

One Out of Five - Intersectionality

Introduction to Disability	Intersectionality	Disability History in the United States	Disability History in Washington State	Allyship
Overview			Essential Questions	
The purpose of this lesson is to shift stereotypes and limited ways of thinking about people with disabilities to consider the full range of disability experiences from an intersectional perspective.			<ul style="list-style-type: none"> - Who has disabilities? - How does disability impact different people? - Why is it important to think about intersectionality? 	
Objectives			CCSS Standards	
Students will be able to: <ol style="list-style-type: none"> 1. Define intersectionality and explain why it is important to consider 2. Identify ways that disability intersects with other aspects of a person's identity 			<p><u>CCSS.ELA-LITERACY.CCRA.R.1</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><u>CCSS.ELA-LITERACY.CCRA.R.2</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>CCSS.ELA-LITERACY.CCRA.R.3</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
Resources/Materials	Vocabulary		Differentiation Techniques/Resources	
<ul style="list-style-type: none"> - Projector - PowerPoint - Intersectionality - Post-it notes - Gallery walk slides (printed) 	<p><u>Intersectionality:</u> Multiple aspects of our identities that impact who we are and the way that we are seen and treated by others. Intersectionality is also the way that different oppressions people experience interact.</p> <p><u>Social Identity:</u> How we are defined by social group. Some examples include race, religion, gender, sexual orientation, disability, and age. Intersectionality is how our different social identities impact our lives.</p>		<ol style="list-style-type: none"> 1. Intro/Hook <ol style="list-style-type: none"> a. Video has closed captioning as well as visual representations of the voice over 2. Mini Lesson <ol style="list-style-type: none"> a. Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out 3. Guided Practice <ol style="list-style-type: none"> a. Describe the images on the board using the image description. Repeat for each slide. b. Students can work individually, or be divided into groups with different roles (e.g. recorder, timekeeper) or different tasks (e.g. each student is responsible for answering one question). 4. Ind./Group Work <ol style="list-style-type: none"> a. Focus on one area within the given categories b. Increase time and decrease # of slides so students can spend more time on each slide 5. Conclusion <ol style="list-style-type: none"> a. Provide multiple ways students can respond to exit ticket: drawing a picture, picking from multiple choice options, expressing thoughts verbally. 	
Lesson Plan				
<p>Intro/Hook (5)</p> <ul style="list-style-type: none"> • Video intro to vocab words: intersectionality, social identity <p>Mini Lesson (5)</p> <ul style="list-style-type: none"> • Vocab review and intro to gallery walk <p>Guided Practice (5)</p> <ul style="list-style-type: none"> • Gallery walk demonstration <p>Ind./Group Work (15)</p> <ul style="list-style-type: none"> • Gallery walk <p>Conclusion (2)</p> <ul style="list-style-type: none"> • Exit ticket on intersectionality 				
Possible Extensions				
<p>Additional gallery walk slides (20)</p> <ul style="list-style-type: none"> - Choice of 21 different slides within four different categories (Figures in Black Disability History, Quotes on Black Disability History, Intersectional Facts, and Present Day Intersectional Disability Figures). Pick additional slides to focus on or focus on one area in depth. <p>Discussion (10)</p>				

- Discussion questions on slide 9: Lead discussion as a class or in small groups. Answer questions students may have about words referencing specific disabilities or identities.

Procedures

Pre-Lesson Set Up (10):

1. Pick five slides to hang in the room, one from each of the four different domains: Figures in Black Disability History, Quotes on Black Disability History, Intersectional Facts, and Present Day Intersectional Disability Figures
2. Tape gallery walk slides around the room on big poster paper. Evenly distribute based on different categories.

Intro/Hook (5)

1. Pull up “PowerPoint - Intersectionality”
2. Slide 1: “October is Disability History Month in the state of Washington. Today we are going to learn about intersectionality and how disability impacts all kinds of people. This lesson is called ‘Our Differences Are Our Strengths’ because we are going to focus on the ways that being different makes people who they are, and why we should be proud of our differences. First, I’m going to introduce our vocabulary word ‘intersectionality’ with a video.”
3. Slide 2: Play video (3:03)
Differentiation: Video has closed captioning as well as visual representations of the voice over.
4. Transition: “Next we are going to define some of the words we heard in the video and talk about the gallery walk we are going to do later today.”

Mini-Lesson (5)

1. Slide 3: “After watching the video, does anyone have a definition of intersectionality they want to share?” If no student answers, move to next slide with definition.
Differentiation: Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out
2. Slide 4: “Here is one definition of intersectionality.” Read from slide 4. “What are ways that your identity is intersectional?”
3. Slide 5: “Here is one definition of social identity.” Read from slide 5. “What are some social identities that you have?”

Guided Practice (5)

1. Slide 6: “Today we are going to celebrate intersectionality and how it relates to people with disabilities. We are going to do a gallery walk. I have taped up different images of people and ideas about intersectionality and disability around the room. First, I am going to go over the rules of a gallery walk. Then, I am going to model how participating in a gallery walk will look. Then, it will be your turn.”
Differentiation: Describe the images on the board using the image description. Repeat for each slide.
2. Slide 7: Read slide. “These are the expectations of the gallery walk.”
Differentiation: Students can work individually, or be divided into groups with different roles (e.g. recorder, timekeeper) or different tasks (e.g. each student is responsible for answering one question).
3. Slide 8: “I am going to show you an example of how to participate in the gallery walk. The room is divided into four categories: Figures in Black Disability History, Quotes on Black Disability History, Intersectional Facts, and Present Day Intersectional Disability Figures.” Model writing a post-it note response using the sentence stem.
4. Slide 8: “Now it’s your turn to go on the intersectionality gallery walk.” Keep sentence stems on slide 8 projected.

Independent/Group Work (15)

1. Pass out post-it notes and writing instruments
2. Monitor students as they roam around the room. Make a noise or signal when it is time to switch.

Differentiation:

- Focus on one area within the given categories (Figures in Black Disability History, Quotes on Black Disability History, Intersectional Facts, Intersectional Images, and Present Day Intersectional Disability Figures).

- Increase time and decrease # of slides so students can spend more time on each slide

3. **Extension options:**

- **Increase # of slides (20):** Choice of 21 different slides within four different categories (Figures in Black Disability History, Quotes on Black Disability History, Intersectional Facts, and Present Day Intersectional Disability Figures). Pick additional slides to focus on or focus on one area in depth.

- **Discussion on slide 9 (10):** Lead discussion as a class or in small groups. Answer questions students may have about words referencing specific disabilities or identities.

Conclusion (2)

1. Exit ticket: “On this paper respond to the prompt about intersectionality.” Option to introduce next lesson

Differentiation: Provide multiple ways students can respond to exit ticket: drawing a picture, picking from multiple choice options, expressing thoughts verbally.

Additional Lesson Ideas and Resources:

Resource: [COMING OUT AS DISABLED: My Visible and Invisible Disability](#)

Type: Youtube Video (5:41)

Summary: Annie Elaine touches on chronic illness, pain, different mobility devices, what sick “typically” looks like.

Use: Annie is a queer, disabled, Latinx person who has both an invisible/visible disabilities. Discussion on how all those identities fit into her life.

Resource: [Disability Inclusion](#)

Type: Website

Summary: The World Bank website: outlines context, strategies, results, and partners re: addressing poverty for people with disabilities around the world.

Use: Internet scavenger hunt on finding global projects addressing poverty within disability communities.

Resource: [Confronting the Whitewashing Of Disability: Interview with #DisabilityTooWhite Creator Vilissa Thompson](#)

Type: Article

Summary: Interview about #DisabilityTooWhite and the impact of the hashtag.

Use: Discussion on the power social media has to call out injustice and enact change in our society.

Resource: [Disability Solidarity: Completing The ‘Vision For Black Lives’](#)

Type: Article

Summary: Clear, concise article about the Harriet Tubman Collective, criticizing the lack of mention of disability in the Black Lives Matter movement platform.

Use: When discussing modern justice movements (like BLM), take into account who is missing from the platform and what that means for the community.

Resource: [10 Principles of Disability Justice](#)

Type: Blog

Summary: Outlined the 10 components of disability justice; powerfully written and radical.

Use: Primary source document for modern day disability justice movement.

Resource: [Disabled Black History: Shining A Light on Disabled Black Authors & Their Work](#)

Type: Blog

Summary: List of disabled black authors and their work.

Use: Create reading list featuring disabled black authors.

Resource: [National Disability Policy: A Progress Report](#)

Type: Report

Summary: Yearly report from the National Council on Disability to the President. Gives recommendations and findings on how to help people with disabilities from a federal level across many domains.

Use: Primary source research on the current state of the country on data about people with disabilities.