell, who is a poet living with cerebral palsy. The poem may also be projected for students to follow along. Teacher will read the poem aloud as students follow on the page.
- Teacher will then ask students to read the poem to themselves and to annotate for any “golden lines” or comments. The class will share their responses after.
- Teacher will facilitate a guided discussion about the poem. Students will be asked to share their thoughts and opinions first, then the teacher can ask guided content-related questions to check for understanding.
  - Sample Guided Questions: What are your reactions to this poem? How is it similar or different from “Poems with Disabilities”? How does the author reveal their perspective regarding disability? Who is the speaker? Does the speaker use any figurative language in the poem? How does it add to the central idea?
What is the main argument of the poem? How does this relate to your understanding of disability studies? How does society view people with disabilities? Can you relate this poem to any personal experiences?

- After the discussion, the teacher will explain the directions and format for student poems. Students will be asked to create their own version of “When You Pass Me On The Street” following the same structure as the poem. This narrative, personal poem must be at least 100 words. Students may work collaboratively if they choose, but each student must have their own version to turn in.
- Teachers may assign the poem as a homework assignment or as a classwork assignment. Teachers may also be invited to create their own version of this poem (this can help bond with students as well).
- Students will be invited to share their versions of their poems with the class if they choose to do so.
- To end the lesson, teachers may open a short discussion about empathy.
  - Sample dialogue: “Thank you to everyone who has decided to share their story! Wonderful work! I’d like to remind everyone that a person’s disability, like in the poems, is not their entire identity. They’re people just like you and me; they’re writers, actors, teachers, students, and so many other things! I’m so proud of everyone’s work today.”

**UDL Aligned Application**

- For this lesson, the resources chosen are free and accessible. The poems can easily be printed and adjusted for font size, line spacing, and translations. The poems will be visually shown on the board as well as on printed copies for students to annotate. The poems will also be read aloud for students to follow along.
- A guided discussion allows for an open space for students to voice their thoughts and opinions. It also increases student engagement and can be used to check for comprehension and understanding.
- The poem assignment can appeal to creative, linguistic, and visual learners. Students have the opportunity to write creatively about themselves. They also are free to choose a written or visual format to present their poems. Students are invited to share their poems with the class, but this is not a requirement as some students may feel uncomfortable sharing their personal pieces.

**Special Notes on UDL (ex: flexible seating, learning stations, blending learning, ELL & students with disabilities accommodations):**

- As aforementioned, the resources chosen are free and accessible for everyone.
- Printouts will be provided for all students. Printouts can be altered to fit student needs; it can also help students focus on the reading as the teacher reads aloud.
- Students will be seated in flexible groups so students may have the option of working alone or with a partner for their poems. Students can also bring home their poems for extra time to work or check-in with the teacher for any assistance.
## UDL Differentiated Lesson Plan

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### Placement information:

This can be presented to grades 11-12

### Topic: Short Stories on Disability

### Description of Class:
- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

### Essential Questions:

How can we use short stories to better understand people with disabilities? How can we determine good and bad representations of disability?

### Student Learning Objectives:

- **Academic:** Students will read, analyze, and demonstrate an understanding of characterization in Raymond Carver’s short story “Cathedral.”
- **Social:** Students will participate in guided peer discussions about the short story and its connection to disability studies.
- **Behavioral:** Students will analyze and critique Raymond Carver’s short story “Cathedral” for its representation of disability. Students will participate in a research assignment on the experiences of blind people.

### Assessment

- **Pre-assessment:** Students will be given the short story “Cathedral” by Raymond Carver ahead of time to read on their own. This can be done as a homework assignment prior to this class period. As a Do Now activity, students will be asked to write a short reflection in their journals about the story. Students should write for about five minutes. Here, students are asked to share any thoughts, feelings, or opinions on the story.
- **Formative Assessment:** Students will take part in a guided peer discussion in groups of three or four. Teacher will walk around the room to check for understanding and comprehension of material.
- **Summative Assessment:** Students will be asked to research the experiences of people who are blind using reputable sources or first-hand accounts. Students will be asked to create a 1-2 pg report on their findings (More details below).
Resources and Technologies:
The resources needed include students’ journals, printouts of Raymond Carver’s short story “Cathedral,” printouts of the guided discussion questions for students to answer and hand in, and a Smartboard/projector to display the questions.

Raymond Carver’s “Cathedral” can be found online at this link or in your local library:

http://www.giuliotortello.it/ebook/cathedral.pdf

See below for guided peer discussion questions.

Transition & Mini-Lesson:

- After completing the Do Now activity, students will be asked to put away their journals. Teachers will assign groups to ensure students stay on task. Perhaps you may pair more fluent readers with less fluent readers or pair students who read at the same level. Every classroom is different.
- Once groups are assigned and seated with each other, the teacher will hand out printed copies of the guided questions. This activity may take the remainder of class to complete, depending on the fluency of your students.
- While students complete this activity, the teacher should circulate around the room asking questions, checking for understanding, and redirecting those who are off-task.
- Around ten minutes before the end of the period, bring the class back together for a short discussion. Teachers should go over any questions that were confusing or needed clarification.
- Teachers will take this time to relate the short story back to disability studies: “So, what does this story say about people with disabilities? The sighted man could physically see, but he was emotionally blind to a lot of different things in his life. On the other hand, the blind man could not physically see, but he was emotionally in tune with the people around him. Do you think this counts as good or bad representation for people with disabilities? What does it say about our own assumptions of people who are blind?”
- To get a better idea of the character’s perspective, students will be asked to conduct a short research assignment.
  - Prompt: Research the experiences of people who are blind or partially-blind using at least one reputable source or a first-hand account. Your response should document what their experiences are like, your thoughts/opinions on the topic, and how your research has changed your perspective in any way. Your report should be 1-2 pgs in length.

UDL Aligned Application

- For this lesson, the short story chosen is free and accessible. Printouts can be altered for line spacing, translations, or font sizes to fit student needs. Students will also be given the story to read on their own ahead of time to prepare for the class discussion. Students with disabilities may read with a co-teacher prior to this lesson to prepare for peer discussion.
- Guided group discussions allow for cooperative learning as it provides opportunities for students to model fluency for each other. It allows for students to learn from their peers and consider multiple perspectives of the text.

Special Notes on UDL (ex: flexible seating, learning stations, blending learning, ELL & students with disabilities accommodations):
Groups will be chosen by the teacher to ensure student engagement. Students will be seated in flexible groups to allow space for mobility. Flexible grouping is also beneficial for students with learning disabilities as they can be seated with students who are at the same level as them or with their co-teacher.

As aforementioned, the text can be adjusted for ELLs and students with disabilities. The story can be printed in larger font sizes, multiple languages, or adjusted for bigger line spacing. All students will be asked to read the story before class since they all read at different paces. However, students may also work with a co-teacher on this reading if they choose to do so.

**Peer Guided Discussion Questions**

In groups of 3-4, discuss and answer the following discussion questions. One person may record your group’s answers to hand-in at the end of class.

1. Why do you think the author chose to use a blind character in the story as a way to develop its major theme? Who’s *really* blind in the story? Explain.

2. Why do you think the author chose to title the story “Cathedral?”

3. How is the narrator characterized? Provide details from the text.

4. How is Robert characterized? How does the narrator see him? How does the narrator’s wife see him? Provide evidence from the text.

5. Why do you think the narrator is jealous of Robert? Explain.

6. What is the story’s turning point?


8. In your opinion, is this story an example of positive or negative disability representation? Why do you think so?
### UDL Differentiated Lesson Plan

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**Placement information:**

This can be presented to grades 10-12. This lesson may take 2-3 periods to complete.

**Topic: Disability in Film**

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

**Essential Questions:**

How does film impact the disability rights movement? Whose stories are told and untold?

**Student Learning Objectives:**

- **Academic:** Students will analyze and discuss disability representation in film.
- **Social:** Students will analyze and present a film review. Students will reflect on disability narratives regarding positive and negative representation.
- **Behavioral:** Students will organize a presentation about their film review assignment.

**Assessment**

**Pre-assessment:** As a Do Now activity, students will take a few minutes to respond in their journals to this prompt: “How is disability typically represented in the media? Can you name any examples? What stories are, and are not, being told?”

**Formative Assessment:** Students will participate in a reflective whole-class discussion about the film. Teacher will facilitate the discussion, but will allow students to lead the conversation. (see below for discussion questions)

**Summative Assessment:** Students will be asked to complete a presentation for a film review. Students will choose from any of the movies below or a movie of their choice. Students will be asked to analyze the movie’s representation of disability (More details below).
Resources and Technologies:

The resources needed include students’ journals, access to the internet, a projector/Smartboard, and laptops (if needed).

The documentary “Crip Camp” is available in full-length for free on Youtube. It is also available on Netflix. The Youtube link offers closed captioning for hearing impaired students. [https://www.youtube.com/watch?v=OFS8SpwioZ4&t=1158s](https://www.youtube.com/watch?v=OFS8SpwioZ4&t=1158s)

Transition & Mini-Lesson:

Part I:

- After completing the Do Now activity, students will be asked if they would like to share any of their thoughts with the class. Teachers may facilitate this discussion as an introduction to the lesson.
  - Sample segue to the documentary: “Today, we will be watching a documentary about people with disabilities and their fight for a more accessible country. Since these are real activists and first-person accounts of history, pay close attention to the representation here. This may help you analyze fictional films for your next assignment.”
- The teacher will project the film for students to watch. Closed captioning is available. This film may take the remainder of class to finish.
- Once the film is finished, teacher will go over any lingering questions about the documentary. Students will participate in a whole-class reflective discussion after the film. This may be done in another class period.
- Teacher will act as a moderator to facilitate discussion, but students will lead the conversation. Students will be instructed to simply speak when there is a space; they do not need to raise their hands. Students must allow each other to speak one at a time and must not talk over each other. This discussion may take half the class period or the whole class period.
- Discussion Questions for Teachers:
  - How did you feel about the film? Did anything surprise you? What do you think the film was trying to convey to its audience? Did any specific people resonate with you and why? What kinds of disability culture did you see? After watching the film, what do you think the word ‘crip’ means? What stories are not told in the film? Are disability rights human and civil rights? How can you advocate for a more accessible community? How does this film advance disability rights?
- After the discussion, students will be asked to complete an exit ticket reflection on their peers’ responses. What did they learn? Did the discussion help their understanding of the film? Any general thoughts or comments?

Part II:

- Teacher will divide the class into groups of 3-4 for the film review assignment.
- **Film Review Assignment**: Students will be asked to watch one of the disability films listed below and complete a presentation for a film review. Students may also suggest a disability film that is not on the list, but it must be appropriate for school and be approved by the teacher. The film review must answer the following questions:
  - What is the film about? Did you enjoy it? Who is the film’s audience? Does it provide a positive or negative portrayal of disability? Provide examples from the film to support your argument. How does this film impact the public’s general perception of people with disabilities?
- The film review can be presented in a number of ways. Students may create a visual PowerPoint with their main points. They may also create a physical poster to hand in with pictures and their film review’s main points. Students may also hand in a written copy of the film review, but their group will be asked to provide a short oral presentation to the class about their movie. In the end, each group should have a different movie to present to the class. This will allow the students to be exposed to different kinds of disability media.
- **Disability Films**:
  1. Forrest Gump
2. Temple Grandin
3. The Imitation Game
4. A Quiet Place
5. The Fundamentals of Caring
6. A Beautiful Mind
7. Me Before You
8. Wonder
9. Soul Surfer
10. Theory of Everything
11. Ray
12. You’re Not You
13. Dear Frankie
14. Breathe
15. The Miracle Worker
16. 23 Blast

- Disability Documentaries:
  1. Rising Phoenix
  2. The Rebound
  3. Miss You Can Do It
  4. Right Footed
  5. Audible

- Students may be given time in class to assemble their projects with their group members. This assignment may take students a few days to complete. Teachers may assign this for a short project grade.
- Students will be asked to present their film review to the class. In groups, students will present for approx 4-5 minutes about their film and their findings. While groups present, students will be asked to write notes in their student journals about each movie. Their journals will be collected for completion. This will ensure students are engaged in their peers’ presentations.

**UDL Aligned Application**

- For this lesson, the film shown in class is free and accessible for everyone. The film provides closed captioning for viewers and is available on YouTube.
- A whole class discussion will allow students the freedom to comment and discuss with their peers the major topics of the movie. With the teacher facilitating, students will be directed to stay on topic and also be encouraged to share their opinions. This discussion will help close this unit as it synthesizes the major ideas of disability narratives. If needed, students may be given the discussion questions ahead of time to prepare them for the whole class discussion. Teachers may also alter the questions to fit the needs of their class.
- The film review assignment allows students to work collaboratively to analyze and critique disability films. Students will need to take what they’ve learned in this unit and apply it to their project. The project also allows for multiple opportunities of student choice. Students are free to pick a film from the list or offer a film that is not on the list (as long as it is approved by the teacher beforehand). Students are also given the creative freedom to choose a presentation method. This provides accommodations for different kinds of learners.
- For the group project, teachers may allow students to choose their group members, or teachers may assign group members. Some ELLs may want to work with certain students or students with disabilities may feel more comfortable working with a friend.
Special Notes on UDL:

- For the whole class discussion, desks may be arranged into a semi-circle or circle so students may face each other.
- Printouts of the discussion questions may be given out to students who need them. It may also help students focus on the film.
- Students with IEPs and 504 plans may use laptops for their presentation if they choose.
# UDL Differentiated Lesson Plan

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## Placement Information:
This can be presented to grades 9-12

## Topic: Understanding Accessibility

## Description of Class:
What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

## Essential Questions:
How can we make our society more accessible and inclusive for everyone?

## Student Learning Objectives:

- **Academic:** Students will define and identify accessibility. Students will describe the importance of accessibility and explain how it is used to help people with disabilities.
- **Social:** Students will participate in a guided discussion about accessibility and critique our society’s accessibility issues.
- **Behavioral:** Students will recognize and analyze accessibility symbols in their community. Students will discuss accessibility issues in society.

## Assessment

### Pre-assessment:
As a Do Now activity, the teacher will post the Universal Access Symbol on the board. Students will respond in their journals to the prompt: “What is this symbol and what do you think it means? Why do you think so? Where have you seen it?” After 3-5 minutes of writing, the teacher will ask for students to share their responses and discuss the actual meaning behind the symbol.

### Formative Assessment:
After presenting the short Youtube video, students will participate in an affinity diagram (see below for instructions). Student responses will determine understanding and comprehension of the material.

### Summative Assessment:
As a homework assignment, students will be asked to complete accessibility surveys.

## Resources and Technologies:
The resources needed include students’ journals, a photo of the Universal Access Symbol, a projector/Smartboard, access to the internet, post-it notes, whiteboard or chart paper, and laptops (if needed).
“What is Accessibility?” link: [https://youtu.be/zsMo7SOuB1e](https://youtu.be/zsMo7SOuB1e)

This video offers closed captioning in English and other languages.

Below are common photos of the Universal Access Symbol:

![Universal Access Symbol](image1.png) ![Universal Access Symbol](image2.png)

**Transition & Mini-Lesson:**

- After completing the Do Now activity, students will be asked to share their responses about the Universal Access Symbol. Although this symbol depicts a person using a wheelchair, this does not mean it only refers to people who use wheelchairs. This symbol is an international symbol used to illustrate the accessibility features of places and activities for people with disabilities.
  - According to the Oxford English Dictionary, “accessibility” is the quality of being easily reached, entered, or used by people who have a disability. Lead with this definition to explain to students that many people with disabilities may need equipment or accommodations in their daily lives.
  - The Universal Access Symbol allows people with disabilities to have equitable access to places and activities as people without disabilities.

- Students will then watch the Youtube video titled “What is Accessibility” to deepen their understanding of the topic. The short video depicts people with different kinds of disabilities and what accessibility means to them. This video will help show students that accessibility is more than ramps and parking spots. It is about making an inclusive environment for everyone.
  - If students would like to learn more about accessibility (or if teachers would like to assign this as an extra credit assignment), there is a wonderful TEDTalk by Stephen Cluskey where he discusses the impact of accessibility on everyone: [https://youtu.be/TX-ITy4vacl](https://youtu.be/TX-ITy4vacl)

- After the Youtube video, students will be asked to complete an affinity diagram. Affinity mapping is a way to generate discussion in the classroom. On a whiteboard or chart paper, write down the question: “How can we make our community more accessible for everyone?” Have students write their ideas on post-it notes with one idea per note and place them on the chart paper or whiteboard. Students may post multiple ideas if they wish to do so.

- Once students have finished, discuss their responses with the class. Teachers may categorize their answers by place (school, hospitals, buildings, restaurants) or by specific kinds of disabilities (accommodations for wheelchair users, people with hearing impairments, people with mental disabilities, and other forms of disabilities). Teachers may also discuss how the ideas all relate to one another. This activity will help students prepare for their accessibility survey assignment.

- **Accessibility Survey**: As a homework assignment or project, students will be asked to go into their community or into a public place and make observations about accessibility. Students make note if a place is entirely accessible for people with disabilities and the many different accommodations they provide. Or, a student may note a place that does not provide reasonable accommodation for people with disabilities and discuss the issues.
The goal is to have students become more aware of the gaps that an average person would not typically notice. Students will share their responses and write a 1-2 page reflection on their findings.

- Students will be asked to answer the following prompt in their response:
  - From your observations, what can you conclude about accessibility in your community? Are there ways you can envision improvement? What services or accommodations are missing? What did you find surprising or challenging about this experience? How has this experience impacted your perspective on disability and accessibility issues?

### UDL Aligned Application

- For this lesson, the resource chosen is free and accessible. Through YouTube, closed captioning is available in English and other languages.
- An affinity map allows students to visually see their ideas. It provides an opportunity for students to stand up and move around. This creative way of discussion will appeal to different kinds of learners and engage students in a discussion about accessibility. Also, through post-its, the student responses can remain anonymous, which will help students who are particularly shy or anxious in social settings. A whole class discussion about categorizing the ideas will also help teachers check for understanding and comprehension.
- The accessibility survey assignment provides a great introduction for the unit as students will become more aware of the different kinds of accommodations in place for people with disabilities. It will help them understand the fight towards more disability rights and it will ask them to critique public places for accessibility. This allows students to participate in a more engaging assignment as they must take observations of their neighborhood. This will appeal to visual, physical, and social learners.

### Special Notes on UDL:

- As aforementioned, the video is free and accessible for everyone. It can be translated, transcribed, and also slowed down for students. It also has closed captioning.
- ELL students may be given the definition of accessibility ahead of time to help them understand the video. They may also have access to a dictionary if they need it.
- For the affinity diagram, students will be asked to go up to the board when their table is called. This will help prevent crowding for students who may be wheelchair users. This will also help manage the classroom so students are not all at the board at once.
- Students may also be given the material ahead of time to prepare them for the affinity diagram.
- The accessibility survey asks students to observe a public place, ideally somewhere in the community like a library or restaurant. However, if a student does not have transportation or any means of doing so, this assignment can be completed in schools during free periods.
# UDL Differentiated Lesson Plan

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**Placement information:**

This can be presented to grades 9-12. This may take 1-2 class periods to complete.

**Topic:** Disability Advocacy: Ableism

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

**Essential Questions:**

How can able-bodied people help support and advocate for people with disabilities?

**Student Learning Objectives:**

- **Academic:** Students will define and describe ableism and ableist microaggressions.
- **Social:** Students will discuss ableism with their peers and their experiences with ableism.
- **Behavioral:** Students will connect the information in the article to their personal experiences with ableism. Students will apply what they’ve learned in this lesson to a research project about ableism.

**Assessment**

**Pre-assessment:** Students will be asked to write down on a post-it note what they think the words Ableism and Advocacy mean. Teachers will write these words on the board and ask students to place their post-it notes underneath the word. Teachers will use this to determine what students already know about the topic.

**Formative Assessment:** Students will read two articles about ableism (see below for link). After annotating and reading the articles in groups, students will be asked to share what their groups discussed with the class. Teacher will provide written discussion questions to help guide student discussion, but students should feel free to discuss what they feel is important to the conversation.

**Summative Assessment:** Students will complete a research assignment where they must choose one of the examples of ableism and research how it affects people with disabilities today (see below).
## Resources and Technologies:

The resources needed include post it notes, a whiteboard/chalkboard, printed copies of both articles for all students, printed copies of the discussion questions (one for each group), laptops (if possible), and access to the internet.

“#AbledsAreWeird: People With Disabilities Share Uncomfortable Encounters” by Hafsa Quraishi:

https://www.npr.org/2019/03/20/704956960/-abledsareweird-people-with-disabilities-share-uncomfortable-encounters

“Ableism 101” by Ashely Eisenmenger:

https://www.accessliving.org/newsroom/blog/ableism-101/

## Transition & Mini-Lesson:

- After the pre-assessment activity, teacher will pass out printed copies of both articles for students to read. Students will be placed in groups of 3-4 and will read the articles together. Students will be asked to annotate the text for examples of ableism and for important definitions.
- Allow students to read both articles before moving to a group discussion.
- Teacher will pass out printed copies of the discussion questions below for students to follow as a guide. Students shouldn’t feel constricted to these questions. Teacher may add questions of their own, depending on student demographics.
- Teacher will walk around and facilitate the discussion if needed.
- Sample Discussion Questions:
  - In your own words, what is ableism? What are some examples of ableism in the articles? How does ableism make people with disabilities feel? How does it affect their daily lives? What is #AbledsAreWeird? What questions do you have about the articles? Have you heard any of the ableist microaggressions before? What are some other forms/examples of ableism that you’ve experienced/witnessed in your daily life? How can we change the way we see ableism? How can we overcome these biases about disability? How did the articles change your perspective? Did you learn anything new from the article? What are some things that surprised you?
- After about 10-15 minutes of discussion, teacher will refer back to the pre-assessment activity and ask students if their definition of Ableism and Advocacy has changed. Teacher will go over the correct definitions and any questions students have.

## UDL Aligned Application

- As a classwork or homework assignment, students will work in the same groups to complete a research project. If it is possible to use laptops in the classroom, this can be the perfect opportunity for an in-class research project.
- **Assignment Instructions:** Students must research one of the examples of ableism below and how it affects people with disabilities today. Students will create a visual project (Powerpoint, poster, or video) about their research findings. Students must include at least 3 reputable sources of information. Students must answer the following questions in their presentation: What kind of ableism is this? How does this affect certain kinds of disabilities? How does it make people with disabilities feel? What kinds of solutions can you come up with? From your research, how can you advocate for and with people with disabilities?
  - Examples of ableism: Ableist language, inaccessible design, education discrimination, employment discrimination, and ableism in the medical field.
- Students will present their findings to the class in a short 3-5 minute presentation. Students will be graded based on completion and understanding. As each group presents, the other students will be taking notes in their journals about each presentation. By the end of the project, students should have extensive knowledge about different kinds of ableism and how to advocate for and with people with disabilities.

**Special Notes on UDL (ex: flexible seating, learning stations, blending learning, ELL & students with disabilities accommodations):**

- Teacher may give students both articles ahead of time to prepare students for discussion
- Articles can be printed out and altered to fit students’ needs (transcription is available)
- Visual presentation allows for student choice. This also appeals to different kinds of learners (Visual, Linguistic, Kinetic, Intrapersonal)
- Students may be given extra time to complete the assignment if needed.
- Students may work together in groups or independently, depending on students’ needs.
- Articles are to be read aloud and presented visually for students.
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**Placement information:** What is the school, grade level, and subject area(s)?

This can be presented to grades 9-12.

**Topic:** Allyship & Solidarity

**Description of Class:** What are the relevant aspects of the classroom context? For example, number of students and diversity of students (e.g., race, ethnicity, culture, ELL, gender, sexual orientation, disabilities, socioeconomic status, religion) *below is an example*

- 22 students
- 2 students with IEPs and 504 Plans (1 with a physical disability, 1 with a mental disability)
- 20 students have no IEPs
- 14 females, 7 males, 1 gender nonbinary

**Essential Questions:**

What does it mean to be an ally? What does allyship and solidarity look like?

**Student Learning Objectives:**

- **Academic:** Students will define and discuss allyship and solidarity with their peers.
- **Social:** Students will watch two short videos and participate in a discussion about what it means to be an ally.
- **Behavioral:** Students will identify forms of allyship and apply them to their daily lives.

**Assessment**

**Pre-assessment:** Students will respond in their journals to the prompt: “What does it mean to be an ally?” This activity is meant to prepare students for the discussion about allyship. This can help teachers gauge student understanding.

**Formative Assessment:** Students will watch two short videos about disability allyship and participate in a discussion with the class.

**Summative Assessment:** Students will apply what they’ve learned in this entire program to their daily lives. Students will connect allyship to their own experiences and write a short response on how they plan to be more active allies for the disabled community. Students are encouraged to connect their responses to other materials from the student program.
### Resources and Technologies:

The resources needed include students’ notebooks, Smartboard/projector, access to the internet, and laptops (if needed). If teachers feel comfortable, they may share the Disability Etiquette section of the Teacher’s Guide with their students to help them understand how to treat disabled people with respect.

Links to videos:

2. How to be an ally and build a more inclusive world - BBC World Service, BBC 100 Women: [https://youtu.be/Qgk3k4dzbUM](https://youtu.be/Qgk3k4dzbUM)

### Transition & Mini-Lesson:

- After the journal activity, students will share their responses with the class. Teachers are invited to share their own responses to what an ally means to them. Allyship can apply to many different things; students shouldn’t feel confined to disability studies. This will open up the conversation about what students know about allyship before they watch the videos.
- After sharing with the class, teacher will project both videos on the board for the class to watch. Captions are available for both videos and it does not need to be viewed in a specific order.
- While watching the video, teacher should ask students to take notes in their notebooks following the TQE method.
  - TQE method: (Thoughts, Questions, Epiphanies) Students can divide their notes into three sections with each section labeled. As they watch the video, they can add their notes to each section. Teacher can allow some time in-between for students to write notes after each video. This method will help students write down their ideas and prepare them for a whole class discussion. This method can also be collected to check for student understanding and completion.
- Once students have finished writing their notes, they will be asked to share their TQE with the class. Teachers can ask “What are your thoughts?” and allow students to raise their hands to share their response. Teacher can do this for the next two sections. This will allow for dialogue about allyship and solidarity.

### UDL Aligned Application

- Students will be asked to submit a written response about what allyship means to them in their lives. This can be assigned as a classwork activity or a homework assignment. Allow time for students to work on this in class.
- **Allyship Response Prompt**: What does allyship mean to you? How do you plan to stand in solidarity with people with disabilities? How can you be a more active ally in your community?
- Students are invited to share their written responses with the class. (Optional) Teachers can make a poster or write on the board the different ways that students plan to be more active allies (For ex: reading more disability narratives). This can remind students of what they’ve learned in this program and also serves to hold students accountable.

### Special Notes on UDL (ex: flexible seating, learning stations, blending learning, ELL & students with disabilities accommodations):

- The resources chosen are videos that are free and accessible. Closed captioning and transcription are available. Both videos feature people with disabilities talking about their own lived experiences.
- The TQE method is a visual and linguistic way for students to take notes. It keeps students engaged in the material as well.
- For ELL students, vocabulary can be pre-taught so they may understand the article.
- Students with IEPs and 504 plans may use laptops if they choose.
CLOSING STATEMENT

As a whole, a Disability Studies in Education framework is an essential part of the inclusive classroom. As educators, it is imperative that we work together to build a welcoming environment for every student; this means representing different kinds of diverse populations in our curriculums. *Everybody Belongs: Incorporating Disability Studies into the Classroom* provides a detailed guide on how any educator can seamlessly implement DS into their classrooms. The aim of this extensive program is to not only re-examine disability through a social lens, but to also build more empathetic and proactive allies in our students. Teaching DS at a secondary level will shape students into better citizens and model advocacy for and with people with disabilities. This is just one step closer to a more inclusive and accessible future for all students.
REFERENCES


*Disability Etiquette - United Spinal Association.*


Riddell, Sheila, and Nick Watson. *Disability, Culture and Identity*. Pearson/Prentice Hall,


