

Title of Lesson: Am I Represented?

Date of Creation: 11/18/21

Creator of the Lesson: Jeylin Panton

Grade Level: 11

Subject: U.S. History

Time Duration: 60 minutes

Summary of Lesson: Students will watch videos, analyze papers and discuss how the media portrays disability and how that affects the disability community and the rest of the population as whole.

DSE Alignment: This lesson promotes privilege the interest, agendas, and voices of people labeled with disability/disabled people, and also contextualizes disability within political and social.

Lesson Objectives and Assessments:

Objective 1: Identify and summarize how disability is portrayed in the media, by the language used, the people (actors shown) and the types of disabilities themselves.

Assessment 1: Class discussion and learning centers.

Objective 2: Understand the stereotypes that are being used and how that negatively impacts those in the disability community.

Assessment 2: Class discussion and learning centers.

Teacher Guide: In U.S. History class, we can teach about different political and social movements that have happened since the beginning of the formation of the country. In addition to learning about the Civil Rights Movement, students can learn about the Disability Rights Movement. If students know other types of the political movements such as the Women's Suffrage Movement, we can make connections to the world today about the history that has happened. In this lesson, we will be making connections on how representation back then and today affect the perceptions of disabled people. Students will be able to work in small groups, pairs, or individually at learning centers to dive deeper into disability representation.

Anticipatory Set (Prior to beginning of the Lesson): Students will need to understand the Civil Rights Movement and that another equally as important but less spoken about movement was happening around the same time.

Lesson Progression (Will the lesson unfold/develop?):

1. Students will be asked to decide if they would like to be in small groups, pairs or individually when we go to our learning centers later in the period. Once decided, I will ask them if they know anything about the Disability Rights Movement and disability in general. Students will be prompted to share their perceptions on disability and how the media pushes that idea. This will be a class discussion about their prior knowledge and what they would like to know.
2. After a few minutes of discussion, I will instruct students to go to the learning centers of their choice. Once at their learning center, students will have 30 minutes to learn about the history of the Disability Rights Movement, important figures that led the Movement, and the changes that have been made following the Movement. One center will have videos to watch (with CC available), another will have articles to read (with large print available), and students will watch or read at least two of the offered materials.
3. When they finish reading or watching at least two of the materials, we will group back together for another group discussion to make connections on how the Disability Rights Movement and representation is still important today.

Closure (How will the lesson be wrapped up?): Students will be prompted to talk in pairs or trios about being represented in the media. “When was the first time you truly felt like you were represented in TV or film?”. After they discuss and get to hear each other’s stories, if they feel comfortable enough to share, they will and we will discuss the importance of representation. My next guiding question would be “have you seen any shows or movies with a character with a disability?”. Depending on their answers, the type of characters, their disability and their race/ethnicity will guide into a great conversation about diversity and intersectionality that comes with disability. My last guiding question for the class will be “do certain types of disabilities, genders and races get more representation than others?”. A quick discussion about that and then students will be introduced into their homework assignment, and class ends. We can use the *Values, Identities and Actions* thinking routine if students need more prompting. [Values, Identities and Actions: Thinking Routines](#)

Required Materials/Equipment: Readings and Videos:
PBS NewsHour, [A Brief But Spectacular Take on the Disability Rights Movement](#) (video)
NowThis News, [Commemorating 30 Years of the American with Disabilities Act](#) (video)
BBC The Social, ['Make Sure You Get It Right' | Disability Representation in](#)

[TV and Film](#) (video)

BuzzFeedVideo, [People Living With Disabilities Review Characters With Disabilities](#) (video)

Netflix Film Club, [How the ADA Changed the Built World | Crip Camp | Netflix](#) (video)

ADL.org, [A Brief History of the Disability Rights Movement](#) The New York Times, ['Nothing About Us Without Us': 16 Movements in the Fight for Disability Rights](#)

HandinHandQC.org, [Problematic Representation of People with Disabilities in the Media](#)

HuffPosts.com, [Disability Representation Is Seriously Lacking In TV and Movies](#)

FordFoundation.org, [The Road Map for Inclusion Changing the Face of Disability in Media](#) (homework assignment)

Extensions/Practice (Continuation of Engagement): Students will have a homework assignment where they will read another material that they did not get to in class, which will be the article Judy Huemann wrote and write a quick paragraph about what disability representation is and why they think the media portrays disability that way. Students will also write about who is represented in the media in terms of disability and how that can be changed. Students will also have access to the other materials they had in class and can use that information in their writing. (All students will be provided with paper copies of the articles to read, and if they are not able to access the videos, that's okay). ***Optional:** students can provide a show or film, not mentioned in the article that they believe is a good representation of disability.*

References: None.