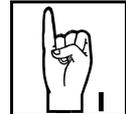


NEW YORK STATE

Lesson Plan: Law Brochure

Objective: Students will be able to examine how laws have changed the lives of people with disabilities.
Students will be able to create a brochure that outlines the important laws passed during each decade.
Students will be able to formulate a news story about a New York State law or national law that changed the lives of people with disabilities.

Materials: Construction paper Crayons
Poster paper Student Direction sheet
Markers Website pages
Colored pencils



Vocabulary:

accessibility	group homes	pre-natal
architectural	hate crimes	segregated
barriers	HIV	social security
custodial	integrated	subsidize
de-institutionalization	mandating	telecommunication
developmental disorder	mass transit	vocational rehabilitation
disability insurance	polling stations	

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 the United States and New York State
SS Standard 5: Civics, Citizenship, and Government

Procedure:

1. The teacher should view the New York State section of the New York 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. Break the class into five groups. Each group will be assigned a decade to research. (1960's, 1970's etc)
4. Each group will make a decade brochure showing all the New York State and Federal laws that changed or improved the lives of people with disabilities during the assigned decade.
5. The brochure must contain pictures, drawings and written information showing the important changes during the decade. A direction sheet is attached.
6. Each group will share their brochure with the rest of the class.
7. Students will return to their original group. Each group will either be assigned or chose one of the laws during the decade they are researching. The groups will research their law in depth using the internet or print sources.
8. Each group will write a news story announcing the passage of this law.

9. The class will create a class disability newspaper by placing all the news stories on a poster in the form of a collage. Students will display their newspapers around the classroom. (It is important for students to remember the 5W's in a news story: Who? What? Where? When? Why? All of these should be included in their work)

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 DECADE BROCHURE



- Teacher will break the class into groups and assign each group a decade to study (1960's, 1970's, etc).
- Each group will use the website to find all New York State and US laws that were passed during the assigned decade.
- Students must utilize the Museum of disABILITY History website, but they may also utilize the internet and print sources to obtain information.
- The brochures should indicate all the laws passed during the assigned decade. The brochure should also contain pictures, drawings, and written information representing the important law and changes that occurred during the assigned decade.
- After developing the brochure, each group will choose one specific law passed during the assigned decade and research this law in depth. Next, the group will compose a news story announcing the passage of this law. (It is important to remind students to adhere to the 5 W's when writing their news story: Who? What? Where? When? Why?)
- When completed, a class newspaper will be composed by placing each story on a poster board which will then be displayed in the classroom.
- Students will be graded on their creativity, accuracy, research, and informative material.

STUDENT DIRECTIONS FOR THE DECADE BROCHURE



The class will be divided into groups chosen by the teacher.
Each group will be assigned a decade to study (1960's, 1970's, etc.).

This is your task:

- Create a brochure that outlines all New York State and US laws that were passed involving people with disabilities during your decade.
- You must complete this brochure in two classes.
- Your team **MUST** utilize the website www.museumofdisabilityhistory.org as your primary resource site. You may also utilize the internet and print resources to obtain a wide variety of information.
- Your group will:
 1. Indicate all laws passed during the assigned decade
 2. Explain the importance of each of these laws
- Your brochure should contain pictures, drawings, and written information.
- The written information should explain the law and changes that occurred because of this law.
- After developing the brochure, each group will choose **ONE SPECIFIC LAW** passed during their decade to research further.
- After completing the research, compose a news story announcing the passage of this law. It is important to remember that all news stories should contain the 5 W's: Who? What? Where? When? Why?
- When completed, post your story on the poster board in the front of the room.
- Your group will be graded on creativity, accuracy, research and informative material.

Closure/Ticket out the door: What law most changed the lives of people with disabilities? Why?