



Post Show Lesson: Exploring the Disability History Timeline

Framework: Now that students have seen the performance of EMILY DRIVER'S GREAT RACE THROUGH TIME AND SPACE take a deeper dive into exploring some of the activists and events that impacted the disability rights movement.

Objectives: Students will be able to...

- Identify what key activists and historical events that impacted the disability right's movement.
- Research and present information to their peers through a presentation.

Materials:

- LJPeGuide Link to DISCOVER MORE---Disability History Timeline, or <http://www.nclde-youth.info/index.php?id=61>
 - Here is a PDF Link to the timeline:
 - http://www.nclde-youth.info/Downloads/disability_history_timeline.pdf
- Tablets or Laptops to view timeline or PDF print outs.
- Large paper or poster board, markers

Vocabulary:

- Americans with Disabilities Act
- Accessibility

Step 1:

- Have the students chat in pairs to start with the prompt: "Thinking about the play, EMILY DRIVER'S GREAT RACE THROUGH TIME AND SPACE, what historical events and people do you remember had an impact on disability rights in the United States?"
- Have the groups share out what they recall from the play. The main events and people mentioned were:
 - Teddy Mae Leonard (who is based off of a real person, Bobbie Lee Bennett) who is a disabled activist who famously drove from San Diego to Washington DC in 1978 to advocate for her gender reassignment surgery. (note: there is an article about Bennett linked on the LJPeGuide under DISCOVER MORE.
 - Section 504: Americans with Disabilities Act
 - Americans with Disabilities Act of 1990 which required that all public transportation vehicles after 1993 be accessible to people using wheelchairs.



- Ask the students: Why is it important that all people with disabilities have accommodations and access to what they need? What do you notice in our school that provides accessibility to all people? (Examples might include: Ramps to enter buildings or spaces, curb cut outs, cross walk sounds and/or raised pavement, blinking lights on fire alarms, elevators, wide doors, bathroom stalls, braille books, large print books, closed captioning on the TV).

Step 2:

- Break your class into groups of 4-5 students, and provide each group with a specific chunk of the timeline to be experts on. (The timeline could be broken up by years, events, etc).
- Have your group read through their section, and then as a group choose three events/people that stand out to them. For each event, have them answer the following questions as a group:
 - Why is this event important to us as student leaders?
 - Why is this event important to the disability community?
 - How could the non disabled community benefit from learning about this event.
- Have the groups record their information on a large piece of poster and have each group share out to the class their findings.
- At the end of the lesson, have the students reflect on what they would like to see happen in the future that would improve the accessibility for people with disabilities. In a journal they could reflect on what they would like to happen in 5 years, 10 years, 20 year, etc.