“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.”
“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
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.

“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.

“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
“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
“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 sources. 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.
“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