

Disability History Week

WebQuest Description: The New York State Assembly and Governor Paterson have declared the third week in October as "Disability History Week." This state-wide initiative is intended to provide education, awareness and sensitization to the issues surrounding people with disabilities. As an integral part to this initiative, public service announcements need to be developed and disseminated through media outlets to the citizens of the state.

Grade Level: 3-5

Curriculum: Art / Music

Keywords: disability, disabilities, disability history week, state of New York, New York State Assembly, public service announcements

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Introduction

IMAGINE...CRAWLING ON YOUR HANDS AND KNEES UP THE STAIRS OF THE UNITED STATES CAPITAL BUILDING IN WASHINGTON, D.C. HOPING THAT SOMEONE WILL JUST LISTEN TO YOU... People with disabilities living in the United States today have traveled a long road paved by discrimination and misunderstanding as well as advocacy, hope and acceptance. However, many American citizens are unaware of the role of people with disabilities in our nation's history and most Americans still carry major misunderstandings of the issues facing this group within our population. "Disability History Week," the third week of October, presents a unique opportunity to offer up your creativity, technological talents and social consciousness to a worthwhile cause. As a member of a Public Service Team, you will be creating Public Service Announcements (PSAs) in an effort to increase education, awareness and sensitivity to the issues and history of people with disabilities. These PSAs will be submitted to media outlets for use during the month of October.

Tasks

You will be learning about people with disabilities during the next week. You and three other people will join in researching the issues and history of people with disabilities, design an educational media production to be used during Disability History Week and create an actual Public Service Announcement (PSA) for airing through media outlets in the area. You will be using media-related software such as Quicktime, Movie Maker or Garage Band in the production of your PSA. The PSA is intended to educate and sensitize the public and can be classified into one of the following four categories:

1. IN THE PAST--This PSA is intended to educate the public regarding historical methods of medical treatment, education and institutionalization of people with disabilities.
2. DID YOU KNOW--This PSA is intended to educate the public regarding famous advocates, educators and individuals associated with people with disabilities.
3. IT'S A LAW--This PSA is intended to educate the public regarding legal issues, laws and civil rights issues associated with disability history.
4. DON'T FORGET--This PSA is intended to sensitize the public to the role of people with disabilities within society today. Each group member must use their research templates to answer questions, take notes, draft a narrative and identify images to help illustrate their PSA. Depending on teacher direction, each member of the group will produce their own individual PSA or play a role in the creation of one group PSA.

Process

Your group is about to embark on a journey of change. Each member will be responsible for helping to affect attitudes, knowledge and perceptions of the general public. How can this be done? It can be done through research, creativity, technology and team work. The first step in creating a PSA to help accomplish this change will be to choose a category from those listed in the TASK section of this webquest. Once you have agreed on the PSA category, use the research template to plan and organize your PSA. Once your research is done, choose an appropriate media-related software package to create an educational Public Service Announcement which can be distributed to local television and media outlets for use during Disability History Week.

Phase 1--Choosing a PSA category. Before beginning this task, you must understand the purpose of Disability History Week. To read about the resolution passed by the New York State Assembly, click on the link below: <http://disabilityhistoryweek.org/nyinitiatives/> Once your group has read the article, choose one of the following categories for the development of a PSA. Read each category carefully. This will help you focus on the appropriate information for the writing of your narrative and identification of visuals for your PSA.

- **IN THE PAST--** The purpose of this PSA is to educate the public on historical methods used for the medical treatment, education and institutionalization of people with disabilities. In this PSA, it is important to note that these methods were used IN THE PAST and were the result of the best knowledge and information available at the time regarding treatment. The PSA narrative can be written in a chronological manner and should conclude with information on how previous methods differ from those used in contemporary times.
- **DID YOU KNOW--** The purpose of this PSA is to educate the public on the role of advocates, educators and "role models" associated with people with disabilities. In this PSA, it is important to highlight the names and accomplishments of individuals who played a crucial role in the improvement of the quality of life for people with disabilities. The PSA narrative can focus on one individual or one area of improvement or can be a collection of individuals.
- **IT'S A LAW--** The purpose of this PSA is to educate the public on important laws, civil rights and legal issues as they relate to people with disabilities. In this PSA, it is important to highlight the problems encountered prior to the passing of the law as well as improvements made as a result of the law. The narrative can focus on a specific law or a collection of legal rights and issues.
- **DON'T FORGET--** The purpose

However, in the absence of media contacts, the messages produced in the PSAs can still affect a wide array of the population when published in the proper forums. This unit may be used in one of several ways. It is written such that each participant create their own individual PSA. This may be too cumbersome and unrealistic given a lower grade level or limited technology resources. In these cases, each GROUP may design their own PSA; roles within the group can include internet researcher, narrative writer, technology guru, and audio person. Required technology resources include access to media-related software such as Quicktime, Garage Band and/or Movie Maker. IN the absence of these resources, Power Point works just as well although the incorporation of music and narrative may be limited and, therefore, difficult to expect a media outlet to convert it to PSA format for authentic use.

NEW YORK STATE LEARNING STANDARDS ADDRESSED

Arts Standard 2: Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Careers/Business Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

ELA Standard 1: Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

MST Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products

Health/PEA Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standards

Credits

Other