Portrait of the Whole Person
Curriculum Overview
The Portrait of the Whole Person project provides an integrated approach to teaching youth in upper elementary grades to: perceive disability as a reflection of societal views of differences; treat people with disabilities with respect and dignity; and understand how disability rights fit into the broader civil rights movement. Washington recognizes the importance of educating youth about disability history through its enactment of a state law establishing October as Disability History Awareness Month. This Act requires each public school to conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. By educating youth, we can ameliorate negative stereotypes and perceptions that can easily lead to exclusion, bullying, low self-esteem, and discrimination. This curriculum increases perceptions of disability based in dignity, liberty, autonomy, and strength instead of fear, pity, weakness and paternalism or maternalism.

This curriculum contains four distinct lesson plans comprised of three in-class instruction lesson plans and one lesson plan governing the research and writing of a biographical sketch and the creation of the portrait. To obtain maximum benefit all lessons plans should be followed in order and the project should culminate in a school or public display of the final biographical sketches and portraits. Since teachers may not have the time to present the entire unit, teachers may utilize individual lessons instead of the entire the curriculum. The rubric provided and teaching standards, however, are based on the utilization of the unit in its entirety.

This curriculum is targeted to 4th graders. Thus, the learning standards identified in each lesson plan that may be met are 4th grade standards. However, the lessons can be utilized in a manner that would meet standards for 3rd or 5th grade as well.
OBJECTIVES

• Students are introduced to the social model of disability that explains that individuals have different mental and physical conditions, but these conditions are disabling because of how society is structured. The disability is a result of how society views differences or how society is structured, rather than a problem inherent in an individual.

• Students learn the importance of treating people with disabilities with respect and dignity.

• Students will learn how disability rights fit into the broader civil rights movement.

• Students with disabilities often experience increased pride and self-confidence after learning of the accomplishments of others with disabilities.

• Students understand more about disabilities and as a result may understand and value others with disabilities instead of excluding or bullying them.

VOCABULARY

Each individual lesson plan identifies vocabulary words. Definitions sourced from Merriam-Webster are provided and may be found at www.merriam-webster.com. If multiple definitions exist, the most relevant definition(s) is included.

WASHINGTON STATE LEARNING STANDARDS AND LEGAL REQUIREMENTS

Disability History Month Act, RCW 28A.230.158, states that “Annually, during the month of October, each public school shall conduct or promote educational activities that provide instruction, awareness, and understanding of disability history and people with disabilities. The activities may include, but not be limited to, school assemblies or guest speaker presentations.” Available at https://app.leg.wa.gov/rcw/default.aspx?cite=28A.230.158

Washington State Superintendent DA Policy 3226 Required Observances (includes Disability History Month); Policy 3227, Disability History Month.
Washington State Learning Standards may be met by each individual lesson plan. This curriculum is targeted to 4th grade standards. Each lesson plan suggests specific standards that may apply. These include, but are not limited to,

- **Common Core State Standards, English Language Arts Standards:**

- **Anchor 3, Creating:** Anchor Standard 3: Refine and complete artistic work; Performance Standard Va:Cr3.1.4, Revise artwork in progress on the basis of insights gained through peer discussion.


**OVERVIEW OF LESSON PLANS AND ART SHOW**

1. If used in its entirety, the Portrait of the Whole Person project provides an integrated approach to teaching youth. It utilizes teachers in-class instruction, viewing videos, research through the internet or books, writing a biographical sketch, creation of a portrait, and a final school or public display of the biographical sketch and portraits.

2. Teachers review the unit in its entirety prior to instruction. Teachers may choose to review additional resources provided.

3. Teachers first provide in-class instruction through Lessons 1-3 to students all of which utilize power point slides for in class presentations. Each lesson plan contains objectives, vocabulary, directions, and slides. As an additional resource, a complete power point containing all four lesson plans is included. Timing for in-class discussions are solely estimations. Teachers can manage the time by engaging in more in-depth conversations or alternatively limiting the students’ questions.
a. Lesson 1: Let’s talk about disability: utilizes 4 slides and in class discussion; estimated 20 minutes of discussion.
b. Lesson 2: What is a disability?: utilizes 6 slides and in class discussion; estimated 25 minutes of discussion.
c. Lesson 3: The Disability Civil Rights Movement: utilizes 4 slides and in class discussion; estimated 25 minutes of discussion.
d. Lesson 4: Research and writing the biographical sketch and creation of the portrait: utilizes slides 1 and 2 to explain the assignment and provide guidance on what to research and write.

   i. The teacher provides guidance to the students in selecting an individual to research.
   ii. The teacher asks each student to edit the one page biographical sketch using the “RUBRIC 1: REVIEW OF THE BIOGRAPHICAL SKETCH.” The students then revise their sketch and complete the Rubric and turn both into the teacher.
   iii. The teacher or art teacher provides instruction to the students on creating a portrait of the whole person with the disability. The focus should be on multiple aspects of the person and not focused on the disability. The students use the “RUBRIC 3: CREATION OF THE PORTRAIT” to finalize the portrait.
   iv. The teacher will provide each student with “RUBRIC 2: STUDENT’S INCREASED KNOWLEDGE.” The students and teachers will complete this to measure the efficacy of the curriculum.

4. The teacher or art teacher will facilitate a display of the art work and biographical sketches for the school or public to view.

5. Disability Rights Washington requests that teachers provide feedback to Disability Rights Washington including completion of an online survey and copies of, or aggregate data from the rubrics. This information will help Disability Rights Washington to improve its curriculum. A link to the Survey Monkey will be provided. Alternatively, a hard copy of the feedback forms will be provided.
NOTICE

This course website contains copyrighted materials. Those materials may include text, images, graphics, audio and video clips, and other content (collectively, the “Content”). In some cases, the copyright is owned by third parties, and Disability Rights Washington is making the third-party Content available to you by permission or under the fair use doctrine.

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

The following federal funding partners shared in the cost of producing this publication: the Administration for Community Living ACL (Award #1701WAPADD); the Department of Health and Human Services Administration, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services SAMHSA (Award #3X98SM005397-17S1); and the Rehabilitation Services Administration RSA (Award #H240A170048). These contents are the sole responsibility of Disability Rights Washington and do not necessarily represent the official views of ACL, SAMHSA or RSA.

Disability Rights Washington
315 5th Ave S
Suite 850
Seattle, WA 98104