



# **Access is a Civil Right: Capitol Crawl Lesson Plan**



# Lesson title: Access is a Civil Right - Capitol Crawl

## Lesson Plan

Subject and topic: American History, Civil Rights

Grade level:

7 - 9

Duration:

30 to 50 minutes

Lesson summary:

This lesson plan is a guide for how you can have a discussion with your students about the history of the ADA and, more specifically, the Capitol Crawl, which was a protest that was successful in urging congress to vote on the ADA. The lessons center around a 9 minute video that tells the story of the Capitol Crawl. There is a worksheet that goes with this lesson.

Standards:

- 15.2.12.I Compare and contrast employment laws including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA).
- 5.1.9.A Apply examples of the rule of law as related to individual rights and the common good.
- 5.1.9.F Analyze the role political symbols play in civil disobedience and patriotic activities.
- 5.2.9.D Analyze citizens' roles in the political process toward the attainment of goals for individual and public good.

Objectives:

- SWBAT compare and contrast employment laws.
- SWBAT describe and explain the need for these laws.
- SWBAT research and analyze the role of political symbols in creating change.



## Essential Questions:

- EQ1: What are the similarities and differences between the employment laws?
- EQ2: Why were these laws needed?
- EQ3: What were the roles of the citizens in creating change?
- EQ4: What, if any, flaws, are in these laws? Do any need to be revised? What, if any, revisions, would you suggest?

## Vocabulary:

- Civil rights
- Disability civil rights movements
- ADA
- Child labor laws
- COBRA
- Protest

## Materials:

- Link to Video: [The Capitol Crawl: Taking a crawl in history - State level](#)
- Way to present video: Screen sharing for virtual or send it the link to students. Projector or TV for the classroom.
- Maybe a piece of paper for students to take notes on, but this is not needed.
- Worksheet: ADA Worksheet for the Capitol Crawl (at end of this

## Procedure:

1. Tell students that today they will be viewing a video that tells the history of one of the most effective civil rights protests in our history, the Capitol Crawl. The video tells the full history and defines the ADA, so just tell them that capitol crawl was to push congress to pass a law called “The Americans with Disabilities Act” (ADA), and that the law’s purpose to lower the barriers put on Americans with disabilities, and overall make a more equal society.
2. Distribute Worksheet for this lesson. Have students write answers if this is an in person lesson, or type answers if this is a virtual class.
3. Put the video on.
4. Play the video until the end.
5. Once you are done, instruct the class that they will be discussing the history presented in the video. Below are the discussion questions you can ask to the whole class. These questions can also be found in the part 2 section of the worksheet for this lesson.
  - a. There was a debate with ADAPT about if the capitol crawl was the best way to protest. What are your thoughts on this? Why do you think the



capitol crawl was ultimately effective in motivating congress, and why do you think some people opposed doing it?

- b. What does the Capitol Crawl teach you about activism? Do you think average Americans can make a change in their country?
  - c. Could a protest like this happen today and would it work? Explain your thoughts.
  - d. Is the ADA still in effect today and what are the basics of what it does for Americans with Disabilities?
  - e. How does activism change the perception of people with disabilities?
  - f. How does the law change how our society thinks about people with disabilities? Think about the Ugly laws in comparison to the ADA. Do you think laws influence how Americans perceive people with Disabilities?
  - g. What about this video stood out to you and how has it maybe changed your views on Americans with Disabilities?
6. After having a discussion, conclude class by instructing students to complete part 3 of the worksheet. The instructions for that are below.  
For this section you will respond to the question below in your own words. Please write at least a paragraph for your response and pull examples from the video, history we have discussed in this class, examples in your community, or current events.  
Question: How does the law change how our society thinks about people with disabilities? Think about the Ugly laws in comparison to the ADA. Do you think laws influence how Americans perceive people with Disabilities?
7. If time allows, ask some students to share their answers, or have students hand in their worksheets to conclude class.

### Related materials:

Worksheet, see below

[Video interview with Cassie Holdsworth, a Capitol Crawl participant](#)

### Evaluation:

Ask your students this question related to this lesson to gauge how much they learned. **Did this lesson teach you that activism brings about social change?**

Thank you for bringing the conversation about disability into your classroom.

Help us evaluate this lesson plan by visiting [our evaluation page to assess this lesson](#). You will find an evaluation both for you and your students to complete there.



Name:

Date:

## Discussion Guide Question Handout for video on Capitol Crawl

Part 1: While we watch the video, do your best to answer the questions below. You do not have to use complete sentences for this part. This section is to guide your note taking.

1. What were the “ugly laws”?
2. What group of people were able to get the United states to pass some of the first positive laws for Americans with disabilities?
3. Why did ADAPT march on congress in 1990?
4. Is the ADA still in effect today? Do we still use it?



**Part 2:** For this section you do not have to write any answers, but you need to participate in our discussion. Below are some discussion questions we will be discussing as a class. Take a second to read over them before we get started.

1. There was a debate with ADAPT about if the capitol crawl was the best way to protest. What are your thoughts on this? Why do you think it the capitol crawl was ultimately effective in motivating congress, and why do you think some people opposed doing it?
2. What does the Capitol Crawl teach you about activism? Do you think average Americans can make a change in their country?
3. Could a protest like this happen today and would it work? Explain your thoughts.
4. Is the ADA still in effect today and what are the basics of what it does for Americans with Disabilities?
5. How does activism change the perception of people with disabilities?
6. What about this video stood out to you and how has it maybe changed your views on Americans with Disabilities?

**Part 3:** For this section you will respond to the question below in your own words. Please write at least a paragraph for your response and pull examples from the video, history we have discussed in this class, examples in your community, or current events.

Question: How does the law change how our society thinks about people with disabilities? Think about the Ugly laws in comparison to the ADA. Do you think laws influence how Americans perceive people with Disabilities?

