# M3: Which Decade?

## Course

Special Education

## Location

Module 3

## Alignments

### Course Outcomes

CLO III: Examine the historical and philosophical foundations of special education.

### Module Outcomes

MLO 3.3: Describe ways that historical context and awareness of bias in special education can inform equitable practices.

### Specific InTASC Standards

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| **InTASC** | **Type** | **Specific Standard** |
| 10l | Knowledge | The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners. |

## Assignment Instructions

### Purpose

As Module 3 demonstrates, laws related to disability seem to come in patterns. For instance, laws in the 1970s related to disability seemed to focus more on the civil rights of people with disabilities more than the laws of other eras because civil rights were of concern and of interest to people during this time.

For this activity, you will build on the "Guess the Decade” practice activity that was introduced in Module 3, chapter 2. In addition to guessing the decade, you will find 2-3 other cases from that decade that seem to demonstrate a similar understanding.

### Task

#### Instructor Preparation for Activity

* Locate several legal cases throughout the years focused on disability law.
* Split students into two groups so they can work together as a team to identify relevant cases.
* Bring rewards for students (candy, office supplies, etc.) to incentivize the gamification of this activity.
* Bring scrap paper for students to write down what they learned at the end of class (exit ticket).

#### Student Directions

For this activity, your class will be split into two groups, and you will be an active participant on one of the teams.

1. Your teacher will read you the scenarios presented in the “Guess the Decade” practice activity from Module 3, chapter 2.
2. The teams will take turns guessing which decade this event occurred in based on the multiple-choice answers. The team who guesses correctly will receive one point.
3. After the correct decade has been selected, both teams will search to find cases from the same decade that are topically related. The goal is for three related cases to be identified, though both teams can participate. Each team will be given one point for each correct case presented.
4. Before you leave the classroom, write down on a sheet of paper two things you learned today and give it to your instructor when you leave.

#### Successful Participation Includes the Following Elements

* Remaining cordial throughout the activity, which includes not talking over the other team.
* Sharing your answers with your team and classmates.
* Staying engaged throughout the activity.