

Disability History in Washington State

History Lesson



[Image description: To the left: Dark blue/purple silhouette of a young girl facing to the left and using a walker. The orange Office of the Education Ombuds logo is to the bottom right.]



“October is Disability History Month in the state of Washington. Today we are going to learn about disability history in our state. First, I’m going to show some pictures that relate to our vocabulary words.”



[Image description: A black and white photograph of a black man wearing a white shirt, black hat, and black pants. He stands in front of a drinking fountain labeled "colored" sipping on a cup of water. A sign for a nearby restroom reads "White women, colored women" with an arrow pointing to the left.]



[Image description: A close up of blades of grass.]



[Image description: A yellowed old journal opened to two pages with cursive writing.]

“There are three very different pictures on the board. What do they make you think of? Each one symbolizes one of our vocabulary words for today.”

Grass: growing from the ground, vibrant, green, new life

Old journal: written by hand, looks important, looks old

Water fountain: relate to civil rights, racism

Differentiation: Ask students to write or draw on a mini whiteboard what they know about each picture instead of calling out

Discrimination



[Image description: A black and white photograph of a black man wearing a white shirt, black hat, and black pants. He stands in front of a drinking fountain labeled "colored" sipping on a cup of water. A sign for a nearby restroom reads "White women, colored women" with an arrow pointing to the left.]

Grassroots



[Image description: A close up of blades of grass.]

Primary Source



[Image description: A yellowed old journal opened to two pages with cursive writing.]

“These three pictures represent three vocabulary words: grassroots, primary source, and discrimination. Next we are going to define them.”

Discrimination:

When people are targeted based on their beliefs and identity. Discrimination can happen between two people, groups of people, or larger systems like laws and schools.



[Image description: A black and white photograph of a black man wearing a white shirt, black hat, and black pants. He stands in front of a drinking fountain labeled "colored" sipping on a cup of water. A sign for a nearby restroom reads "White women, colored women" with an arrow pointing to the left.]

"Here is one definition of discrimination." Read from slide 4. "Today we are going to focus on how people with disabilities have experienced discrimination in Washington history."

Grassroots:

When people impacted by discrimination come together to make change. This type of organizing is called grassroots because it is led by the community instead of politicians.



[Image description: A close up of blades of grass.]

“Here is one definition of grassroots.” Read from slide 5. “What about grass is similar to this kind of organizing? Why do you think it is called grassroots? We are going to learn about different grassroots organizations in Washington today.”

Differentiation: Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out

Primary Source:

A direct artifact from the time period being studied.



[Image description: A yellowed old journal opened to two pages with cursive writing.]

“Here is one definition of primary source.” Read from slide 6. “What are some examples of primary sources? This picture is an example of a primary source from a long time ago.”

Differentiation: Ask students to write or draw on a mini whiteboard what they know about each word instead of calling out

Phase 1: Expert Groups



“Today we are going to learn about discrimination and grassroots organizing in Washington State history by looking at some primary sources. There will be four groups, each with a different primary source. These groups will become experts on the document they’re reading. Each person will read the document closely and take notes in one box this worksheet.” Show jigsaw notes worksheet.

Phase 2: Jigsaw Groups



“After you’ve become an expert in one document, you’ll get to learn about the other documents from their experts. These will be called your jigsaw groups. As you listen to each expert in your jigsaw group you’ll fill the other three boxes on your worksheet.” Show jigsaw notes worksheet.

Class Discussion

- What similarities did you notice between the documents?
- What differences did you notice between the documents?
- Which documents surprised you? How so?
- What trends did you notice over the time period of the documents?
- How was discrimination addressed in the documents?
- Why is grassroots organizing effective? What is an example?

References

- Dessaulles, Henriette. "Journal Henriette Dessaulles." Wikimedia Commons, 1874. https://commons.wikimedia.org/wiki/File:Journal_Henriette_Dessaulles.jpg.
- Fihu. "Grass." Flickr, Yahoo!, 12 July 2005, www.flickr.com/photos/fihu/25371714.
- "Free Photo People Of Color Racism Discrimination - Max Pixel." Max Pixel, www.maxpixel.net/People-Of-Color-Racism-Discrimination-60512.