

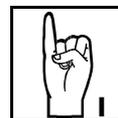
# ADVOCACY

## Lesson Plan: Advocates and Accomplishments

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**Objective:** Students will be able to identify people and institutions that provided assistance for individuals with disabilities.  
Students will be able to recognize achievements made by advocates.

**Materials:** Art supplies  
Large paper or newsprint  
Website pages



**Vocabulary:** advocacy                      epileptic                      mentally retarded  
                  asylum                      feeble-minded

### New York State Learning Standards:

ELA Standard 1: Language for Information and Understanding  
ELA Standard 2: Language for Literary Response and Expression  
ELA Standard 4: Language for Social Interaction  
SS Standard 1: History of United States and New York State  
SS Standard 5: Civics, Citizenship and Government  
The Arts Standard 2: Knowing and Using Arts Materials and Resources

### Procedure:

1. The teachers will view the Advocacy section of the Advocacy wing of the website to gain background information.
2. Selections from the website may be viewed by students online or copies of those pages may be printed for student use.
3. The class will be divided into four work groups. Each group will be assigned the job of acting as an advertising agency whose goal is to show how advocates and their advocacy achievements have helped people with disabilities.
4. Students will analyze the Advocacy section of the Advocacy wing of the site.
5. Students will create a brochure to show the role of advocates. Each brochure must highlight:
  - Two advocates
  - Two achievements by the advocates
  - Two institutions
6. Each group's brochures must contain pictures and a written summary of each topic.
7. Using the internet or print sources, students will further research each example in depth.
8. Each group will share their brochure with the class.

**Closure/Ticket out the door:** Imagine that you are the head of an advertising agency. Aside from your own brochure, which group's brochure would you select for your advertising campaign? Why?

For historical accuracy and to illustrate changing views of society, words and language used in different eras are part of the website and lessons. No offense is intended toward people with disabilities, their families or advocates.



## Teacher Directions for the Advertising Brochure



- The teacher will break the class into four groups.
- Each group will imagine they are an advertising agency that has been hired to produce a brochure to illustrate the role of advocates in the lives of people with disabilities.
- Students will have two classes to complete this brochure.
- Students must utilize the Museum of disABILITY History website but they should also utilize the internet and print resources to obtain a wide variety of information. (Time and availability permitting.)
- After viewing the website, each group will determine:
  - The two most important advocates for people with disabilities (in their opinion) and why these advocates were so influential in changing the lifestyles of people with disabilities.
  - The two most important achievements for people with disabilities made by these advocates.
  - The two most important institutions and how these institutions changed the lives of people with disabilities.
- The students will then organize and create their brochure.
- Each brochure must include graphics and written information regarding their topics.
- Students will be graded on their creativity, accuracy and the information provided.



## Student Directions for the Advertising Brochure

The class will be divided into four groups by the teacher.

This is your task:

- Imagine you are an advertising agency who has just been hired to produce a brochure to illustrate the role of advocates in the lives of people with disabilities.
- You must produce this brochure in two classes.
- Your team **MUST** utilize the website [www.museumofdisabilityhistory.org](http://www.museumofdisabilityhistory.org) as your primary resource site. You can also utilize the internet and print resources to obtain a wide variety of information.
- Your group will determine:
  1. **Two** most important advocates for people with disabilities (in your opinion) and why these advocates were so influential in changing the lifestyles for people with disabilities.
  2. **Two** most important achievements of these advocates for people with disabilities
  3. **Two** most important institutions and how these institutions changed the lives of people with disabilities.
- Your team will organize and create your own brochure.
- Your brochure should contain great graphics as well as interesting information about each topic.
- Students will be graded on creativity, accuracy and information.

**Remember, this is a competition so keep your plans to yourself so other teams do not “borrow” your creative ideas.**