Lesson 5 for Grades 9–12

History of the Disabilities Right Movement

Rationale

The purpose of this lesson is for students to examine how past prejudicial attitudes and social exclusion of people with disabilities led to the rise of a nationwide, grassroots movement for the recognition of equal rights, equal access and equal treatment of people with disabilities. Students will consider how ableist assumptions are rooted in past stereotypical portrayals of disability, and will be challenged to reflect on their own assumptions and attitudes towards people with disabilities. Students will also learn about current day issues concerning the disability community, and will work in concert with disability advocates to take action in their own community on a disability rights issue.

[NOTE: In advance of teaching this lesson, consider whether you have any students in your class who have a disability, whether it is a visible physical disability or a learning disability which is often invisible. Sometimes students feel relieved to discuss a topic so relevant to their lives while others might feel awkward or embarrassed. This does not mean you should not discuss the topic; however, be careful not to highlight their situations, put them on the spot or use them as an example of a person with a disability. Be aware that strong feelings could arise and plan in advance for how to handle it. Also, consider talking with the students or their parents in advance. In order to appropriately define language and guide student discussion on disability issues, it is recommended that teachers carefully read ADL's resource sheets on disability prior to facilitating lesson with students.]

See the following resources for further reference:

- Evaluating Children's Books that Address Disability
- Disability Glossary
- Communication Guidelines Relating to Ability
- Suggested Language for People with Disabilities

Objectives

- Students will analyze stereotypical portrayals of people with disabilities in the media from past to present.
- Students will consider the influence of age-old stereotypes of people with disabilities on current attitudes today.
- Students will examine their attitudes and assumptions towards people with disabilities.
- Students will learn about the disability rights movement, and research the role of key leaders and organizations in the movement.
- Students will assess the accessibility of their school for the full inclusion of people with disabilities.
- Students will learn terminology and communication guidelines on disability.
- Students will research current issues facing the disability community, and take action in their community on a disability rights issue.

Time

1½ hours or 1–2 class periods for Parts I and II. (Parts III–V are optional, and provide a more in-depth study of disability rights. If time allows, one or more of the activities in Parts III–V may be implemented as an extension to the first two parts of the lesson.)

Key Words

Accessibility
Advocate
Allocation
Disability
Discrimination
Impoverishment
Independent living
Marginalization
Mobilize
Prejudice
Reasonable accommodation
Rehabilitation
Segregation
Self-determination
Stereotype
Sterilization
Stigmatization
Vocational training

Requirements

Handouts and Resources:
- *Disability Culture Series: Disability Portrayal and the Media Today*
- *Disability Glossary* (one for each student)
- *A Brief History of the Disability Rights Movement* (one for each student)
- *History of the Treatment of Disability Portrayed in Pictures and Words, 1849–1939* (one for each student)
- History of Disability Rights & Self-Determination in Pictures and Words (Post-1940) PowerPoint (for teach use)
- *Assessing Your School Environment for Access to People with Disabilities* (one for each student)
- *Group Research Project: History of the Disability Rights Movement* (one for each student)
- *Communication Guidelines Related to Ability* (one for each student)

Other Material:
- LCD panel and overhead screen or smart board
- chart paper, markers, student journals

Advanced Preparation

- Reproduce handouts as directed above.
- Download the PowerPoint *History of Disability Rights & Self-Determination in Pictures and Words (Post-1940).* When opening this file a dialog window will appear asking for a password. Click on the "Read Only" bottom, then prepare and cue the PowerPoint to the first slide. When ready to show, click on the slideshow icon (🖥) in the bottom right hand corner. The slides will automatically advance, allowing enough time to read and view. (If providing a slideshow format is not possible, distribute copies of the handout *History of Disability Rights & Self-Determination in Pictures and Words (Post-1940)* to each student). See Part II #3.

Techniques and Skills

analyzing primary documents, collecting and analyzing data, connecting past to present, cooperative group work, critical thinking and reasoning, essay writing, examining historical photographs, forming opinions, historical understanding, journal writing, large and small group discussion, media literacy, research skills, social action, using the internet

Procedures

Part I (45 minutes)

1. Begin the lesson with a journal assignment for homework the previous night. Distribute copies of the *Disability Culture Series: Disability Portrayal and the Media Today* and *Disability Glossary* handouts for each student to read as a homework assignment, and ask students to respond to the following questions in their journals:

   a. What kinds of stereotypes or assumptions have you heard about people with disabilities?

   b. What have been some of your personal experiences with people with disabilities?

2. Hold a class discussion using the following questions:

   - What is a disability?

   - What types of disabilities could a person have?

   - What is the difference between a "disability" and a "handicap"? (Explain to students that the word "handicap" was commonly used to refer to people with disabilities, but that it is an offensive term and should no longer be used. The origin of the word "handicap" is literally a person with "cap in hand", or beggar. Because of this negative association, it is disrespectful to call a person with a disability "handicapped". The more appropriate and respectful term is "person with a disability". Explain to students that a disability describes a person's mental or physical impairment, whereas a handicap describes a barrier in the environment that limits that person's opportunity to enjoy in everyday activities, such as not having ramps or elevators in a school for a student who uses a wheelchair.)

3. Divide students into groups of four and have them remember their groups as they will complete the lesson in these same groups through Part IV. Pose the following questions, and ask students to discuss their reactions to the _Disability Culture Series: Disability Portrayal and the Media Today_ handout:

    •   What are some common stereotypes or assumptions made about people with disabilities?

    •   In what ways has the stereotypical portrayal of people with disabilities in the media affected attitudes and perceptions about people with disabilities?

4. As a class group assignment, or as a journal assignment, distribute copies of the handout _A Brief History of the Disability Rights Movement_ for each student to read and review. Ask students to respond to the following questions in their groups or in their journals:

    a. What are some of the attitudes towards people with disabilities in your school? In your community?

    b. How do people with disabilities participate in your school and community life?

Part II (45 minutes)

1. Distribute copies of the handout _History of the Treatment of Disability Portrayed in Pictures and Words, 1849–1939_ to each student. In their groups, ask students to analyze the images in the handout and discuss one or more of the following questions:

    a. What feelings or thoughts do these images evoke for you?

    b. What are the messages being portrayed through these images?

    c. Who is missing or not represented in these pictures?

    d. What do these messages indicate about the treatment and perceptions of people with disabilities prior to 1940?

    e. In what ways has the historical treatment of people with disabilities affected the attitudes and behaviors towards people with disabilities today?

2. Hold a class discussion to review group responses to the questions listed above.

3. Show the slideshow in _History of Disability Rights & Self-Determination in Pictures and Words (Post-1940)_. As students are viewing each image in the slideshow, ask them to write down any words that come to mind to describe their thoughts and reactions to the images. (If providing a slideshow format is not possible, distribute copies of the handout _History of Disability Rights & Self-Determination in Pictures and Words (Post-1940)_ to each student).

4. Hold a class discussion using the following questions (and if possible, allow the last photograph of the slide show to remain displayed as students respond to the following questions):

    a. What are the messages being portrayed through the words and images in these pictures, and how are they similar or different to those from 1849–1939?

    b. How do the images in this slide show differ from decade to decade?

    c. How do these images portray a shift in attitudes from exclusion and charity, to self-determination and independence of people with disabilities?

    d. In what ways do these images challenge stereotypes about people with disabilities?

5. As a class group assignment, or as a journal assignment, distribute copies of the handout _Assessing Your School Environment for Access to People with Disabilities_ for each student to read and review. Ask students to respond to the following question in their groups or in their journals:

    •   Are all buildings, classes, extracurricular activities and educational services accessible to people with disabilities in your school?

Part III (2–3 weeks to complete research assignments & 40 minutes for class debrief)

1. Explain to students that they are going to have an opportunity to study the evolution of the disability rights movement through the eyes of disability activists and the organizations that lobbied for key civil rights legislation for people with disabilities. Distribute the *Group Research Project: History of the Disability Rights Movement* and *Communication Guidelines Related to Ability* handouts to each student.

2. Divide students into their original groups of four. Assign each group one of the following disability rights organizations to research (each group should research a different organization):

   a. Disabled in Action (1970)

   b. Center for Independent Living in Berkeley, California (1972)

   c. American Coalition of Citizens with Disabilities (1975–1983)

   d. American Disabled for Accessible Public Transit (1983)

   e. World Institute on Disability (1983)

3. Explain to students that they should determine their timeline for conducting research and completing tasks as a group. Remind students to research any of the questions that remain unanswered from earlier in the lesson.

4. Once completed, have students prepare and present a 5–10 minute presentation of their individual group research projects. Groups should present in chronological order, following the development of the disability rights movement and the founding of the disability rights organizations listed above.

5. After each group has presented, pose the following discussion questions to the class:

   • In what ways do we see the advancements and results of the disability rights movement being lived out today?

   • Are there issues of inequitable treatment or lack of accessibility for people with disabilities in our school? In our community?

   • How can people who are not disabled be allies to people with disabilities in gaining greater rights to access and equity?

Part IV (1 week to complete research and write paper)

1. In their groups, or as an individual homework assignment, have students research current issues of inequity facing people with disabilities. These could be issues facing students with disabilities in their own school, or could apply to the general population of people with disabilities nationwide. Students should write a brief, one-page paper describing one of the current issues of inequity facing people with disabilities, and at least two forms of action they could take as allies or student activists in gaining equal rights and treatment for people with disabilities. Students may conduct interviews, contact local disability organizations and may use the following websites, to conduct their research (remind students to revisit the *Communication Guidelines Related to Ability* handout before reaching out to people in the disability community).

   • American Association of People with Disabilities: www.aapd-dc.org

   • Disability Rights Education and Defense Fund: www.dredf.org

   • Independent Living USA: www.ilusa.com

   • Institute on Independent Living: www.independentliving.org

   • National Dissemination Center for Children with Disabilities: www.nichcy.org

   • National Organization on Disability: www.nod.org

   • World Institute on Disability: www.wid.org

2. Once students have submitted their papers, ask students to share the results of their research with the class. On chart paper, list the various issues of disability rights that students recorded in their individual research papers.

Part V (1–2 months to research and complete projects)

1. Ask students to review the list of issues researched by the class, and to choose five (by consensus) that they are most interested in learning more about and taking action on.

2. Post five pieces of chart paper around the room and write at the top of each chart paper one of the five disability rights issues chosen by the students.

3. Have students choose which of the five issues they would like to work on by walking to the chart paper with the topic they are most interested in learning more about and taking action on. (If groups are uneven, ask students if they would be willing to move to a different group to take action on another disability rights issue.)

4. Once groups have been determined, have students spend five minutes writing down on their group chart paper various ways they could learn more about their selected disability rights issue, and different forms of action they could take as a group to create awareness about the issue in their school and/or community.

5. Once each group has brainstormed various forms of action they could take on their selected issue, inform each group to choose one form of action to implement in their school and/or community. Ask each group to come to a consensus on which form of action they will implement.

6. Inform students that once their group has chosen their project (such as helping to make their school more accessible, or writing letters to local politicians to ensure local voting stations are accessible to people with disabilities), they will build an action plan that reflects:

   a. the specific goal of their group project,

   b. ways they will outreach and include people with disabilities in their organizing and campaigning steps,

   c. specific action steps they will take to achieve their project goal,

   d. a timeline that reflects when and where they will complete the action steps they have outlined.

7. Review the action plan of each group to ensure that each of the four questions listed above has been completed satisfactorily. Once each group's action plan has been approved, students may begin implementation of their action project or campaign.

8. After students have had time to successfully complete their action projects, ask each group to give a presentation to the class on the following:

   a. the successes of their group's project or campaign,

   b. how they went about working in coordination with the disability community,

   c. challenges that may have arisen, and

   d. their individual impression of the impact of their group project or campaign on their school and/or community.

9. Encourage students to continue taking action on disability rights issues by implementing an additional action project. For each additional project that students pursue, they should repeat steps 4–8 to ensure students meet and reflect on their project goals.

Extension Activities:

➲ Study race and gender issues within the disability community.

➲ Compare and contrast differences and similarities between the civil rights movement, the women's rights movement, and the disability rights movement.

➲ Research abuse and murder of people with disabilities by Nazi doctors and the Third Reich during the Holocaust.

➲ Study the real life story of Helen Keller as a suffragist and human rights activist.

➲ Research policies on disability access of potential college choices of high school juniors and seniors.

Disability Culture Series: Disability Portrayal and the Media Today

Tiny Tim. Helen Keller. Captain Hook. These three very different personalities have one thing in common: a disability. Tiny Tim brought tears to the eyes of young and old as he faced the adversity of hobbling around on crutches at such a tender age while enthusiastically exclaiming "God Bless us everyone!". The story of Helen Keller inspired many as we watched her face deafness, blindness, and underestimation on her way to brilliance. And Captain Hook? We scorned that bitter, scheming captain with a hook for a hand as he attempted to bring demise to the ever-magical boy in green tights. If you let these three legendary characters swirl in your brain for a minute, you just might be able to relive the heartbreaking innocence and irony of Tiny Tim's blessing, the feeling of general good as Helen Keller finally achieved the fame she so richly deserved, and the deep hatred for the despicable, evil Captain Hook.

What you likely won't realize is the typical stereotypes that these characters fulfill and have been fulfilling in the media for decades on end, disabled innocence (Tiny Tim), disabled inspiration (Helen Keller), and disabled evil (Captain Hook). Think about it. When was the last time you tripped through the crowded school halls, only to pass a child on crutches blessing random students? Chances are he worked his way through with an occasional smile, facing a well-meant "hang in there" and a few awkward, demeaning looks. And while all people in general have a bit of extraordinary in them, it's very rare that a person with a disability achieves something great enough to win the attention of the media, no matter how misguided the media's standards might be.

The "Cinema of Isolation" has been just as harsh, if not harsher for more than a century (Norden, 1994)…people with disabilities debuted in the movies with the crude "humor" of Thomas Edison's fifty second *The Fake Beggar* [an 1898 film by Thomas Edison considered to be the first film addressing disabilities in which a man pretends to be blind in order to collect some extra money and is eventually chased by the police (Ivory, 1997)]. People with disabilities continued to be used for "frivolous shocks and gags" early on as in 1908's *Don't Pull My Leg,* staring a stolen prosthetic leg as the main source of entertainment. Some films, such as 1931's *City Lights,* refuse to deal with the (in many cases) finality of a disability. This classic Charlie Chaplin movie starred a young girl who was cured of her blindness during the duration of the film, "allowing" the story to end happily ever after.

In the past and unfortunately still today, few movies seem to contain the element of disability at the end. The movie usually concludes with the character with disabilities being cured or dying, leading the viewer to the assumption that life with a disability can in no way be rewarding or fulfilling. Many saw a light at the end of the tunnel with 1946's *The Best Years of Our Lives,* starring WWII vet Harold Russell, who lived with a disability in real life. Numerous members of the disability community applauded the opportunity for a person with a disability to actually portray himself in a movie…

An end to the unfair portrayal and unrealistic depiction of people with disabilities has yet to see an end, however. Films even as late as 1989, such as *See No Evil, Hear No Evil* featured Robert Pryor and Gene Wilder milking puns and laughs from visual and hearing impairments. Enduring cinema characters such as Peter Pan's Captain Hook and Star War's Darth Vader (who requires a mechanical breathing device to live) continue to portray their characters with malicious bitterness. This only compounds the damage that has been done, is being done, and will be done to the character of disabled people worldwide…

One would think that honest, open global journalism would be a redemption from the stereotypical views of society with its scandalous breakthrough news and exposes. Sadly, a study entitled "News Coverage of Disability Issues" reported that "Almost seventy percent [of the stories concerning disability] had no identifiable source with a disability in it …" (Haller, 1999).

Just what does this mean to us as readers? People with disabilities simply aren't being consulted on disability issues, or any other issues for that matter. "Print journalists are much more likely to use people with disabilities as examples in their news stories rather than as sources" (Haller, 1999). "The message that may be getting to the public…(is that)…people with disabilities can't speak for themselves" the 1998 study stated.

"After decades of stereotyped, often demeaning portrayals, has Hollywood gotten any better at showing the complexity of living with a disability?" This question, posed by a 1997 article in *Quest*, deserves an answer (Ivory, 1997). The realistic view of disabilities seems simple. All the disability community asks is that we be portrayed as people who happen to have a disability.

While many recent choice cinema selections have been lucky enough to have directors who understand this request, many movies still lack…

According to a 2001 article from iCan.com writer Nicole Bondi, movie studios still look at a disability role as an easy way to an Oscar. Bondi points out that it's worked in the past for classics such as *Forrest Gump, Rain Man,* and *One Flew Over the Cuckoo's Nest.* Despite the pitfalls, the last several years have brought increasing growth to the maturity of the handling of disabled roles. Movies such as *Notting Hill* and *The Replacements* included characters in wheelchairs (Bondi, 2001).

These characters were neither essential to the plot or given special attention. They were simply people. *The Replacements* was also home to a deaf football player, and *Four Weddings and a Funeral* includes deafness and sign language. The fact that characters with disabilities are being added into movies as extras is extremely normalizing and encouraging…Critically acclaimed *A Beautiful Mind* captured the life and genius of John Nash over a fifty year period (Duncan, 2002). Viewers were able to take in the onset and battle of Nash's schizophrenia and experience it as though they themselves were Nash…

Most media outlets are not so precise and realistic with their portrayals of true life with a disability, however. Falsehoods regarding disabilities are spoon fed to society at large today, only to be regurgitated as ridiculous pressures on individuals with disabilities to conform to a misleading societal standard of beauty… So just how has over a century of media lies and scattered truths affected us as disabled individuals? Is our self-perception warped and self-esteem damaged as a result of false images and stereotypes?...

While nearly everyone, whether they have a disability or not, endures internal difficulties with accepting themselves in contrast to our societal standard of beauty, the problem only compounds for individuals with disabilities. Many people have disabilities that in some way alter their physical appearance from what is considered "normal"…How much farther do individuals with a disability have to go to reach the pinnacle of so called "perfection" the media demands today? Internal pressures to conform are only heightened for those with disabilities.

While the internal, self-imposed pressures spurred on by the media vex and contort our self-image, outside forces are at work too. Cultural pressure seems to be ever increasing. "Within this culture, having a disability is viewed negatively. This notion is supported by the fact that the lives of…(individuals)…with different disabilities are not reflected in the media. We are invisible. However, when our lives are spoken of, they are distorted through romantic or bizarre portrayals of childlike dependency, monster-like anger or super-human feats…" declared an article about women with disabilities (Odette, 1998)…

While characters with disabilities in the media are seldom portrayed realistically, society toasts the stereotype and immediately pours it out on others with disabilities. This can lead to added pressure on an individual with a disability to perform (in contrast to the stereotype of disabled inspiration), to prove themselves as upstanding members of society (in contrast to the stereotype of disabled evil), or to prove themselves simply human (in contrast to the stereotype of disabled innocence).

I recently read an article in the Fall 2001 edition of *Profile,* a publication of The Milton J. Dance Jr. Head and Neck Rehabilitation Center. "Patients undergoing treatment (for cancer of the head and neck) often experience changes to body image, speech, and swallowing. Following treatment, public interaction may provide unexpected anxiety and reactions that may be insensitive. A social worker can help patients to adjust to their new image and/or function, to understand public reaction and to utilize coping strategies" the article read (Self, 2001)…

Sometimes I wonder why our society's ideals are what they are. Who was originally born blonde and shapely that so attracted someone somewhere to deem him/her society's finest? How did the trend even catch on? What if, far back in time at the foundation of our culture, someone had deemed an individual with a "facial disfigurement" and a cane beautiful? Would society even had considered it a "disfigurement" at all? Societal ideals that cause us to question our self-image are nothing more learned traditions and customs passed down through generations.

_____

References

Ivory, Phil. 1997. "Disabilities in the Media: THE MOVIES." *Quest* 4(4). www.mdausa.org/publications/Quest/q44movies.html.

Bondi, Nicole. 2001. "'West Wing' portrayal of MS breaks ground." iCan! Online, April 5, 2001.

Duncan, Barbara. 2002. "Portrayal of Disability in Recent Films: Notes." *DisabilityWorld* 12(January-March). www.disabilityworld.org/01-03_02/arts/portrayal.shtml

Haller, Beth A. 1999. "News Coverage on Disability Issues." The Center for an Accessible Society. www.accessiblesociety.org/topics/coverage/0799haller.htm

Norden, Martin F. 1994. *The Cinema of Isolation: A History of Physical Disability in the Movies.* New Brunswick: Rutgers University Press.

Odette, Francine. 1998. "Body Beautiful/Body Perfect: Challenging the Status Quo – Where Do Women with Disabilities Fit In?" *Canadian Woman Studies/les cahiers de la femme* 14(3). http://pi.library.yorku.ca/ojs/index.php/cws/article/viewFile/9761/8873

"Self Image in Head and Neck Cancer Patients: A Social Worker's Perspective." *Profile* (2001).

Article adapted and reprinted from Erin, "The History of Disability Portrayal in the Media; Disability Culture part I," "Disability Portrayal and the Media Today; Disability Culture part II," and "Disabilities and Self Image; Disability Culture part III." Albuquerque: Kids As Self Advocates (KASA).

History of the Treatment of Disability Portrayed in Pictures and Words, 1849–1939

1849, "The Crazy Woman"

From Allen Crane, *The Gold Seeker,* Merriam, Moore & Co., 1849. Courtesy of the American Antiquarian Society.

c. 1860, "Boston Hospital For The Insane"

Lithograph by Nathaniel J. Bradley, A. Meisel Lithography. Courtesy of the American Antiquarian Society.
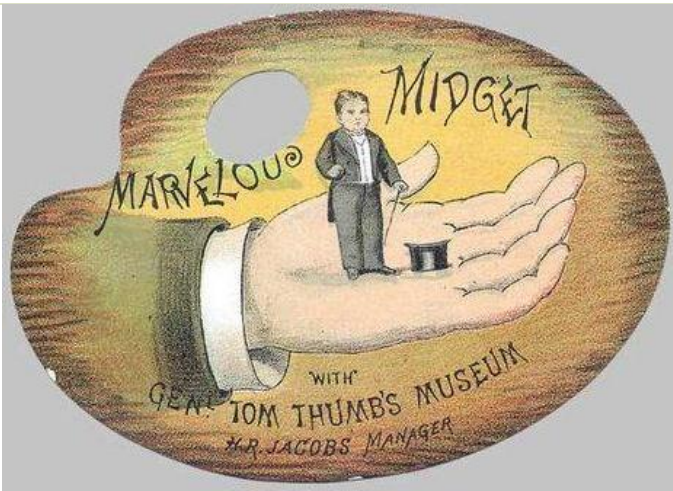
c. 1880, "Marvelous Midget with General Tom Thumb's Museum"

Courtesy of the Syracuse Univ. Library, Special Collections.

c. 1930, "Midget Swing Revue"

Postcard, Robert Bogdan Collection.

c. 1910, "Charity Postcard Of Irvin Malzi"

Postcard, Robert Bogdan Collection.
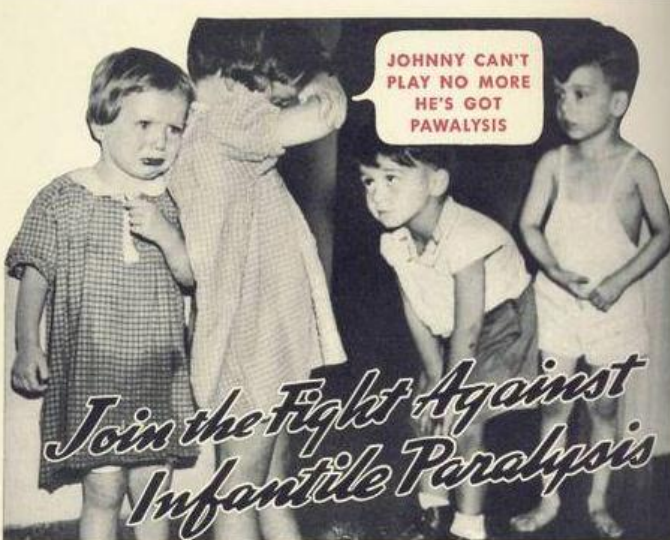
Date Unknown, "Our Afflicted Sister"

Courtesy of the American Antiquarian Society.

1917, "The Black Stork, Movie Advertisement"

From the *Chicago Tribune,* April 2, 1917.

**1938, "Johnny Can't Play No More. He's Got Pawalysis"**

The President's Birthday Magazine, January 20, 1938, National Foundation for Infantile Paralysis. Courtesy of the Franklin D. Roosevelt Library.

"The invalid is a parasite on society. In a certain state it is indecent to go on living. To vegetate on in cowardly dependence on physicians and medicaments after the meaning of life, the right to life, has been lost…"

—Friedrich Nietzsche, 1844–1900

_____

All images used with permission for educational purposes only and accessed from the Disability History Museum, www.disabilitymuseum.org.

History of Disability Rights & Self-Determination in Pictures and Words (Post 1940)
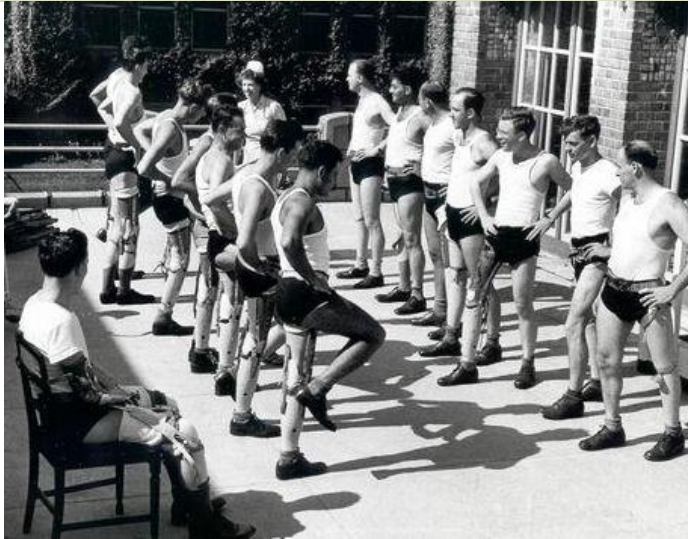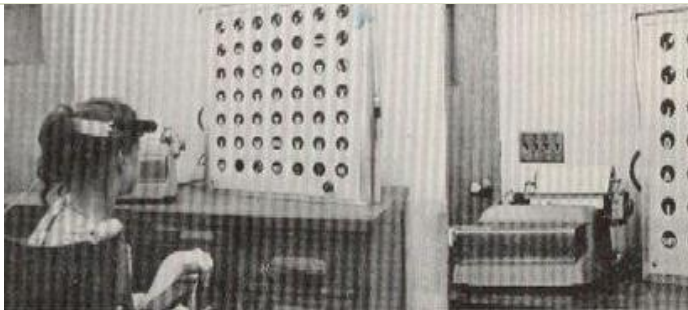

1945, "WWII Amputees Exercising On Sun Deck"

Courtesy of the National Library of Medicine, Prints and Photographs.
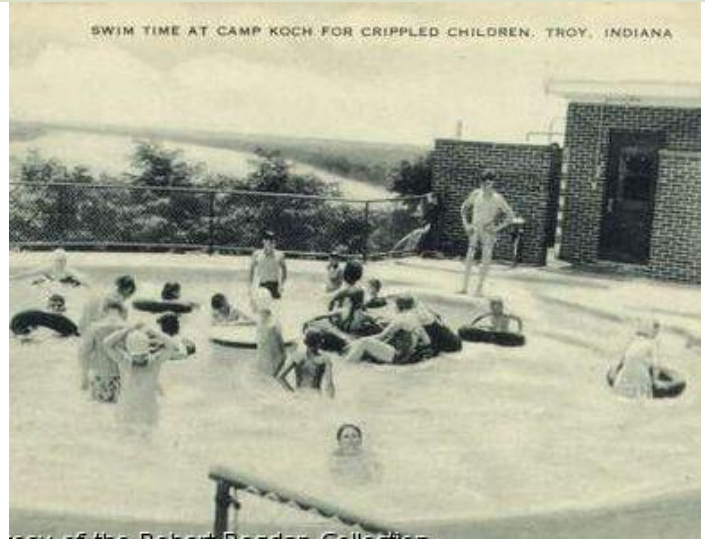
c. 1950, "Camp Koch For Crippled Children"

Courtesy of Robert Bogdan Collection.

1959, "Typing By Electric Eye"

From "Exclusive Collection Of Typewriter Adaptations For Respiratories," *Toomeyville Jr. Gazette* 2(1): 2. Courtesy of Gazette International Networking Institute

1962, "Atop The Eiffel Tower"

From John Prestwich, "Paris!," *Toomey J Gazette* 5(1): 48. Courtesy of Gazette International Networking Institute.

1965, "Christmas In Purgatory"

From Burton Blatt and Fred Kaplan, *Christmas In Purgatory: A Photographic Essay On Mental Retardation* (Human Policy Press, 1974), 25.
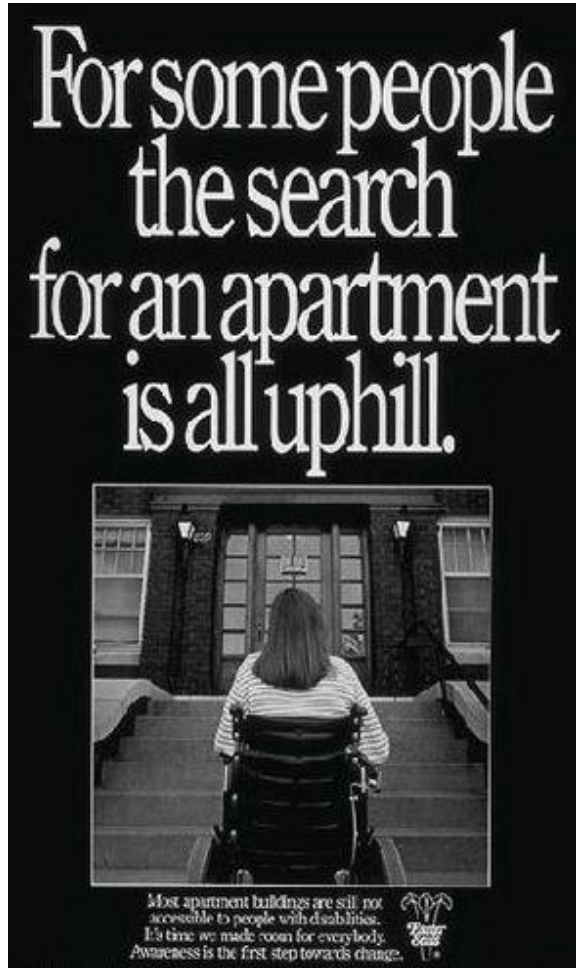

1965, "Christmas In Purgatory"

From Burton Blatt and Fred Kaplan, *Christmas In Purgatory: A Photographic Essay On Mental Retardation* (Human Policy Press, 1974), 39.

1988, "Gallaudet University Student Protest, #1"

From Gallaudet Student University Protest, March 1988. Courtesy of Gallaudet University Archives.

1990, "Searching For An Apartment"

Terry Bremer, Awareness Is The First Step Toward Change, Easter Seals Society, 1990.

1990, "George Bush Signs The ADA"

From George Bush Signs The ADA George Bush Presidential Library, July 26, 1990.

2005, "Shadow of Disability"

This photo by Tamer is one of 33 awarded photographs from the World Health Organization photo contest "Images of Health and Disability 2005". The contest has been organized in order to promote the understanding and use of the International Classification of Functioning, Disability and Health (ICF).

_____

All images with the exception of "Shadow of Disability" used with permission for educational purposes only and accessed from the Disability History Museum, www.disabilitymuseum.org.

"Shadow of Disability" reprinted with permission of World Health Organization, www.who.int/en/. All Rights Reserved.

Group Research Project: History of the Disability Rights Movement

Instructions

1. Research the history of one major disability rights organization and create a group portfolio including:

    a. an historical description of the founding and mission of the disability rights organization;

    b. a profile of one of the organization's key leaders;

    c. events surrounding one or more of the demonstrations held by the disability rights organization in efforts to gain civil rights legislation for people with disabilities; and

    d. a description of how the organization came to influence one of the principal acts of disability legislation (1973 Rehabilitation Act, 1975 IDEA, or 1990 ADA).

2. Use the following research questions as a guide in developing a group portfolio:

    - What was the mission or main objective of this organization?

    - What were the rights of people with disabilities that this organization was working to secure? What rights were being denied to people with disabilities at the time the organization was founded?

    - Who were some of the major leaders of the disability rights movement associated with this organization?

    - What were the strategies taken by disability rights activists associated with this organization to ensure key disability rights laws were passed?

    - What was some of the language/terminology/key civil rights issues on disability reflected in the legislative acts this organization worked to have passed?

    - Name the major services the organization provides to people with disabilities today.

3. Using the resource and research links below, group portfolios should include written descriptions and primary documents, such as photographs, quotations, oral histories, letters, art and so forth.

List of Organizations

Disabled in Action (1970)

Center for Independent Living in Berkeley, California (1972)

American Coalition of Citizens with Disabilities (1975-1983)

Disability Rights Education and Defense Fund (1979)

American Disabled for Accessible Public Transit (1983)

World Institute on Disability (1983)

Research Links and Resources:

Beyond Affliction: The Disability History Project
www.npr.org/programs/disability/ba_shows.dir/index_sh.html

Disability History Museum
www.disabilitymuseum.org

Disabled Rights: American Disability Policy and the Fight for Equality
by Jacqueline Vaughn Switzer (Washington, D.C., Georgetown University Press, 2003)

Disability Social History Project
www.disabilityhistory.org

History of Independent Living
www.acils.com/ilhist.html

Independent Living USA
www.ilusa.com

Museum of Disability History
http://museumofdisability.org/

No Pity: People with Disabilities Forging a New Civil Rights Movement
by Judith Shapiro (New York: Random House, 1993)

Smithsonian National Museum of American History: The Disability Rights Movement
http://americanhistory.si.edu/disabilityrights/welcome.html

The Disability Rights Movement: From Charity to Confrontation
by Doris Zames Fleischer and Freida Zames (Philadelphia: Temple University Press, 2001)

University of California-Berkeley: The Disability Rights and Independent Living Movement
http://bancroft.berkeley.edu/collections/drilm/index.html

VSA, the international organization on arts and disability
www.kennedy-center.org/education/vsa/