

The Culture of Disability throughout World History

by Dawn Franchina, 2013 CTI Fellow
West Charlotte High School

This curriculum unit is recommended for:
Title I, 9th -10th World/Global History Classes

Keywords: World, global, history, disability, art, Title I,

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This ninth grade World History unit, targeting students in Title I schools, analyzes cultures throughout time and place of history and how they view people living with disabilities. This unit makes good use of both innovative and typical “history teaching” classroom approaches. Students gather historical evidence using images, artwork, and primary and secondary sources. Students then draw conclusions and make inferences about how people with disability lived during that particular culture and time period. Literacy skills are highlighted and supported.

I plan to teach this unit during the second semester of the 2013-2014 school year to 60 students in 9th grade World History.

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Dawn Franchina

Introduction/Rationale for Unit

My students face challenges that astound me. As minors they have virtually no say in the living circumstances they often find themselves in. Many of them are in living situations where little, if any, advocacy for their well-being occurs. What this means in real life is many of my students move from school to school, city to city, often in the middle of the school year to follow a guardian's needs. Academic success (particularly reading) eludes them. Some students shuffle from some sort of homeless shelter or hotel throughout the school year. The weaker are always prey to the stronger and many girls and boys are victims of both direct and subtle sexual abuse. Homes are rarely quiet or peaceful as they tend to be overcrowded and lacking even the remotest form of daily structure. Healthy food and safe athletic pursuits are scarce. Clean clothes, dental care, haircuts, and money for school t-shirts are hard to come by—leaving many to feel marginalized or badly for themselves.

Violence is an accepted and exciting part of life. Not unlike the gladiators they love to study in class, they are not unafraid, but the ego-boosting fame that accompanies being the “strongest” creates a volatile school environment. Alliances form and physical fighting is a daily distraction and occurrence. Other students cheer on the winners, quickly recording the fights on their phones only to replay and replay them throughout the week. With family members often incarcerated and an unusual focus on perceived and real injustices my students have a strong and noteworthy voice on behalf of the marginalized. Because of this, it seemed like a “natural segue” into creating a unit within world history focusing on “disability and art.”

Images reach my students more than any other medium. They of course, adore movies and video gaming, HBO television series and homemade You Tube videos but they also have a tolerance and interest for art—even old art! They have a keen understanding of what it might mean to be different than those around them or physically weaker than those around them. These interests and the drive to reach my students in any way possible, (hopefully to encourage more interest and practice in literacy,) supports a decision to create a unit on disability and art—but with a twist—“The Culture of Disability Throughout World History. “

The themes of disability, art and history seem connect the life-experiences and environment of my student together with “schoolwork” and thoughtful intellectual exploration. Disability studies never seems to be directly addressed in world history

curriculum. There are numerous objectives and standards that specifically demand analysis of race, social class and gender equality throughout the civilizations of history, but never a demand to take a look at disability throughout the ages. It would be a natural extension to examine how disability is addressed in each civilization as well. Because there is such a focus in history education to seriously consider primary source works, it is also natural to use historical art images as a way to evaluate how a culture “really” attended to people with disability.

A natural goal of this unit is to engage “marginalized” students into not only glancing at history through the critical lens of race and class (something that interests them) but to also consider the lens of disability. An ultimate and higher-level learning goal would be to encourage students to think of their own critical lens and continually evaluate cultures (then and now) through that lens.

Demographic Background

This World History unit is specifically designed for students attending West Charlotte High School, Mecklenburg County, Charlotte, NC. For the most part this unit will be directed toward the “Freshman Academy”, first-time, ninth-grade world history students. Mecklenburg County School district is a large (100,000+ students) county-wide school district. West Charlotte High School is a “Project Lift,” school. This means that this particular high school has been the focus of targeted, community, philanthropic giving. The Charlotte community is seeking through many strategic initiatives to improve academic outcomes for this particular challenged school.

West Charlotte’s success has taken a dark turn in the last ten years. After years of court-ordered busing, (*Swann v. Charlotte-Mecklenburg Board of Education*) West Charlotte High School was touted as a model of a successful, integrated high schoolⁱ. In 2002, however, integration was declared completed and busing ended. (*Belk v. Charlotte-Mecklenburg Board of Education.*) All schools in the Charlotte area reverted to “neighborhood schools” with no racial quotas. This has had a seriously detrimental effect on West Charlotte High School. It has almost completely re-segregatedⁱⁱ and reflects the troubled West and North Charlotte neighborhoods the school is located within. Today, West Charlotte is comprised of mostly African-American students from the neighborhood areas of high urban poverty. In addition there is a small, but growing, first-generation immigrant population from Vietnam, Somalia and Latina countries. Although there is a strong community cohort, there are also many students who have moved from school to school and state to state. Truancy is a serious problem as many students attend school infrequently and/or sporadically. Resources are limited. Few students have computers or books at home and even fewer have reliable Internet access. Some students do not even understand the directive “just Google it.” Teachers themselves have limited resources, with few, if any, working computers in the classroom. Even things like paper and texts are severely restricted.

Many students face serious struggles with literacy skills and are well below grade level in English and Reading. For the most part the usual ninth-grade texts are unreadable and confusing to most students. Teachers have to find or create resources that are directed at the literacy level of the students.

Although challenges abound most students are interested in learning history and quite savvy about current events. Visual images such as art, video clips or historical artifacts usually stir student's interest in history. Any successful unit for this group of students must include all of these!! A tolerance for loud distractions, chaos, and "street" talk is mandatory for any credible teacher at West Charlotte. It is a challenging, frustrating, rewarding and exciting (never-a-dull-moment) job!

Content Background

This unit will complement the most recent (2012-2013), North Carolina eight, state-mandated content standards for World Historyⁱⁱⁱ. In addition it will seek to incorporate the "Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects."^{iv} The North Carolina World History curriculum is extremely vast and yet is limited to one semester --about 18 weeks of class. The curriculum starts in Paleolithic times and ends at modern day times. It is challenging in the best of circumstances but even more so for students struggling with literacy and truancy issues. The addition of a completely content-laden state common exam at the end of the semester creates an environment that allows only a cursory glance at events in history and requires a focus on memorization. Because additional requirements to an already highly regulated curriculum is almost impossible, my hope is that the content of this unit will be effective by placing "strategic additional pieces" to the already created infrastructure.

In addition, there has been a considerable effort within history education to instill the idea of "thinking" and "investigating" like a historian. This effort hopes to connect the school study of a seemingly endless trail of details and facts to an organized set of real-life 21st century research and analysis skills.

Standards and Objectives

Since this "unit" is actually geared toward creating numerous and varied activities leading to "enduring understandings"^v regarding history and disability, I have incorporated many types of strategies to be used throughout the semester to create many meaningful learning experiences. This unit tries to provide inquiry-based, learning and is centered on students viewing historical civilizations and time periods through the critical lens of "disability/impairment" (and all that it connotes.) Using disability in history as the "content material" within the global and historical context, this unit will in addition,

fulfill many standards, objectives and curriculum requirements common to all high school world history classrooms.

Objectives pertaining to the knowledge of disability:

Upon completing this unit, students will be able to:

1. Explore and describe similarities and differences in the ways individuals, groups, societies and civilizations attend to disability through the examining of events, experiences, cultural and physical environments.
2. Create awareness, within the context of history, to the “commonness” of disability.

Motivational Objectives using the critical lens of disability as content:

Upon completing this unit student will be able to:

1. Transfer disability knowledge from one historical civilization to another.
2. Establish pattern of discernment with respect to “otherness” when analyzing individuals and cultures.

North Carolina World History Standards^{vi}

Upon completing this unit students will be able to:

1. Analyze the effects of industrialism and urbanization on social and economic reform. (*North Carolina, WH. H. 6.4*)
2. Analyze civilizations and empires in terms of their development, growth and lasting impact. (*North Carolina WH.H. 2*)
3. Evaluate key turning points of the modern era in terms of their lasting impact. (*North Carolina WH. H. 7*)

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects^{vii}

Upon completing this unit, students will be able to:

1. Integrate and evaluate content prescribed in diverse formats and media, including visually and quantitatively as well as in words.
2. Analyze in detail a series of events described in a text.
3. Write informative/explanatory text to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.
4. Compare and contrast treatments of the same topic in several primary and secondary sources

Strategies

In a concentrated effort to complete the overwhelming task of teaching below grade level, struggling, urban, students “all” of world history; strengthen their literacy skills; build-up each student’s intrinsic motivation; and to help them develop knowledge and understanding of disability, while flourishing in an inquiry-based classroom complete with 21st century skills, a teacher needs a variety of relevant, varied, focused, time-sensitive strategies and activities aligned to each goal.

Fortunately, teaching about the understanding of disability (the focus of this unit) melds easily into the study of history as a whole. Since people with disability have been around since the beginning of time, there are significant glances into the understanding of civilizations through the way in which life as a disabled person was lived. Additionally, although “disability” evidence can at times be obscure (this is true of many lenses in history), students can oft make fairly accurate suppositions about what life “probably” was like for a person with disability by analyzing the civilization as a whole. (A skill highly regarded in “thinking like a historian.”) Furthermore, students find this topic interesting and “real” which can make a more difficult reading and/or writing assignment more manageable and interesting.

Strategies for teaching about disability in historical context

A. “*The straightforward strategy*” requires teachers to specifically teach vocabulary, definitions, and general knowledge and considerations surrounding the question, “What is disability?” “Today?” “In History?” Ninth graders are still very literal and they may need to see images and stories from history and today to gain understanding about what exactly is disability/impairment? Is it the same everywhere? Was it the same in history? This needs to be done in a guided age-appropriate context but it is the CRITICAL first step (introduction) to creating awareness of disability and impairment today and in history.

B. “Using the (slightly tweaked) SPRITE +C chart^{viii} strategy. The SPRITE chart is a common way for history teachers to organize and help students analyze the many civilizations that are studied in Global History. Using the acronym SPRITE in a graphic organizer students research and organize civilizations. **S= Social**, How does group relate to each other? How do they communicate? How do they organize socially? **P= Political**, Who is in charge? What is power based on? Who gives them power? Is there a contract? **R=Religious**, What do various groups see as the meaning of life? Where did the group come from? What happens when they die? Who talks to the god(s)? Are their religious leaders and practices? **I=Intellectual**, Who are the thinkers? What groups are given chance to learn? Where does knowledge come from? Art? Philosophy? Math? Science? **T= Technology**, **How** do people or societies apply knowledge to solve problems? What types of innovations occur? What resources do they find or adapt?

What new things are created that had not existed? And **E= Economic**, How do people earn their food? Is it based on agriculture? Commerce? Professions? Industry? Where is the money? The +C section is the piece of the chart that can be connected to disability/impairment. C= Connections—or connections to disability. Do any of the other categories mentioned earlier connect to disability/impairment?

Using disability/impairment as the extra “C” connection brings attention to disability and how it connects to the particular culture being studied. An example during the Aztec civilization might be that in religion, people who had epilepsy were thought to be “god-like” and given a special status. Students could write that in their graphic organizer in the “+C” section. Another example might be from today in the Great Lakes Southeastern Africa region where persons with Albinism are killed for their body parts, which are thought to have magical powers.

Strategies for strengthening literacy

“Reading Like A Historian,”^{ix} (a curriculum designed at Stanford’s University’s History/Social Studies Education department), provides strategies that are critical and effective in strengthening literacy skills while engaging students with historic texts. These strategies have been proven effective for many goals and objectives (including motivational) within the classroom. “Sourcing,” “contextualization,” and “corroboration” are the strategies used in analyzing text within the classroom.

A. Sourcing stems from understanding that the way in which a historian approaches primary text is quite different than that of a high school student^x. High school students tend to just begin reading the text, or noticing only the very obvious claims and statements within a text. Interestingly enough, high school students often took text at “face value” and did not think about it critically. Historians analyze a source looking for motive and meaning—almost like an investigator. Sourcing is a specific way to look at primary texts, noting who was the creator. What do we know about him/her? When was this text created? What do we know about the time period? Is there a possibility of bias? Why might you think that? Who was the intended audience? How does this affect the text? These skills are critical thinking skills that historians use but also easily transfer to other disciplines and are an important part of this unit.

To further understanding about disability a challenge to students to analyze a text as a disability historian brings even more clarity to the job of being an investigative historian. A fifteen-minute “brainstorming” session creating a job description for a disability historian sheds light on exactly what a critical “lens” is (This can be a difficult concept for students.) and what kinds of things would be important to a disability historian. Now students can approach a text in history looking for very specific disability related questions and categories and can make observations about what life with disability might have been like. Their “historical evidence” helps “source” their text

accurately and they have learned a valuable and transferable “history” skill.

B. Contextualization^{xi} is another great strategy used in *Reading like a Historian*, where students are a little like historic investigators looking at text for clues to understand the context of where it came from. Big C conceptualization speaks to clues pointing to a general understanding of the time, era, or event while little c conceptualization speaks to the details and specific topic/event within the text. There are specifically designed graphic organizers to help students contextualize all sorts of texts from political cartoons, journal entries or images.

Using some of students’ own disability historian criteria (from above), create an important column within the graphic organizer highlighting big C understandings as it speaks to disability and little c findings and evidence that support the big C understandings. This is a very helpful technique used with images in Ancient Civilizations, where primary writing sources are rare or non-existent.

C. The “Snowball technique^{xii}” is a reading strategy for complex and/or controversial topics. This consists of giving students small increments of reading material (literally cut-up pieces of paper with text on it) and building with additional small increments of text. After each reading, students complete a graphic organizer and share with a reading buddy their understanding. They then continue with the strategically choreographed reading pieces until they have a good grasp on the complicated topic. Again, a way to highlight disability would be to relate the focus question to disability. For example, the focus question might be “Give evidence and explain what everyday life might be like for a person with a disability in Ancient Greece?” Texts might include statues of Spartan warriors, or selections of chapters two and four from “*The Staff of Oedipus, Transforming Disability in Ancient Greece*”^{xiii}, by Martha Rose. Chapter two addresses the idea of discarding unwanted infants and the ability of Oedipus to survive and chapter four the very problematic condition of deafness in Croesus’s son. The visible focus question aids students who get bogged down in the reading and can’t remember what they were trying to find out. A written “investigative report” (summarizing findings) completes the graphic organizer. This is an excellent way in which to gain added historical knowledge surrounding the any topic in history.

Motivational Strategies

A. Making the text or content relevant today is one of the greatest motivational strategies for high school students. History becomes quite important to students when asked to be “history consultants” for the next big Hollywood blockbuster. Historical knowledge learned from notes and text is “transferred” to a meaningful real-life project. Using iMovie, students make a small commercial or mini-movie of a particular time in history. Featured in this movie is a person dealing with a disability. Students research plot line for historical accuracy or face “bad reviews” and no more movie-making opportunities.

B. Using technology (particularly Smartphone's) in the classroom. Students love to use their phone more than any other piece of technology. So finding good resources or visual texts for projects, using their phone, adds relevance and motivation to their learning. Smartphones can be used for definitions and research such as, "What is epilepsy?" or "What are the causes of cerebral palsy?" but they are also excellent sources of images that can be used to complete projects that have an art component. An example might be finding an accurate symbol or image to be copied or drawn in our theater boxes mentioned in the activity section of this paper.

All-Around Strategies

A. Role-playing can be used to improve literacy, evaluate text, create relevance, improve recall and offer writing and public speaking opportunities. Many students will not participate in any sort of role-play that requires them to actually "act" out a part (in front of class), but have no problems using puppets, or avatars, or making videos.

B. Drama strategies. Using monologues, freeze-frames, body sculpture, mini-historical improvisation scenarios, or hypothetical news-shows, all are strategies that enhance the history classroom. A student performing a monologue as a Mongolian warrior injured and no longer able to ride his horse, yet a first cousin of Genghis Kahn, is a good example of a drama strategy used in historical context.

Specific Example Activities

A. Direct learning about disability. This activity concretely creates a working definition of disability to be referred to throughout the semester but also allows for the ever-evolving social construction of what exactly defines disability. It starts out fairly traditionally and should be done early in the year. This lesson gives specific knowledge about disability and impairment as our culture defines it today but it also opens the door to the idea that disability might be different in different places and different times. It is also helpful in negotiating their current setting as ninth graders.

First, students in my class go through an informational and visually stimulating, up-to-date, PowerPoint about disability and impairment^{xiv}. Students will complete a short graphic organizer highlighting vocabulary and guided reflections. Included are two short and fun activities where students make a s'more snack with Nutella, graham crackers and marshmallow with eyes closed in front of a partner.

Reflection questions ask about the particular challenges the activity presented and what were their partner's reactions? Did they laugh? Did they help? Were they patient? How did that make them feel? An additional activity requires students to complete that day's guided notes with their "non-preferred" hand. The teacher continues the

PowerPoint lecture at regular speed and “complains” about not being able to read student’s handwriting.

Secondly, students watch video clips or view images of people with disability making powerful contributions/statements within our culture. Examples might include images of FDR attending to presidential business, (There is a great clip in the movie, *Pearl Harbor*), Oscar Pistorius winning a race, Helen Keller at Radcliffe, Stevie Wonder playing a song, dwarf Peter Dinklage with his wife and daughter (There is a more sexy picture of him as GQ man of the year—but probably not appropriate for 9th grade!) and Steven Hawking. (There are several publicly available images of him in front of monstrous mathematical equations)

Ask students in a pair/share how the public views these people today. What kind of challenges did these people face? How has our culture helped them? How has our culture hurt them? Ask students if they think there might be any connections between how they felt after their snack/writing activities and these powerful people. Does disability define who they are? (Journal entry)

A final activity in this “constructing” of the meaning of disability is to watch a disability performance or more than one if there is time. The Axis Dance Company has several “edgy” dance performances freely available on YouTube starring dancers with disabilities. The students at my school found these highly engaging. Lynn Manning, a man blinded by a bullet in revenge incident has an award-winning and meaningful play about his life before and after blindness called “Weights.” (This was a huge hit with my students as many could identify with his life and his artistic achievement captured their interest.). In addition active ninth-graders thoroughly enjoyed “Bill the Crutchmaster” (also easily available on YouTube) and his amazing physical ability using crutches.

After watching, have students reflect on the meaning of the performance using the Pair/Share technique. Most of the performers with disability were not previously “superstars” and yet have actually become famous. “How do they see themselves?” How does this observation add to our working definition of disabled? If possible create chart paper poster boards with a “loose” definition of disability and then allow students to place post-its with their thoughts, reflections and questions in order to refer back to this as different cultures and civilizations are examined.

B. Creating and performing a monologue “during” the times of Ancient Greece. First students study the Ancient Greek civilizations paying close attention to their literary and art contributions as well as the characteristics of Greek and Hellenistic society. Texts include traditional books and PowerPoint notes but I also use film clips from the movie, *Troy*, with Brad Pitt, the BBC’s reenactment of Pompeii, any you-tube videos addressing Greek culture, and Greek art images from the Metropolitan Museum of Art website. At the end of this “knowledge gathering stage,” students understand that body image in

Ancient Greece is as important as it is today. The early Greeks liked perfect bodies! This becomes a great chance to view a culture through the critical lens of disability.

Each student is then assigned a “made-up” character. Examples might be a 1) blind epic poet, 2) “lame” (could not walk) wealthy young woman, who was unable to have children 3) an ironworker with severely burned hands, 4) a boy who had asthma and could not run but also had two brothers who were famous runners in the 1st Olympic games, or 5) a woman who had a husband who threw a brick at her head and now she can just barely hear. It is important that these are designed in a way that students can interact without being embarrassed or silly.

Using their character and their knowledge of Ancient Greek History, they need to perform a five-minute monologue describing what their life is like and how it is affected by their disability. They must pretend they live in Ancient Greece. Using a rubric, students will be graded on their knowledge of Ancient Greece (In my class they must have at least three obvious references to accurate Greek History to receive a passing grade), some creative and probably accurate ideas about how their disability affects life, and their performance. My students are also much more comfortable using a flip camera/video when doing this project (which is fine) however, I remind them in Ancient Greece everything is “live.” The teacher could give extra points for a “live” performance.

Students also give feedback. As the assignment ends, students are required to watch and evaluate classmates. Students complete an evaluation rubric. Students are limited to stating one negative comment and must write at least one positive comment. Because time is so short in my class it is easier to set up three or four computers with monologues and send small groups to each one.

C. Contextualization of Artwork. This activity is used when students have knowledge of several civilizations or time periods. Using the contextualization graphic organizer, students analyze an art image such noting as many details from the “big picture” or the big C, making some educated guesses as to what time period this image is from and what kinds of things are going on in the world. The goal would be to remember as much information about the era as possible.

Students would then go on to analyze the “small picture” which is looking at the image through the lens of disability. Some examples of images that are publicly available for educational viewing on the internet through any internet search engine are; 1) *Ivory figure of hunchback in Hellenistic/Roman art,* 2) *St. Paul Healing the Cripple at Lystra* by Karel Dujardin, 3) *“Injured Soldiers in the Trenches”* Adolf Hitler’s personal collection recovered recently in the Czech Republic 4) *The Cripples* by Pieter Breugel the Elder and 5) *Self-Portrait with the Portrait of Dr. Farrill* by Frida Kahlo.

Using their knowledge of history and any additional text reading, student will analyze the image, create a picture of how that particular culture interacted with the disabled and establish what it was like at that time to be disabled. The culminating writing assignment is to compare and contrast cultures as they relate to disability from the images.

D. Creating a Theater Box^{xv}. This activity is completed after a thorough understanding of the Industrial Revolution has been attained. Using a simple cardboard template, small groups of students (3-4 people) create theater boxes where they will perform a stick puppet show. These puppet shows specifically are designed to show the life and culture surrounding disability/impairment before the industrial revolution and after the industrial revolution. Assign half the groups with creating a short play of life before the Industrial Revolution (end of the Middle Ages and the Age of Absolutism) and half the groups after the Industrial Revolution (Northern Europe). Teachers may wish to assign roles such as researcher, writer, set designer, character designer-- but all students must speak in the show. Included in their skit must be a character who has a disability. The skit not only needs to accurately portray life in their culture (agrarian, small, community-centered, work-done-at-home v. machine and production driven, large-city, anonymous and working-away-from-home), they must have a fairly accurate understanding of what life was like for the disabled. There are few reliable primary sources documenting life with a disability either before or after the Industrial Revolution and teachers may need to use just general primary resources that discuss factory or mining life to gain insight. At the end of their skit students will have the opportunity to synthesize their thoughts and write, graffiti-style on chart paper two adjectives that “sums” up life with disability either before or after the Industrial Revolution. At end have students write a persuasive essay answering the question “Which was better for the disabled-life before the Industrial Revolution or after the Industrial Revolution. They will need to use their notes and text to provide historical evidence.

Conclusion

The opportunities to incorporate Disability Studies within ninth grade world history are truly endless. I have tried to highlight important strategies that are a part of teaching history to today’s high school students. These strategies can be used to inform all curricular activities in a history classroom centered on a specific critical lens. I have also tried to offer specific examples of activities, using these strategies, as a way to gather evidence and understanding through the lens of disability --throughout all time and cultures. These activities can be used, reused or altered to address any civilization throughout time and as a way to connect history (World or American) to current events

Endnotes

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- ^{xv} Teaching Channel Inc. *Theater Boxes: Making History Come Alive Grade 6, History, Projects*, Retrieved at <https://www.teachingchannel.org/videos/teaching-history-through-theater>

SPRITE CHART

Fill in the box below with the proper information regarding the image you see:

Describe the image/source:

Title of Image/source (if there is one):

S	
P	
R	
I	
T	
E	
+C	Disability—Do you see any connections in this image/source to what it would be like to be a person with a disability at this time? What are some clues? If you don't see/read any direct evidence, what are some good guesses?

Bibliography for Teachers

- Common Core State Standards Initiative, (2012) *Grades 6-12 Literacy in History/Social Studies Science and Technical Subjects*. Retrieved from <http://www.corestandards.org/the-standards>. This is the official document listing and explaining the Common Core Standards.
- Ellis, E & Esler, A. (2003) *World History: Connections to Today*, New Jersey: Pearson Prentice Hall. This is a helpful textbook that has more primary source documents and images that are helpful with the SPRITE chart.
- Public Schools of North Carolina, Department of Public Instruction. (2012) *North Carolina Essential Standards Social Studies-World History*. Retrieved from <http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>. These are the official North Carolina Essential Standards for World History. All activities **must** be aligned to these standards and posted on teacher's whiteboard and lesson plans daily.
- Metropolitan Museum of Art. (2013) *Collection* Retrieved at <http://www.metmuseum.org/collections>. Very helpful website that has many publicly available images from all times in history that can be easily used through the lens of disability.
- Musserote, C. (2013) Disability Awareness. [PowerPoint.] Retrieved at <http://www.teacherspayteachers.com/> (adapted by Dawn Franchina) This was a helpful PowerPoint I adapted to use in my direct teaching about disability lesson.
- Ramirez, S, Stearns, P & Wineburg, S. (2008) *World History: Human Legacy* (North Carolina). Orlando: Harcourt, Rinehart and Winston. This is the current official North Carolina World History textbook. There are some excerpts of helpful primary sources throughout the chapters, however it is very text-heavy and is hard to reach for below grade-level readers.
- Rose, M. (2003) *The Staff of Oedipus, Transforming Disability in Ancient Greece*. Michigan: University of Michigan Press. This is four familiar stories from Ancient Greece examined through the lens of disability. The text is "heavy" but pieces of it could be used in a low-level reader classroom.
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At <http://www.schoolsworld.tv/node/2703> this is an international website
highlighting a variety of ways to approach literacy and learning.

Teaching Channel Inc. *Theater Boxes: Making History Come Alive*
Grade 6, History, Projects, Retrieved at
<https://www.teachingchannel.org/videos/teaching-history-through-theater>
This is an extremely helpful series connected to Stanford University's History
Education department that highlights how to "Read Like a Historian."

Wineburg, S., Martin, D., & Monte-Sano, C. (2013) *Reading Like A Historian :
Teaching Literacy in Middle and High School History Classrooms*. New York:
Teachers College Press. This is a very helpful book in trying to give ways in
which to implement the Common Core Standards and literacy into the history
classroom.

Winerip, Michael (September 9, 2013). Desegregation and the Public Schools,
New York Times. Retrieved from
<http://www.nytimes.com/2013/09/09/booming/desegregation-and-the-public-schools.html>. This article effectively explains the challenges of returning to
"community" based schools and the end of busing.

Materials for Classroom

- 1) Usual materials like scissors, markers, Post-Its, Sharpies, chart paper, notebook paper, etc.
- 2) Smartboard or Projector
- 3) Access to YouTube and online resources
- 4) A “stage” area either in the classroom or elsewhere

Appendix 1: Teaching Standards

Implementing Common Core and North Carolina Standards

Common Core Standards for English Language Arts Standards, History/Social Studies,
Grade 9-10

Available at

<http://www.corestandards.org/ELA-Literacy/RH/9-10>

CCSS ELA-Literacy. RH.9-10.1 *Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.* This is the basis for several of the activities and strategies which analyze early art images or other primary and secondary source documents where students determine the “state “of disability in that particular time period and culture.

CCSS ELA –Literacy. RH. 9-10.2 *Determine the central ideas or information of a primary or secondary source: provide an accurate summary of how key events or ideas develop over the course of the text.* The process of “contextualization,” (used in many activities within this unit), specifically asks students to look at sources and provide a summary of what is happening and how the key idea of disability develops or changes.

CCSS ELA- Literacy. RH 9-10.4 *Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.* Students use both the “SPRITE” acronym and “contextualization” within this unit, for analyzing cultures across time and place. These strategies become a way in which this unit specifically challenges students to determine meanings of words and phrases “as they are used in the text” and also specifically obtaining evidence regarding “political, social or economic aspects “ of each culture examined.

CCSS-ELA-Literacy. RH.9-10.6 *Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.* This standard is used heavily in the activity comparing the state of disability previous to the Industrial Revolution and the how it changes significantly after the Industrial Revolution. Students will look at sources from several authors or artists pre-Industrial Revolution and post-Industrial Revolution, noting the differences of how each era dealt with people with disability.

CCSS-ELA-Literacy. RH. 9-10.9 *Compare and contrast treatments of the same topic in several secondary sources.* This standard is actually the basis for my entire unit. Students will “compare and contrast” treatments for the topic “disability” throughout many time periods using a variety of secondary sources.

CCSS-ELA-Literacy. R.H. 9-10.7 Integrate *quantitative or technical analysis (e.g. charts, research data) with qualitative data in print or digital text.* A key piece to the first activity in this unit is making students aware how common-place disability is in this world and they will analyze statistical data supporting that claim. This understanding will further their understanding of how disability has always had a significant claim to ordinary life in any society. Students will be able to “integrate” their analysis of the multiple “qualitative” or anecdotal primary and secondary “stories” of disability into the already established “quantitative” analysis.

North Carolina Essential Standards: World History, 2012

Available at <http://www.ncpublicschools.org/docs/acre/standards/new-standards/social-studies/world.pdf>

NC WH.H. 1.2 *Use historical comprehension to 1) reconstruct the literal meaning of a historical passage and 2) differentiate between historical facts and historical interpretations.*

NC WH.H 1.3 *Use historical analysis and interpretation to 1) identify issues and problems in the past 2) consider multiple perspectives of various peoples in the past and 5) evaluate the influence of the past on contemporary issues*

NC WH.H 2.4 *Analyze the rise and spread of various empires in terms of influence, achievements, and lasting impact (e.g. Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, states of Africa, etc)*

NC WH.H 2.8 *Compare the conditions, racial composition and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.*

NC WH.H 3.1 *Explain how religion influenced political and cultural unity in various regions of the Europe and, Asia and Africa.*

NC WH.H 4.3 *Explain how agriculture and technological improvements transformed daily life socially and economically*

NC WH. H 6.1 *Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions*

NC WH. H. 6.4 *Analyze the effects of industrialism and urbanization on social and economic reform (e.g. Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc)*

NC WH. H. 7.1 *Evaluate key turning points of the modern era in terms of their lasting impact.*

NC WH.H 8.4 *Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living*

NC. WH 8.6 *Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States.*