Disability History
Context & Background for Civic Engagement

- Quick Flyover -
& Sample Tools for Access
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
Guiding Question

Who is responsible to take care of vulnerable people in society, including people with disabilities?
Disability History

Disability history must be connected to mainstream American history as reflected in state content standards.

- **Content Standards**
  - Second Great Awakening Reformers: Dorothea Dix, Samuel Gridley Howe, Horace Mann…
  - WWI Veterans
  - Eugenics: Immigrants and People with Disabilities
  - Social Movements of the 1960s
  - American with Disabilities Act of 1990
State Content Standards

Example 1: AnteBellum Reformers - Dix & Franklin Pierce

○ MA: “Explain the varying roles & responsibilities of federal, state, & local governments in the U.S.”
● Using primary sources, research reform movements in U.S. in early to mid-19th century, concentrating on one of the following and its connections to other...
  ○ the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities and the establishment of asylums for people with mental illness.
● Dorothea Dix, “Memorial to the Massachusetts Legislature” (1843) A petition to the Legislature to expand the state insane asylum at Worcester, with descriptions of the harsh conditions of how indigent people with disabilities were treated in Massachusetts towns such as Concord, Lincoln, Dedham
  ○ “Describe the evolution of the role of the federal government, including public services....” – “Social, Political, & Religious Change, 1800-1860” – “KS-NE Act” (May 30, 1854)
State Content Standards

Example 1: AnteBellum Reformers - Dix & Franklin Pierce

- CA: “How much power should the federal government have and what should it do?” – ”Dorothea Dix” – ”How did Americans help people in need?” – “Why do periods of reform arise at certain historical moments?”
- TX - Hist.: “Historical Points of Reference, incl. Great Awakening” – “Effects of Congressional conflicts & compromises prior to the Civil War.”
- TX - U.S. Govt.: “Analyze historical and contemporary conflicts over the respective roles of national & state governments.”
Student: Laura Bridgman
1829-1889

Founded Perkins School for the Blind (1832)

Teacher: Samuel Gridley Howe
1801-1876

Abolitionist:
• Julia Ward Howe
• Secret Six
Anne Sullivan - 1866-1936

Title: Tewksbury Almshouse
Author: Public Health Museum, Tewksbury MA
Date: [1890]
URL: http://www.afb.org/asm/asmgallery.asp?FrameID=97

Samuel Gridley Howe investigation (1883)
The evening world., December 09, 1892, LAST EDITION, Image 1

About The evening world. (New York, N.Y.), 1887-1931

Image provided by: The New York Public Library, Astor, Lenox and Tilden Foundation
Tewksbury Almshouse

Title: Big Fraud on New York. Massachusetts Shipping Paupers and Idiots to This City.

Author: Evening World (New York, New York)

Date: December 9, 1892

URL: http://chroniclingamerica.loc.gov/lccn/sn83030193/1892-12-09/ed-2/seq-1/#
An astounding discovery was made by The Evening World today.

For months and even for years past the State charity authorities of Massachusetts have been sending their paupers, idiots and incurables to this city by wholesale and dumping them in batches of a dozen or more at a time upon the town without any means of support or subsistence, and apparently in the expectation that they will eventually drift into charitable institutions here.

According to the information which The Evening World has procured, these paupers are being sent from the almshouses of the State to this city in batches of a dozen or more at a time. It is said that they are sent by the almshouses in batches of a dozen or more at a time, and that they are not provided with any means of support or subsistence.

Although I was only at Tewksbury two weeks ago, I heard that they were sending away men who were sent away from New York. They were sent away in a dozen each time, and it struck me as being very queer that they should be shipping those people off to New York, when I know for a fact that many of them live in New England and would be better off there.
An amazing discovery was made by the Evening World today. For months and even for years past the state (generous kindness/organization that helps people) people in charge of Massachusetts have been sending their poor people, very stupid people and (not stoppable/not able to be destroyed) to this city by wholesale and dumping them in batches of twelve or more at a time upon the town without any means of survival/income and (based on what's seen or what seems obvious) in the expectation that they will eventually drift into helpful institutions here.
State Content Standards

Example 2: World War I Disabled Veterans

- MA: “WWI” – “...
- MA: Great Depression & New Deal affected American society”
- CA: “How did America change because of WWI?”
- TX: “...Technological innovations in WWI…” – ”Social issues… of 1920s.”
Carry On
A Magazine on the Reconstruction of Disabled Soldiers and Sailors

Vol. 1
No. 3
Sept. 1918

When a Feller Needs a Friend
By Briggs

All I want is a good chance to work.

To a Job

Courtesy of the American Printing House for the Blind, Inc., M. C. Migel Lib
State Content Standards

- U.S. II
  - Modernity in the U.S.: ideologies and economies:
    - f. the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, Buck v. Bell (1927), in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment
Eugenics - Post-WWI

Title: Eugenists Would Improve Human Stock by Blotting Out Blood Taint
Creator: New York Daily Tribune
Year: February 18, 1912
URL: http://chroniclingamerica.loc.gov/lccn/sn83030214/1912-02-18/ed-1/seq-16/#
Take one minute to study this image. Just look and see what you notice, but don’t write anything down.
Use all the time you have to list details. Keep writing down anything you see.
Use all the time you have to list details. Keep writing down anything you see.
Use all the time you have to list details. Keep writing down anything you see.
Use all the time you have to list details. Keep writing down anything you see.
Source: Library of Congress
Title: U.S. inspectors examining eyes of immigrants, Ellis Island, New York Harbor
Date: c1913.
Medium: Stereograph.
Bookmark: http://www.loc.gov/pictures/item/97501532/
Pair Share: Part One

- What are the three most important details you and your partner noticed? (engagement)
- What was unique in each quarter? How did the divided image differ from the whole? (representation)
- If you were to give this image a title, what would it be? (expression)
Deeper Dive with UDL

In your group, add a thought bubble sticky note to the photo. Select a person in the photo and give them voice. What might they say? (expression)

In your group, imagine what the people in the photo might say, think, or do. Get up and act out the scene. (expression)
If on examination there shall be found among such passengers any convict, lunatic, idiot, or any person unable to take care of himself or herself without becoming a public charge, they shall report the same in writing to the collector of such port, and such persons shall not be permitted to land.”

- 1882 Immigration Act

https://www.loc.gov/law/help/statutes-at-large/47th-congress/session-1/c47s1ch376.pdf
State Content Standards

U.S. History II

- MA: Evaluate accomplishments of the Civil Rights movement and how it served as a model for later feminist, disability, and gender rights movements....
- MA: Using primary and secondary sources, analyze the causes and course of one or more of the following social and political movements, including consideration of the role of protest and active citizen participation...
  - Ed Roberts, Speech on Disability Rights at a Sit-In Rally in San Francisco (1977)
- the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990)
State Content Standards

Example 3: Mass Movements for Social Justice


- CA: “Advances of black civil rights movement encouraged other groups—including… people with disabilities.” “In what ways have issues such as education; civil rights for…[various groups] disabled Americans… remained unchanged? …changed?”

- TX: “Relationship between government policies & the culture of the U.S.”
State Content Standards

Example 3: Mass Movements for Social Justice

● CA: California History - “What did protests and frustrations expressed by Californians in the late Cold War Era reveal about the state?” p. 297

● CA: Ethnic Studies - *Include disability as an identity group?*

● CA: “Advances of black civil rights movement encouraged other groups—including… people with disabilities.” “In what ways have issues such as education; civil rights for…[various groups] disabled Americans… remained unchanged? ...changed?” pp. 414, 419-420

● TX: “Relationship between government policies & the culture of the U.S.”
Disability History - Civil Rights

The Power of 504 - 1977

504 20th Anniversary Committee

https://www.youtube.com/watch?v=SyWcCuVta7M
[Cue to 3:38.]