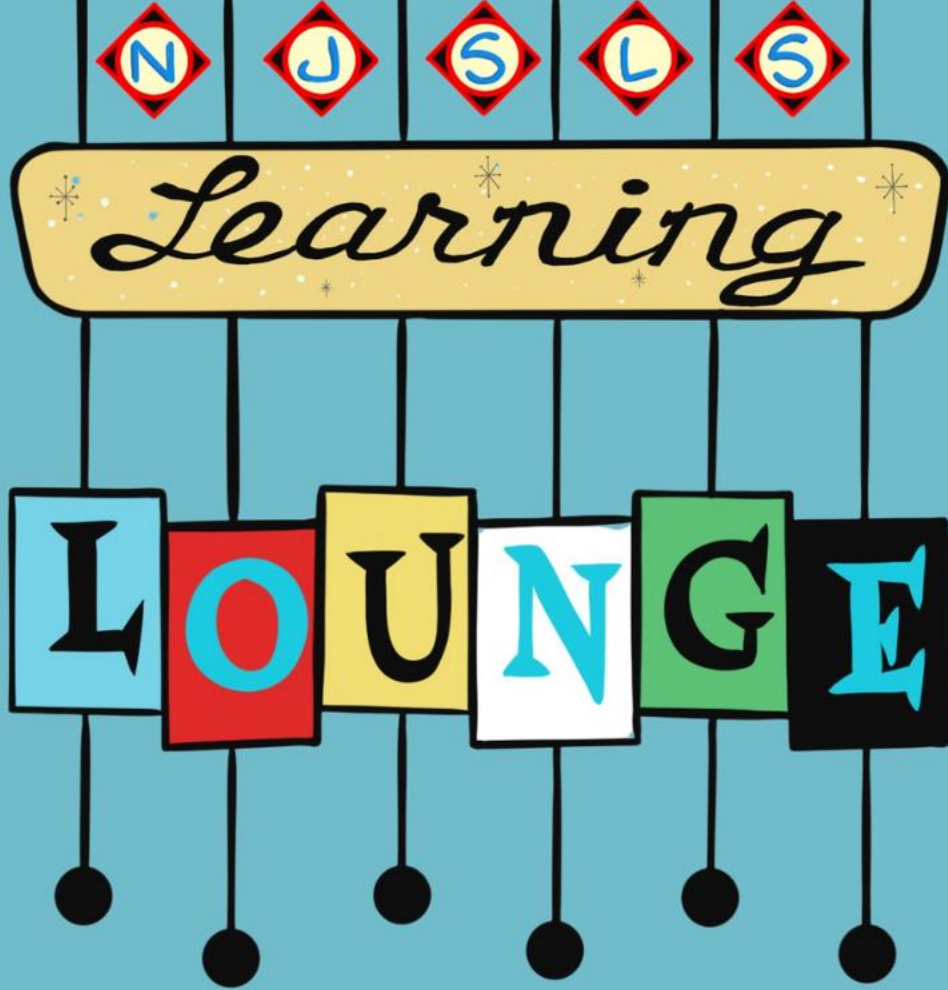


As we wait for our
Learning Lounge to begin,
please use the chat to share the
subject you teach, the grade
level(s), and what brings you
joy in your current teaching
assignment.

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Office of Standards





More Than Just a Month:

Integrating
Disability History
into the K-12 Social
Studies Curriculum

Division of Teaching and Learning
Services

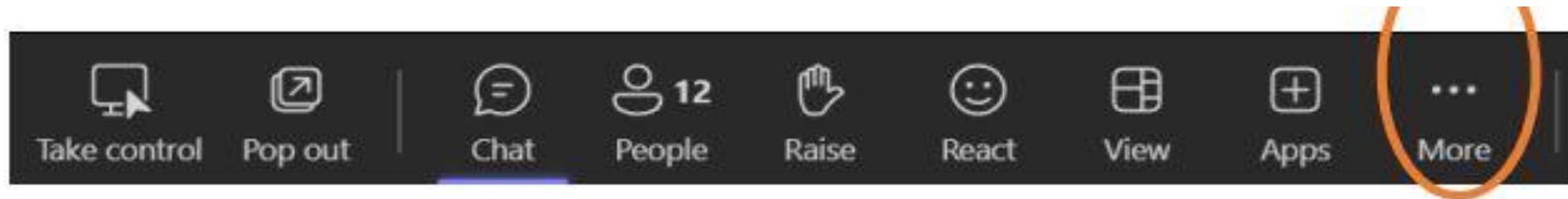
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To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



- Go to “Language and Speech” and click on “Turn on live captions”.



On today's Learning Lounge...



- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Dr. Nicole Belolan (she/her), Consulting Public Historian and Independent Scholar in Disability History.





Purpose of today's Learning Lounge



- Present legislation and standards that call for the integration of disability history in K-12 social studies instruction.
- Offer a brief introduction to the history of Americans with disabilities in the United States.
- Share strategies for inclusive and respectful instruction.
- Provide vetted instructional resources.





Diversity & Inclusion Legislation



18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.





Disability History Legislation



18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.



Recognizing & Combating Ableism



Ableism refers to discrimination, prejudice, or bias against people with disabilities.

Examples of ableism throughout US History:

- Prejudice: Holding negative attitudes or stereotypes about people with disabilities.
- Discrimination: Treating people unfairly or unequally because of their disabilities.
- Structural barriers: Supporting or ignoring systems that exclude or disadvantage people with disabilities.



Recognizing & Combating Ableism



- Language: Using words or phrases that are offensive or demeaning to people with disabilities.
- Assumptions: Making unfounded assumptions about the capabilities, needs, or experiences of people with disabilities.
- Lack of accessibility: Failing to provide or advocate for reasonable accommodations and accessible environments.
- Medical model thinking: Viewing disability primarily as a problem to be “fixed” rather than as a natural part of human diversity.



2020 New Jersey Student Learning Standards for Social Studies Connections





2020 NJSL-SS: Grades K-2



- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.



2020 NJSL-SS: Grades 3-5



- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
- 6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.



2020 NJSL-SS: Grades 6-8



- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic.
- 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups, African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.



2020 NJSL-SS: Grades 6-8, cont.



- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.



2020 NJSL-SS: Grades 9-12



- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.



2020 NJSL-SS: Grades 9-12, cont.



- 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.



Disability History of the United States

A Brief Introduction





What people, places or events come to mind
when you think about disability history?



Instructional Strategies for Diversifying the Historical Narrative





Thinking of your instruction and curriculum,
what historical narrative shapes your teaching?
Is it the dominant narrative, or is it compilation
of diverse perspectives?



Inclusive US History Instruction



- Highlight the diversity within communities, including different national origins, cultures, and experiences.
- Explore the intersectionality of individuals with other identities.
- Acknowledge the problems with generalizing or stereotyping people.
- Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.
- Avoid using outdated or offensive terminology.
- Present primary sources to incorporate diverse resources and perspectives; don't rely solely on textbooks.
- Connect historical events to current issues and ongoing movements.





Respectful and Culturally Responsive Instruction



- Use person-first language (e.g., “person with a disability” rather than “disabled person”)
- Include references to visible (physical) and invisible (mental) disabilities as well as neurodiversity.
- Avoid using ableist language or metaphors (e.g., “turning a blind eye,” “falling on deaf ears,” “crazy”).
- Present disability history as part of broader social and civil rights movements and the ongoing nature of the disability rights movement.
- Provide opportunities for students to reflect on their own experiences and perceptions of disability.



Respectful and Culturally Responsive Instruction



- Avoid portraying people with disabilities as solely objects of pity or inspiration.
- Avoid presenting disability as something that always needs to be “overcome” or “cured.”
- Discuss the complex history of institutionalization, eugenics, and discrimination.
- Avoid using simulations of disabilities without careful consideration and guidance from disability advocates.
- Design instruction that is universally accessible utilizing the Universal Design for Learning framework.



Instructional Resources



- [Children's Books: Portrayals of People with Disabilities](#)
- [Disability History: An Overview](#)
- [Emerging America Model Lessons on Disability History](#)
- [Everybody: An Artifact History of Disability in America](#)
- [Museum of disABILITY History](#)
- [Rooted in Rights](#)



Conclusion



- Start with the standards.
- Learn together.
- Disability history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of Americans with disabilities.



Q & A





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Thank You!



Ashley Woolsey-Greene
Social Studies Coordinator
socialstudies@doe.nj.gov

