

DC HEROES

in the
Disability Movement



Lesson Plan One:

Judy Heumann



This project is funded by HumanitiesDC

Lesson Overview

Instructional Outcomes

Given exposure to primary sources (written, auditory, visual) about Judy Heumann:

- Students will be able to communicate three ways Judy Heumann influenced the fight for disability rights.
- Students will be able to create a six-question mock interview with Ms. Heumann based on their analysis of primary information sources.
- Students will be able to describe how one or more strategies Ms. Heumann used in her fight for disability rights might be used to fight for something they would like to see in their own lives.

Key Concepts and Terminology

- Disability
- Disability Movement
- Disability Rights



Applicable Common Core Standards

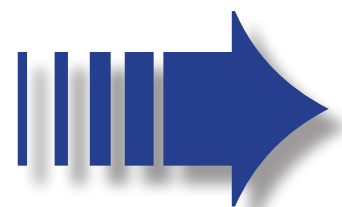
- 6-8: HYPERLINK "<http://www.corestandards.org/ELA-Literacy/RH/6-8/1/>" CCSS.ELA-LITERACY.RH.6-8.1
Cite specific textual evidence to support analysis of primary and secondary sources.
- 9-10: HYPERLINK "<http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>" CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 11-12: HYPERLINK "<http://www.corestandards.org/ELA-Literacy/RH/11-12/1/>" CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- DC Social Studies Standard: 12.10.3 "https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DCPS-horiz-soc_studies.pdf" Outline legislation and legal precedents that establish rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups, including the tensions between protected categories (e.g., race) and nonprotected ones (*United States v. Carolene Products, Co.*, and "*Famous Footnote Four*").

5-E Instructional Model Activities

GRADES: 7 - 12

TOPIC: Judy Heumann, a Living DC Hero in the Disability Movement

BRIEF LESSON DESCRIPTION: This lesson will facilitate students' understanding and analysis of disability: its implications, its impact, and the people and events that influenced our nation's response to those with disabilities.



Piques student interest; students make connections between past and present learning.



Pose the following questions to students:

- Have disabled people ever had their rights denied? How?
- What has happened when people felt their rights were denied (e.g., minority people, women, LGBTQ+ people)? What did they do?
- Tell students that they will interact with lots of resources that help them learn about an individual who was a hero in helping disabled people gain their rights: Judy Heumann.
- Introduce Judy Heumann by having students read a brief bio.



Resource!



Judy Heumann - A Brief Bio



Gives students opportunity to get involved with activities and materials. Students build a set of common experiences that prompt sharing and communicating. Teacher provides materials and guides student focus.

TOPIC: Judy's early life

- Have students watch the YouTube video and complete the Video Shapes Note Catcher document as they watch.
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- Ask students to watch the YouTube video of Judy's interview with Trevor Noah.
 - Organize students into small groups of 4-5 students.
 - Inform students that they will indicate what they have learned from the interview by engaging in a Hot Seat Activity.
 - Have students label a chair in their group: "Judy's Chair."
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- One at a time, students will take turns sitting in Judy's Chair and pretending to be Judy.
 - Each "Judy" introduces herself with a simple statement that describes something about her that they learned from her interview. (Disseminate "Student Directions for Judy Hotseat Activity").

Resource!

YouTube Video: Our fight for disability rights | Judy Heumann TED Talk (1-6.36)



Video Shapes Note Catcher!

Resource!

Judy Heumann Interview with Trevor Noah (0 - 3:03)



Resource!

Student Directions for Judy Hotseat Activity



TOPIC: What Judy faced as she prepared for and sought to become a teacher

- Have students watch the YouTube video and individually complete the Video Note Catcher document as they watch.
- Have students organize into small groups to compare the notes they took on their Video Note Catcher.
- Ask each group to write down 3 points group members agree were most important.

Resource!

Judy Heumann
TED Talk: Pursuing a
Teaching Career
(6.36 – 11.50)



Video Note Catcher



TOPIC: Pictorial representations of Judy's life

- Divide students into triads and ask them to look at and think about the pictures that reflect periods in Judy's life.
- Ask them to come up with an instagram caption for each picture. (The article 150 Best Instagram Photo Captions provides prompts for writing Instagram captions.)

Resource!

Pictures of Judy

150 Best Instagram
Photo Captions
You Can Use | What
Photography Gear



TOPIC: Judy's life as an activist

- Ask students to read an excerpt from Judy's book, *Rolling Warrior*.
 - Tell them that, following their reading of *Rolling Warrior*, they should form small groups to create another super-heroine name for Judy.
 - Provide time for the student groups to compare the super-heroine names they created.
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- Ask students to watch the Trevor Noah Interview with Judy.
 - Ask student groups to read the short handout that defines and provides examples of open-ended questions.
 - Then task students to develop at least 3 open-ended questions they would have asked if they were interviewing Judy.
 - Have each group share their questions with the class and indicate why they chose the questions.

Resource!

Rolling Warrior
Chapters 10, 11 & 12



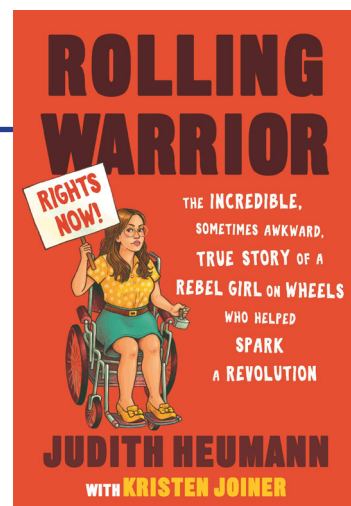
Resource!

Trevor Noah
Interviews Judy
Heumann
(2.31 – 6.38)



Open Ended Questions:
Definition & Examples

If the enabling regulations for Section 504 didn't get signed, the law would basically never mean anything to anybody.



TOPIC: Judy's role in the DC disability community

- Have students listen to the audio or read the audio transcript in which Judy talks about her role in the DC disability community.
- Ask students to turn and talk to their neighbor about why people refer to Judy as an "activist?"
- Ask students to turn and talk to their neighbor about why people refer to Judy as an "advocate."

Resource!



Judy Heumann Oral
History - Role in the DC
Disability Community
(0-3.33) Audio

or

Judy Heumann: Role
in the DC Disability
Community
(Audio Transcript)

Explain

Students have the opportunity to communicate what they have learned and figure out what it means.

- Use a white board or post chart paper around the room.
 - » Give each student 3 strips of paper.
 - » Ask the students to write 1 word (or draw a picture) that represents the meaning of the word activist.
 - » Distribute glue or tape and have students affix their strips of paper on the white board or chart paper to make a word collage/word cloud.
- Tell student groups that they have 5 minutes to brainstorm all the ways in which Judy's activism has made things better for people with disabilities.
- Have each student group report to the larger group the results of their brainstorming.



Elaborate/Extend

Students use their new knowledge and continue to explore its implications. They make connections to other related concepts. They apply what they've learned to new situations.

- Inform students that they will be participating in a whole-class discussion of questions related to what they have learned in this lesson.
- Review with students the Ground Rules for Discussion and ask them to add any other rules the list should contain.
- Conduct a whole class discussion with students around the following questions:
 - » Are there “down sides” to activism or speaking out? What are they?
 - » Do you think the movement for civil rights was somewhat like the movement for disability rights?
 - How were the movements alike?
 - How were they different?

Resource!

Ground Rules for Discussion



Evaluate

Teacher determines if students have attained understanding of concepts and knowledge. Students demonstrate what they have learned in various ways (journals, performance tasks, etc.).

- Organize students into dyads and ask them to review the article “Digital Time Capsules.”
- Tell students that they are going to create a PowerPoint presentation that describes the contents of a digital time capsule.
 - » Each slide in their presentation should show an object (written, auditory, visual, touchable, etc.) that represents Judy and her contributions.
- Have student dyads discuss the artifacts they have recommended and why they think these things should be included in the time capsule.

Resource!

Digital Time
Capsules



Differentiation

Teachers should endeavor to make the contents of this lesson accessible for all students. Following is a non-exhaustive list of the ways this can be done.

- Vary the modalities by which information is presented to students – input modalities (e.g., visual, auditory).
- Vary the time students are allowed for processing information presented.
- Vary the modalities by which students express what they have learned – the output modalities (e.g., written, oral, pictorial, dramatic, kinesthetic, etc.).
- Utilize resources and technology designed to enhance accessibility. Many of these, such as the following, are free and part of Microsoft Office.
 - » EDITOR provides “document stats” describing number of words, number of sentences, readability of written documents (thereby allowing teachers to adjust these document characteristics as needed to enhance accessibility).
 - » DICTATE allows for the user to create documents by dictating them, rather than typing them.
 - » SCREEN READER converts text into synthesized speech so a user can hear content, rather than read it.

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