

DC HEROES

in the
Disability Movement



Lesson Plan Three: **Mike Deland**



This project is funded by HumanitiesDC

Lesson Overview

Instructional Outcomes

Given exposure to primary sources (written, auditory, visual) about Mike Deland, students will be able to:

- Describe the ways Mike influenced the fight for disability rights.
- Provide examples of how Mike's advocacy impacted the lives of disabled people and non-disabled people.
- Apply their knowledge of Mike to create a media item/product that describes who he was, what he did, and why he is considered a DC disabled hero.

Key Concepts and Terminology

- Able Bodied
- Advocacy
- Chronology
- Environmental Protection Agency

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: Mike Deland, a DC Hero in the Disability Movement whose advocacy impacted environmental protection and helped launch a campaign to include disability representation at the FDR Memorial in Washington, DC

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.

- Introduce the lesson by making reference to students' previous learning about Judy Heumann:
 - » In an interview with Trevor Noah, Judy told him that she did not consider him "able-bodied," but rather "non-disabled" because the likelihood of him (or any other non-disabled person) acquiring a disability temporarily or permanently was statistically very high.
 - » Ask students if they or someone in their family ever had a permanent or temporary disability.
- Provide 5-10 minutes for students to share with classmates how that disability affected their life or the life of their relative.
- Tell students that they will interact with lots of resources that help them learn about a person, Mike Deland, who over time lost the ability to walk. Mike was hailed as an environmental champion and later as a DC disabled hero because of his leadership in the fight for the FDR Memorial wheelchair statue.



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: Description of Mike Deland: Who he was, What he Stood for

- Ask students to form small groups of 3-4 students, including an appointed notetaker.
 - Have them read the following handout:
 - » "About Mike Deland," a short biography of Mike.
 - Trevor Noah was impressed by Judy Heumann. Would he be impressed by Mike Deland as well?
-
- Ask student groups to answer and discuss the following questions based on what they have learned about Judy and about Mike:
 - » What about Judy Heumann impressed Trevor Noah?
 - » What about Mike Deland would have impressed Trevor Noah?
 - » Why?

Resource!

About Mike Deland



Deland posed for a portrait in Washington, DC on Oct. 7, 1992.
Stephen Brown/Associated Press/Wire Photo

TOPIC: Mike's Advocacy for the Environment

Remind students that Mike Deland was known for his advocacy for the environment, especially when he was the Director of the New England Region EPA.

- Ask students to read handouts #1 and #2 that describe the background and the outcome of one of the important environmental protection decisions Mike made as EPA Regional Director.
- Once they have finished reviewing the handouts, divide students into small groups.
- Ask each group to develop a chronology that describes the sequence of events surrounding the issue they read about.
 - » The chronology doesn't need to include specific dates; it should merely indicate what happened 1st, 2nd, 3rd, etc.
 - » Chronology should indicate 5-6 events.
- When groups have completed their chronology, have them compare their responses.

Resource!



Handout #1
EPA vs Corps
of Engineers

Handout #2
Court Upholds EPA Decision



TOPIC: Mike's Advocacy for the FDR Wheelchair Statue

- Have students read or listen to the Brief Story of the Memorial.
- Have students read letters of support to Mike from former President George H.W. Bush, and from FDR's family.
- Ask students to discuss with each other what social media influencers they would have asked to support the statue.
- Have students give examples of social media posts they might have written to elicit support for the statue.

Resource!

Brief Story of the Memorial
(Text & Audio)



President Bush 41 Support Letter 3.12.97

Roosevelt Family Support Letter 4.29.96

TOPIC: Dedication of the Statue

Point out to students that on January 10, 2001, at a gathering of disabled people and other political notables, President Bill Clinton dedicated the statue that shows President Franklin D. Roosevelt in a wheelchair, as a permanent addition to the FDR Memorial in Washington, DC.

- Ask students to view (Video) or read (Transcript) excerpts from C-Span's coverage of President Bill Clinton's remarks at the FDR Wheelchair Statue Dedication.

Resource!

Mike at Statue Dedication
Video (5:36 - 9:36)



Bill Clinton Describes Statue at its Dedication
Video (29:24)

Clinton Describes Statue at its Dedication - Transcript Excerpt

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

TOPIC: Dedication of the Statue (Cont'd)

Have students read Bill Raimondo's story.

- Ask them to explain how Bill Raimondo played an important part in the campaign to have an FDR wheelchair monument.
- Divide the class into two groups:
 - » Students in Group 1 will portray Mike Deland;
 - » Students in Group 2 will portray Bill Raimondo.
- Give students a few minutes to review what they know about Mike Deland and Bill Raimondo's involvement in the wheelchair campaign.
- Remind students that while Mike Deland and Bill Raimondo may have met briefly, we don't know if they ever really had an opportunity to converse with one another.
- Ask each group to imagine what their character (Mike Deland or Bill Raimondo) might have said to the other character after the dedication of FDR's wheelchair statue.
- Select one student from each group to act out an imagined conversation between Mike Deland and Bill Raimondo.
- Allow 3-4 role play conversations with one student from each group.
- After the role play activities, facilitate a whole class discussion with students, encouraging them to highlight major points revealed via the role play.

Resource!

Bill Raimondo's story



Explain

- Remind students that as New England EPA administrator, Mike Deland is most remembered for his key role in the Boston harbor cleanup. (Under his direction, the EPA filed a lawsuit to clean up Boston Harbor.)
- Have students choose a partner and conduct an internet search for information regarding the Boston Harbor Cleanup.
 - » Each team should develop 3-4 questions related to the clean up (e.g., What needed to be cleaned up? How was cleanup done?, etc.)
 - » Teams should then search internet sources for answers to their questions.
 - » When teams have answered their questions, they should share questions and answers with other classroom teams.



UPI/Wire Photo/File 1985



George Rizer/Boston Globe

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 using all they have learned about Mike to consider what a day in his life might have been like.
- Tell them that they should then write or record an entry into his daily journal using the template provided.

Resource!

**A Day in the Life:
Journal Entry**



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.).

Ask students to think of themselves as producers of media that describes who Mike Deland was, what he did, why he is considered a DC disabled hero.

- Students should work in small groups to determine what media format they will use:
 - » comic strip
 - » social media posts
 - » podcast
 - » play or dramatic sketch
 - » poetry or a rap
- When the group has determined their desired format, they should use the storyboard template provided or some other one to describe their product/presentation.
- Facilitate a class discussion regarding the criteria or attributes to use to evaluate the media productions.
- Plan an “event” during which students will share their productions with the entire class.

Resource!



Storyboard Template

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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