Engage Students with Disabilities in Inquiry and Civic Action

National Council for the Social Studies
Austin, TX - Nov. 23, 2019

Rich Cairn
Program Director, Emerging America
Rethink Ability
Self Determination
Youth Credo

https://youtu.be/wrNy_2ljVdo
Welcome!
Rich Cairn

Program Director, Emerging America
Library of Congress: Teaching with Primary Sources at CES

Collaborative for Educational Services
97 Hawley Street
Northampton, MA 01060

413-588-5936 (office)
rcairn@collaborative.org

EmergingAmerica.org
Partnership

Library of Congress
Teaching with Primary Sources Program
of the Collaborative for Educational Services

- UMass Amherst Department of History
- Massachusetts Department of Elementary & Secondary Education
- Boston Public Schools
- Westfield State University
Agenda

❖ Rethink Ability
❖ Universal Design for Learning:
  ➢ Social Studies & Exceptional Learners (NCSS, 2016)
❖ Framework for investigations and Civic Engagement projects by students with disabilities
  ➢ Project Ideas
❖ Disability History
❖ Model strategies & tools
❖ Resources:
  ➢ Library of Congress
  ➢ Free Accessing Inquiry clearinghouse
EmergingAmerica.org/accessing-inquiry/
Our Process

1. We will introduce and describe strategies & tools to support struggling learners.

2. We will model those strategies & tools.

3. As we aim to support students with disabilities, research tells that these methods benefit most other learners also.
Accessing Inquiry clearinghouse

http://EmergingAmerica.org/TPS

Accessing Inquiry

Overview
Universal Design
Disability History through Primary Sources
Immigrant History through Primary Sources
Know & Support Students
Inquiry Strategies
Engagement Strategies
Assessment Strategies

A Pennsylvania teacher analyzes immigration data and primary sources in Emerging America graduate course, Accessing Inquiry for English Learners through Primary Sources.

Social studies and the humanities present unique challenges to struggling learners: complex stories, abstract concepts such as "citizenship," a huge disciplinary vocabulary and need for background knowledge.
Universal Design for Learning
Universal Design for Learning Guidelines

AFFECTIVE NETWORKS:
The **WHY** OF LEARNING

**Engagement**
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
The **WHAT** OF LEARNING

**Representation**
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
The **HOW** OF LEARNING

**Action & Expression**
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

CAST.org
Applying UDL

Consider applications in History & Social Science for:

- Goals
- Materials
- Methods
- Assessments
Assignment: Lesson Outline

Title: Civil War Veterans & Disability in American History
Submitted By: Rich Cairn, Collaborative for Educational Services

Grade Level:
Subject Area Focus: U.S. History
Course: U.S. History I - 1763-1876
Unit this lesson is part of: American Civil War
Estimated Number of Days to Complete:

Lesson Summary:

Students will examine several primary source images and documents related to Civil War wounded. From the sources, students will develop a narrative about changes in the responsibilities of the federal government in response to the enormous numbers of wounded Union soldiers. This lesson can stand alone or kick off a research project.

Model Lesson

1. Enlist a young soldier in Union forces, January 1863.

https://www.loc.gov/item/2004695117/
One of the bloodiest Union losses of the war, the Battle of Fredericksburg was fought December 11-15, 1862.

3. Civil War soldier, with one leg, full-length portrait, seated, facing front, holding guitar
   - Unknown photographer
   - [1861-1865]

   - Photographer unknown
   - [1861-1865]

5. Tending wounded Union soldiers at Savage's Station, Virginia, during the Peninsular Campaign
   - James F. Gibson, photographer

   - Timothy H. O'Sullivan, photographer
   - [1864]

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### Incorporate Strategies for Access

#### Vocabulary

- **Disciplinary “Brick” Words**
  - 2-4 Disciplinary - Necessary to understand the essential question.

- **“Mortar” Word**
  - 1 - necessary for assessment

- **Other Disciplinary Words**
  - Many - Not essential. Less transferrable. OK to define them each time they come up.

<table>
<thead>
<tr>
<th>Veteran</th>
<th>Disability</th>
<th>Responsibility</th>
<th>Order: chronological, most to least important, thematic, conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sanitary, commission, voluntary, theater of war, campaign, collectibles, furlough, charitable, etc.</td>
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### 5. Universal Design for Learning: (How does lesson address these?)

<table>
<thead>
<tr>
<th>REPRESENTATION: Options for presenting content</th>
<th>ENGAGEMENT: Options for engaging student interest</th>
<th>EXPRESSION: Options for students to demonstrate learning</th>
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**CONTENT -** Consider how veterans with disabilities were cared for and how care changed over time.

**PROCESS -** Small groups will examine and organize a variety of visual and verbal primary sources.

**PRODUCT -** Create and demonstrate a timeline on the treatment of wounded Civil War veterans.

Solicit experiences of students with soldiers or veterans relatives. Consider government responsibilities to people with disabilities.
Incorporate Strategies for Access

Darren Minarik
Timothy Lintner
NCSS (2016)

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Accessible Lesson Plans especially on Disability History & Immigration History

SEARCH:
http://EmergingAmerica.org
Teaching Resources library
Why Focus on History of People with Disabilities?
Why we focus on Disability History

1. Engage learners with history they see selves in
2. Correct demeaning views (e.g. use of insulting terms)
3. Model putting primary sources in context
4. Correct historical record (e.g. Bayton & other readings)
5. Address new standards (e.g. MA, CA)

http://emergingamerica.org/disability-history-primary-sources/
Why we focus on Disability History

If you believe people have no history worth mentioning, it is easy to believe they have no humanity worth defending.

- William Loren Katz
  Educator and Historian
Analyzing a Primary Source Tool for Access
Primary Source Analysis Tool

**OBSERVE**

**NO INFERENCES!**
- What do you notice first?
- Describe the people. What are they doing?
- Is there anything you notice because it is NOT there?

**REFLECT**

1. What kinds of space is this?
2. Can you tell anything the people?
3. Why was this photo taken? "Say more" "What makes you say that?"

**QUESTION**

- What would you like to ask the people in the picture? The photographer?
- Where is this?
- When is this?

Right Question Institute
http://rightquestion.org/

**INVESTIGATE:** How would you find out more? Where would you look?
Analyzing a Primary Source

Source Info

- **Title:** [Boys and teacher in classroom at the Golden Industrial School, Denver, Colorado(?)]
- **Creator:** Mrs. Ben. B. Lindsay Collection, Library of Congress
- **Date:** [1910-1915]
- **Thumbnail:** (at left)
- **URL:** (below)
- **Annotation:** Ben Lindsey was a Juvenile Court Judge in Colorado. One of 32 photos.

https://www.loc.gov/item/2002706092/
How can I remember all these facts and ideas?

The brain remembers what it can hang on a hook of a mental framework:

➢ **Themes** - such as in Mass Frameworks e.g. Struggles for Equality and Justice

➢ **Timelines**

➢ **Maps**

➢ **Word Walls**

➢ **Graphic Organizers** - incl. Thinking Maps
Civic Engagement
Students with Disabilities
Six Stages of Civic Engagement Projects

1. Examine Self & Civic Identity
2. Identifying an Issue
3. Researching & Investigating
4. Developing an Action Plan
5. Taking Action
6. Reflecting & Showcasing
Stage 5: Taking Action

What do we mean by Action?:

- Gain support from influencers
- Convince decision-makers to act
Project requirement is integrated with standards for content, practice, and literacy.

1. Examine Self & Civic Identity
2. Identifying an Issue
3. Researching & Investigating
4. Developing an Action Plan
5. Taking Action
6. Reflecting & Showcasing
1. Form groups of 3 people
2. Your group choose one of these:
   a. Content Connections (any grades)
   b. Ways for STUDENTS to “Define Community and My Place In It”
   c. Ways to access Community Assets
   d. Ways to build Classroom Community
3. Your group identity 3 connections/ways
4. Be ready to report to large group

For Stage 1: “Examining Self & Community”
How will you engage & support Students with Disabilities?
Projects & Issues

Scott Lentine - https://scottlentine.wordpress.com/

- Blog & poetry to share thoughts and strategies
- Expand adaptive arts programs in schools
- Build job skills; support employment programs & transit
- Review legislation and administrative policy
- Support legislation e.g. MA 2014 Autism Omnibus Bill
  - Insurance coverage by MassHealth
  - Strengthen teaching of students with autism
- Register to vote and voter education
- Intern or volunteer with access advocacy organizations
- General issues: street violence, opioid addiction, food access, water pollution, climate change, etc.

https://thearcofmass.org/post/civic-engagement-for-people-with-disabilities